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A portraiture of excellence in female educational leadership

Wilson, Phyllis Anne, Ed.D.

The University of North Carolina at Greensboro, 1989

A PORTRAITURE OF EXCELLENCE IN

FEMALE EDUCATIONAL LEADERSHIP

by

Phyllis Anne Wilson

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
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Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following

committee of the Faculty of the Graduate School at The

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The purpose of this research was to determine the nature and importance of excellent feminine leadership. Characteristics which were common to excellent leaders were examined both from educational literature and from the lives of the graduates of the University of North Carolina at Greensboro-Asheville Program. Patterns of leadership behaviors were determined. The study also found the occupational changes which have occurred in the lives of the graduates of the first two cohorts. The influence of the doctoral program on the personal and professional lives has been studied. Further influence of the program on the graduates' philosophy and the methods they employ as they approach administrative tasks were noted. Causes which have led to occupational changes have also been determined.

It was found that approximately one-third of the administrative positions in the public school systems of America are filled by women. It was noted that females make extremely good administrators when they are given the opportunity to serve in leadership positions. It was found from the literature that although female leadership style differs from that of the male, there are many females who perform administrative tasks superior to men. Possible reasons for differences in style were explored. Problems which are common to women but are not experienced by men have been identified.

Based on analysis, the following conclusions, among others, were drawn:

1. Female leaders display a high degree of emotional reactions, intuitive problem-solving, meaningful personal relationships, cooperation, community involvement, high morale, and a democratic leadership style which are beneficial in administrative effectiveness.

2. Women who show a potential for excellent leadership should be given the opportunity to serve as administrators in education so that they could positively influence the lives of students.

3. The degree of influence of feminine leadership in school systems will be determined by the quality and quantity of women administrators who will be employed.

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I would like to express my sincere appreciation to
Dr. Dale L. Brubaker, my adviser, for his guidance throughout
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Also, I would like to thank Dr. Edwin T. Bell, Dr. Harold
R. Snyder, and Dr. Joseph E. Bryson for their assistance in
this study.

I am indebted to the three doctoral graduates for their
time and inconvenience that was required to complete the
research.

DEDICATION

> Let us have faith that right makes might;
> and in that faith let us to the end, dare to do
> our duty as we understand it.
>
> --Abraham Lincoln

This work is dedicated to my husband, Kenneth, who helped me to learn to live by faith and to learn that duty demands patience; also, this work is dedicated to my three children--Elizabeth, Anna, and Abraham--who have in turn been patient by spending many hours in the library with me.

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CHAPTER I

INTRODUCTION

The American educational system has significantly more female than male employees; however, administrative positions are primarily filled by male administrators. Women occupy approximately 70% of the elementary and secondary school teaching positions (Crow, 1985, p. 281), while men fill 78.65% of the administrative positions (Jones & Montenegro, 1983, pp. 4, 9, 18, 22). Of the total population of school administrators, women superintendents represent 2.67%; assistant superintendents, 15.5%; secondary principals. 8.26%; elementary principals, 25.22%; and assistant principals, central office supervisory and administrative staff, 26% (Jones & Montenegro, 1985, pp. 4, 9, 18, 22). The same study indicates that there were increases of 2.7% in women school superintendents, 15% in assistant superintendents, 21% in principals, and only 1% in administrative and supervisory positions. Although many qualified women aspire to reach administrative posts, they oftentimes are discouraged in their efforts and "urged to become counselors, educational specialists, or supervisors" (Bach, 1976, p. 463). Of the females who have become school administrators, a large majority have succeeded in effecting school improvement and

are recognized as excellent female leaders (Tibbetts, 1980, p. 176).

Background

Many females in American society are currently faced with consistent disadvantages in their career aspirations in educational administration. This is evidenced by the proportionately low numbers of women occupying leadership positions in the public school systems (Jones & Montenegro, 1985; Maienza, 1986). Women's underrepresentation in administrative positions may be traced to society's failure to recognize females as excellent leaders. This is due, in part, to negative stereotypical images of females which remain prevalent in American culture. The challenge of both educational researchers and leaders is to support the idea that many women have exceptionally good leadership ability and when given a fair and equitable opportunity to administer public schools and lead children, in most instances they do so remarkably well.

There is evidence to support the notion that there are many outstanding female educational leaders. Some researchers report that women supersede men in their leadership behaviors (Adkison, 1981; Shakeshaft, 1987a; Tibbetts, 1980). The same researchers contend that women and men demonstrate different leadership styles. One reason for the diverse methods of administration may be due to biological,

psychological, and cultural gender differences (Levandowski, 1977; Shakeshaft, 1987a). Along with approaching the tasks of administration in a varying manner, women also are confronted with specific problems which differ in nature from men. They face particular problems in graduate school, as well as on the job, with role conflict, fatigue, and emotional tension (Cirincione-Coles, 1975; Helson, 1972; Terborg, 1977, p. 651). Although the odds are seemingly insurmountable, there are females who are fortunate enough to overcome them and who are successful in administrative roles.

Some extremely successful women are products of an effective strategy which is being used by the University of North Carolina at Greensboro in the training and education of doctoral students. Some other universities are offering similar programs but on a more limited scale. The doctoral program at the University of North Carolina at Greensboro with a major in educational administration prepares females, as well as males, to meet the future challenges of administrative occupations. The significance of this information is highly regarded since they welcome females into their Doctor of Education program and are known to encourage, counsel, and direct them throughout their degree program. In order to better serve the students, along with their on-campus program, the institution also offered a satellite program at the University of North Carolina at Asheville. Eleanor Radford offers detailed

information on the Asheville Project in her dissertation
entitled The Asheville Doctoral Program: Portrait of an
Off-Campus Venture (Radford, 1987).   The program is extended
to students in the western section of the state since no
doctoral educational administration programs are available
in that geographical area.

The focus of this study will be upon the female grad-
uates of the University of North Carolina at Greensboro-
Asheville Program.   (The present writer is a student of this
program.)   The purpose of the research will be to identify
excellent leadership characteristics from the literature and
from the University of North Carolina-Asheville Program grad-
uates of the first two cohorts.   The study will concentrate on
the graduates of the program who have become outstanding female
leaders.   It will deal with the nature of feminine leadership.
Feminine leadership, for the purpose of this study, refers
to female leaders who emphasize personal relationships, coop-
eration, instruction, sense of community, high morale, demo-
cratic decision-making techniques, and the values of service
and caring (Loden, 1985, p. 2; Shakeshaft, 1987a, pp. 3-5, 9;
Tibbetts, 1980, p. 177).   The research will also study career
paths and strategies which might be useful for the advance-
ment of female administrators.   The graduates who are now
leaders will be studied in relation to influential factors
which impressed them throughout their lives.   The leaders'

occupational positions will be examined as well as job
changes which occurred during their tenure as a doctoral
student. Moreover, attention will be given to the future
aspects of their lives such as their missions and career goals.
Anonymity will be ensured. The influence of the University
of North Carolina at Greensboro experience on the way the
administrators approach their tasks will be related.
Finally, the causes which have led to the developments in
the personal and professional lives of the educational
leaders will be reviewed.

Statement of the Problem

There is a need in public education for an increase
in the influence of excellent female leaders. Recent
research indicates that exceptionally competent female school
administrators contribute greatly to the academic as well
as the social climate of the school (Adkison, 1981; Levandow-
ski, 1977; Shakeshaft, 1987a; Tibbetts, 1980). In order for
women to exercise their leadership ability, they must first
gain entry into the administrative ranks. It is only when
women become educational administrators that they have the
opportunity to prove their leadership abilities and realize
their optimum potential.

<u>Purpose</u>

The purpose of this research will be to determine the nature and importance of excellent feminine leadership. Characteristics which are common to excellent female leaders will be examined both from educational literature and from the lives of the female graduates of the University of North Carolina at Greensboro-Asheville Program. Patterns of leadership behaviors will be determined. The study will also find out the occupational changes which have occurred in the lives of the graduates of the first two cohorts. The influence of the doctoral program on the personal and professional lives will be studied. Further influence of the program on the graduates' philosophy and the methods they employ as they approach administrative tasks will be noted. Causes which have led to occupational changes will also be determined.

<u>Specific Questions</u>

There are several issues which will be investigated in the present research. In order to address these relevant issues, the following questions will be addressed:

1. What is the nature of feminine leadership?

2. What leadership patterns emerge among the three administrative female graduates of the University of North Carolina-Asheville Program in this study?

3. Do leadership characteristics of the three female graduates used in this study coincide with the operational definition of related leadership literature?

4. How has this doctoral program effected philosophical
   and professional changes?

5. What is the nature of such changes?

6. What possible causes have led to the development
   of the female leaders in the study herein?

Methodology

Qualitative research, the portraiture methodology, pro-
vided the basis for this study. This type of natural inquiry
was chosen because it encouraged an accurate portrayal of
the leader and the culture in which she worked. It allowed
the present writer to get to know the leader and enter into
her informal work setting. By gaining an understanding of
the people studied and their environments, a dramatic por-
trait was presented (see Chapter III).

Rationale

An attempt was made to include all female administrators
who were graduates of the University of North Carolina at
Greensboro-Asheville Program of the first two cohorts, since
the focus of the doctoral program was administration. Admin-
istrators were chosen in order to determine the influence
of the Asheville program. Philosophical changes, as well
as the manner in which the female leaders approached their
administrative tasks, were addressed. (One administrator
declined the invitation due to lack of time.)

Choosing the Population

Women participants were chosen by telephone interviews who had received their doctorates in educational administration as a result of the University of North Carolina at Greensboro-Asheville Program. They were from the first and second cohorts of the program. There were a total of eight female graduates. They were either holding or aspiring to an educational administrative position at the time the present research was being conducted. An attempt was made to include all three of the school administrators of the first two cohorts; however, one declined the invitation due to lack of time. All three individuals who have responsibilities in line administration have been included in this study.

Data Collection Procedure

Names, addresses, and some telephone numbers were obtained from Dr. Harold Snyder, Coordinator of the University of North Carolina-Asheville Program. A total of eight females were found to have received their doctorates in educational administration as a result of the program. The female doctoral graduates were contacted to determine if they held an administrative position in their field of work. Four female graduates were found to occupy administrative positions. Three of the administrators were chosen since one declined the invitation. Data were further gathered by several additional telephone interviews; intensive, structured,

recorded interviews; informal observations; written communication; and comments from co-workers.

The analysis of the data consisted of a comparison of leadership patterns among the three female graduates studied. Commonalities among the three female graduates emerged concerning leadership characteristics, decision-making approaches, communication skills, influential people in their lives, career paths, stress prevention, workload, cooperation, environment, tasks, and the influence of the University of North Carolina at Greensboro doctoral program. The patterns were determined by the present writer as a result of observations of the participants as well as from statements made by and about the subjects.

Propositions and Limitations

The following propositions and limitations further explain the research.

Propositions:

1. There are many females who make outstanding educational leaders.

2. Behaviors of such leaders are observable.

3. In observing leadership behaviors, there are noticeable characteristics of females which are distinguishable from those of the male.

4. Schools which are operated by excellent women leaders benefit both educationally and socially.

5. An increased number of schools would achieve to a
   greater extent academically and socially if a larger
   population of excellent females were represented.

6. The University of North Carolina-Asheville Program
   is playing a major role in producing excellent female
   school administrators.

Limitations

1. Due to the nature of the portraiture methodology,
   a hypothesis was not formulated at the beginning.

2. This study does not attempt to analyze leadership
   traits with regard to such factors as maturity level,
   task and people orientation, etc., which are conven-
   tionally taught in schools of educational adminis-
   tration.

3. The study does not attempt to critique the Univer-
   sity of North Carolina-Asheville Program.

4. Due to the small number of female graduates who are
   working in educational administrative positions,
   the population of the study is relatively small.

5. This research does not include all the graduates
   of the Asheville Program.

Significance of the Study

The significance of the study will be determined by
several factors. First, feminine leadership incorporates
emotional atrributes, personal relationships, cooperative

effort, and an academic climate. Secondly, differentiation in masculine and feminine leadership styles is apparent and may be based upon biological, psychological, and cultural influences. Thirdly, school districts should recognize sex discrimination and encourage women educators with exceptional leadership potential to pursue careers in educational administration. Finally, the influence of the University of North Carolina at Greensboro-Asheville Program upon its graduates will be determined.

Definitions of Terms

1. Androgynous behavior--"An individual uses a diversity of traits, selecting at a given time behavior that is situation-appropriate, though that behavior may be conventionally regarded as typically masculine or feminine" (Grobman, 1983, p. 174).

2. Sex roles--"The cultural expectations of appropriate behavior of males and females" (Schaffer, 1981, p. 10).

3. School administrators--superintendents, assistant superintendents, principals, assistant principals, and high school deans of instruction.

4. Gender equality--"Activities designed to meet the special needs of females or males" (Wirtenberg).

5. Networking--"Sharing of information and creation of personal linkages" (Green, 1982, p. 65).

6. <u>Socialization process of the female culture</u>--"Formal education is the process of socialization. . . . The process of socialization is the process of learning the culture's values, norms, and mores" (Robbins & Terrell, 1987, p. 207).

7. <u>Feminine leadership</u>--Female leaders who emphasize personal relationships, cooperation, instruction, sense of community, high morale, democratic decision-making techniques, and the values of service and caring (Loden, 1985, p. 2; Shakeshaft, 1987a, pp. 3-5, 9; Tibbetts, 1980, p. 177).

8. <u>Excellent female leadership</u>--Females who hold administrative positions who effectively foster changes in the lives of their followers; they possess the leadership qualities of integrity, diligence, industriousness, and perseverance; also, they efficiently perform administrative tasks and effectively develop human relationships.

9. <u>Masculine leadership</u>--Traditional authoritarian leadership which emphasizes competition (Loden, 1985, pp. 12, 23).

10. <u>Participants</u>--Three people who were included in the study herein who have administrative responsibilities.

Summary

Research indicates that there are many females who possess outstanding leadership ability (Tibbetts, 1980). Although women possess a different leadership style from men, it is not inferior to them and in many cases has been found to produce greater results in the lives of their followers

(Adkison, 1981; Shakeshaft, 1987a; Tibbetts, 1980). The
leadership ability for females may be used as a basis for
employment in leadership positions.

The University of North Carolina at Greensboro is pro-
ducing some excellent leaders in their education and tra ning
of doctoral students. They are attempting to prepare leaders
to meet the challenge of educational administration. The
influence of the doctoral program on the lives of three of
its graduates will be studied.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The study of excellent female educational leadership has become increasingly popular in administration literature. This has been due, in part, to the concept that effective female leadership has been found to differ from that of the male. A major difference in socialization has been evident. Furthermore, there were barriers to gaining educational administrative positions, as well as promotions, which were common to women but were foreign to men. In order to react to these generic feminine problems, specific strategies were addressed in the literature which may prove to be useful for females seeking to advance in the field of educational administration.

Stress

Stress was a problem for both male and female leaders. Once an administrator became stressed, it was his or her lack of ability to reduce stress which made him or her susceptible to physical, mental, and emotional disorders. Such sickness was found to be common among administrators and has been known to produce extremely harmful results. Medical problems

which have presented health threats among school administrators include "irregular heartbeats, cardiovascular disease, high blood pressure, peptic ulcers, anxiety, fatigue, mental depression, headaches, and explosive tempers" (Manera & Wright, 1981, p. 11). As disorders were inappropriately or ineffectively dealt with, the stress progressively worsened. The effects of the stress became remarkably pronounced and seriously affected the administrator's health as well as his or her job performance.

It was important that administrators sought methods of reducing stress. In order to reduce stress, it was recognized that stress existed in a person's life and then workable coping strategies which produce positive results were applied. He or she realized the impossibility of alleviating stress entirely. It was found that he or she also recognized the dangers of an extremely low level of stress; specifically, where conditions of low stress levels existed, lack of motivation and poor job performance resulted. "When a person is not ambitious, he or she has no incentive to perform a task, or has no hope of a favorable outcome (promotion or salary increase), the expenditure of effort appears pointless" (Kiev & Kohn, 1979, p. 10).

On the other hand, most administrators experienced high levels of stress. Stress, from the administrator's point of view, had a somewhat more specific description. In this respect, it has been defined as

the result of a combination of factors . . . the accumu-
lation of situations and responsibilities . . . demands
made upon principals . . . constant pressure . . . the
constant potential of problems arising . . . demands
. . . never ending. (Koff, 1981, p. 6)

These definitive characteristics emphasized the ongoing ever-

present pressures with which school principals were bombarded.

Most of these descriptions presented seemingly insurmount-

able problems which demanded constant attention to problem

solving. Clearly, factors which led "to stress include cum-

ulative and constant demands of the job, the lack of time

to perform in the role and respond to demands adequately,

and the continual threat of the unexpected occurrence that

needs immediate attention" (Koff, 1981, p. 6). It was the

administrators who had difficulty managing frequent crises

and pressures who became stressed.

There were numerous known causes of stress for the school

principal. These causes have been categorized into (a) inter-

personal relationships which involve subordinate, superordi-

nate, and external roles; (b) the appropriate management of

administrative tasks; (c) the maintenance of a pleasant,

orderly working and academic environment; and (d) the polit-

ical climate of the organization (Koff, 1981, p. 6). Each

of these categories of stress factors was known to have been

significant in the lives of school administrators since they

were sometimes stressors which produced devastating results.

Although researchers have found that no one issue caused
an unmanageable stressful situation alone, many agreed that
problems in dealing with people rank very high among adminis-
trators' stressors. In one study the researchers concluded
that the greatest source of stress for administrators was con-
flict with teachers (Koff, 1981, p. 4). The conflict between
administrators and teachers was a greater problem for elemen-
tary principals than it was for those in middle or high
schools. The authors further found the following stressors,
among others, listed here in rank-order (p. 4):

1. Forcing the resignation or dismissal of a teacher.

2. Dealing with unsatisfactory performance of profes-
   sional staff.

3. Involuntary transfer to another principalship.

4. Preparing for a teachers' strike.

5. Refusal of teacher to follow policies.

6. Criticism in the press.

7. Last week of school year.

8. Forced staff reduction.

9. Legal action against your school.

10. Assault upon a staff member.

11. Reorganization of educational program.

12. Disagreement with superior(s).

13. Verbal abuse from students or parents.

14. Serious vandalism to the building.

15. The first week of the school year.

16. Preparing and holding teacher performance evaluation.

17. Parental complaint about poor teaching performance.

18. Conflict among staff members.

19. Dealing with teacher grievances.

20. Student expulsion hearing.

In another study of elementary and secondary school principals by Jones (1983), it was found that the greatest amount of stress resulted from interpersonal interactions. In this study, it was noted that the source of the stress determined whether it was considered internal or external. If the stress came from interaction with internal people, such as the superintendent or teachers, it was considered internal stress; contrariwise, if the stress on the principal came from an external person or group of people, such as a parent organization, the stress was considered external. External groups were found to be greater causes of stress than subordinate internal groups. Secondary school principals tended to show superordinates and subordinates as sources of stress, whereas elementary school principals reported external groups as greater stressors (Jones, 1983). Whether stress came from within or outside the organization depended, in part, upon the personality of the principal. Furthermore, stress, whether it came from superordinates or subordinates, depended upon the administrator's perception of and reaction to the stressor.

Another related factor concerning interpersonal rela-
tionships which seemingly affected the amount of stress an
administrator experienced is the size of the school. Prin-
cipals from smaller schools have been known to report lower
amounts of stress than those of larger schools (Blood & Miller,
1979, p. 4). This was because of the fewer interpersonal
interactions with which an administrator became involved.
The fewer encounters one had with other people, the less
likely was the opportunity for conflict.

Another study which showed interpersonal relationships
as the greatest source of stress for principals involved
principals and assistant principals from New Mexico and
revealed that administrators' stressors involved interper-
sonal relationships as they made decisions concerning their
subordinates. The greatest stressors were as follows:

    1. Making decisions about people you know.

    2. Evaluating staff members' performance.

    3. Imposing high expectations on myself.

    4. Gaining public approval or financial support.

  5/6. Completing reports on time; handling student discipline.

    7. Resolving parent/school conflicts.

    8. Complying with state/federal rules.

    9. Spending too much time at meetings.

10/11. Finding workload too heavy; Speaking in front of groups.

   12. Being interrupted by telephone. (Manera & Wright, 1979, p. 15)

Although there were voluminous studies which indicated human relationships were the greatest cause of stress among school principals, there was also a field of research which revealed that the management of administrative tasks was the greatest stressor. Gmelch (1981), in his research, found that task difficulty was the most common stressor. In this study, the greatest stressors involved hindrances to completing administrative tasks appropriately and concerned constraints regarding time and workload. The second most significant stressors concerned responsibilities related to supervision, evaluation, and negotiations. The next most important stressors stemmed from interpersonal relations and intrapersonal conflict. Finally, role expectations by the administrator for himself as well as others' expectations of him or her were causes of stress (Gmelch, 1981). This study involved only secondary school principals. The top 10 stressors of the secondary school principals of this investigation included the following:

1. Complying with state, federal, and organizational rules and policies.

2. Meetings taking up too much time.

3. Gaining public approval and/or financial support for school programs.

4. Evaluating staff members' performance.

5. Resolving parent/school conflicts.

6. Completing reports and paperwork on time.

7. Participating in school activities outside the normal working hours.

8. Making decisions affecting the lives of individual people I know (colleagues, staff members, students).

9. Being interrupted frequently by telephone calls.

10. Too heavy a workload; one that cannot possibly be finished during the normal work day. (Gmelch, 1981, p. 17).

In a study involving secondary school principals from Oregon, there were similar results. Task administration hindrances ranked first, with intrapersonal conflicts trailing behind (Manera & Wright, 1981). The rank-order of the stressors in the study were as follows:

1. Complying with state and federal rules--doing the paperwork, ensuring that all standards and procedures are followed by district personnel according to the federal, state, and organizational policies and rules.

2. Spending too much time at meetings--feeling that the number and length of meetings is burdensome.

3. Completing reports on time--trying to meet imposed deadlines for all paperwork and reports.

4. Gaining public approval of financial support-- generating public endorsement of school programs so they may be carried out and financially under- written.

5. Resolving parent/school conflicts--acting as arbi- trator between parents and the school.

6. Evaluating staff members performance--judging teach- ers and staff members' expertise and helping them to increase their effectiveness.

7. Making decisions about people you know--knowing that the decisions, based on evaluation and/or pertinent information, will affect the lives of individuals.

8. Finding workload too heavy--feeling that there is not enough time in a normal workday to complete the required tasks.

9.   Imposing high expectations on myself--planning and accepting responsibilities which are excessively high in light of time, assistance, and financial considerations.

10. Being interrupted by telephone--allowing frequent telephone calls to interrupt train of thought or productive work time or conferences.

11. Speaking in front of groups--being informative, speaking easily and effectively to all types of school groups.

12. Handling student discipline--establishing and maintaining a school environment where teachers have a minimum of discipline problems. (Manera & Wright, 1981, pp. 11-12)

Although task orientation ranked highest in this study, it was noteworthy that intrapersonal conflict with teachers, parents, and students was a common stressor at different points throughout the study.

Another aspect of task administration was program complexity. Programs were not only becoming more difficult to understand, but they were also found to be growing progressively more complex to administer. This was due, in part, to the upgraded state-mandated requirements for curriculum implementation. Also, there was a greater number of students to be educated along with an improvement in the quality of teacher and program specializations to meet individual needs (Blood & Miller, 1979, p. 17). As individual needs were diagnosed, it became increasingly difficult to keep up with the required federal, state, and local paper work. The responsibility for meeting mandated requirements rested with the principal of the school.

A third category of known stressors for the administrator was the threat of the disruption of a pleasant, working academic environment. One study showed that factors related to helplessness and security were significant causes of stress for the school administrator. The events which proved stressful included preparing for a teachers' strike, physical assaults both between students and teachers and between students, vandalism, and personal threats (Koff, 1981, pp. 4, 5). Also, interruptions by the staff posed a threat to many administrators. Furthermore, telephone calls, when they interrupted administrative duties, were among the top stressors for principals (Gmelch, 1980; Manera & Wright, 1981). Whether the interruption was from internal or external sources, the key to the problem of stress was found to be that the administrator perceived it as a threat to stability.

A fourth category of stress-producing factors was the political climate of the educational environment. There were, according to the research, several "restraining forces" such as "selection," "socialization," "separation," and "ignorance" which stressed the school principal (Wayson, 1979, pp. 6-10). The first pressure was selection, which involved choosing poeple who think very much like their superiors. Secondly, there was socialization, where the principal accepted his or her role unquestionably and adhered to the guidelines set forth by the central office staff. Thirdly,

there was the concept of separation whereby principals felt pressured into keeping quiet even at times when they knew the administration acted improperly. A final pressure on principals concerning the political climate concerned their ignorance whereby the administrator's superiors purposely failed to relate important information which might have been helpful to his or her administration. These social pressures were often found to be inescapable by the principal because he or she felt a sense of loyalty to the administration that hired him or her. Because he or she accepted the policies of the Board of Education, the principal was regarded as less stressed than if he or she openly expressed disagreement and failed to implement the policies. Superordinates were less of a threat to principals than subordinates (Jones, 1983).

Another factor concerning the political climate of the school environment involved the rising expertise of teachers. Some administrators may have felt threatened by the increase in the professionalization of educators, particularly their subordinates. Due to the fact that teachers had more advanced degrees and a broader knowledge base, in some cases the principal's abilities were not much or any greater than that of the teachers he or she led. In other instances, as teachers' educational requirements have risen, so have those of administrators even to the point in some states to the post-master's level (Blood & Miller, 1979, p. 14).

A final factor concerning the political climate of the educational environment was the "bifurcation of the profession" (Blood & Miller, 1979, p. 23). Principals and teachers in recent years have shown a tendency to move further apart in their organizations rather than closer together. Administrators have formed their own separate organization mainly because they were forced from leadership positions in the National Education Associaton (Blood & Miller, 1979, p. 23). Not only was the gap widening between principals and teachers, principals also moved further from the role of their superordinates. The status of principals has shifted throughout the years from top level managers, as they have progressively lost more positional authority, to middle managers (Blood & Miller, 1979, pp. 23, 25).

The importance of authority in organizations has been recognized since Max Weber's treatise on the subject. He recognized the importance of the leader to exercise power, regardless of resistance, in order that the organizational goals might be accomplished (Weber, 1978). Maintaining authority, he found, were necessary if the leader was to direct and control the organization.

Principals have lost their authority because of several reasons. First, the school superintendents have assumed control which formerly belonged to the principals. Secondly, the local school boards under the legal auspices of the state departments have begun to control the schools.

Thirdly, the state boards of education have made it increasingly difficult for principals to control the climate of the schools as they did in earlier years. One of the main reasons for the decline in student behavior as well as in academic standards has been because principals have been stripped of their authoritative position (Blood & Miller, 1979, p. 19).

It has been noted that it might prove helpful for school principals to become aware of stressors which are common to other administrators such as interpersonal relationships, management of administrative tasks, negative working environments, and a detrimental political environment. It has been found that principals should also recognize stressors which affected their personal health as well as their job performance. Importance was emphasized on their learning of effective coping strategies by which the reduction of stress in their personal lives has been effected. It has been recognized that principals need to realize the physical, mental, and emotional dangers which are often either direct or indirect results of stress. Administrators, it has been shown, should also understand that stress has been caused by numerous stressors which act simultaneously. Female administrators, it has been indicated, should recognize their natural ability to handle stress. Furthermore, it has been shown that school administrators should understand and practice

preventive measures of stress as they realize this may be a method whereby their life and career could be extended.

Male and Female Differences

Masculine and feminine attributes were found to differ significantly biologically, psychologically, and culturally. Physical conditions such as pregnancy and premenstrual tension were sometimes restrictive conditions which women leaders faced (Pelc, 1987). Another major biological difference was shown to be hormonal factors. In her dissertation research, Pelc (1987) found that females responded to the "hormonal activity" (p. 34) of other females with whom they worked. This characteristic was found only among women.

In men, the presence of the hormone testosterone has been found to be accountable for the aggressive behavior which has been discovered in most males (Money & Ehrhardt, 1972). Testosterone has been shown to be responsible for the male's greater understanding of "spatial relationships" (Pelc, 1987, p. 34). Aggressiveness, in turn, was known to be responsible for hierarchies as they related to dominance (Montague, 1976). Further study indicated that along with hormonal conditions, neurological factors were also responsible for genetic aggression (Goldberg, 1973).

Females, on the other hand, due to their hormonal composition, were better able to deal with stress. According to Ramey (cited in Loden, 1985), the female hormones helped

women manage stress more effectively than men; therefore,
work-related stress among females was less common. Job-
related stress has become a problem of growing concern, par-
ticularly among school administrators, because of continuous
changes which resulted in increasing demands upon them. These
demands involved insurmountable amounts of time and energy
as well as a more compelling work load. As a result of insuf-
ficient time and energy, the school principal experienced
internal as well as external pressures. If these pressures
were not resolved through proper decision-making techniques
and appropriate action, they produced stress.

Not only did studies show that males and females differ
biologically, they were also unlike psychologically. Spence
and Helmreich (1978) described the psychological aspects of
masculinity and femininity as follows:

> Clusters of socially desirable attributes stereo-
> typically considered to differentiate males and females
> and thus to define the psychological core of masculine
> and feminine personalities. (p. 3)

Different societies had varying expectations of their males
and females. "Women and men are assigned different tasks,
rights, and privileges and are likely to be subject to differ-
ent rules of conduct," according to Spence and Helmreich
(p. 4). Moreover, these sex roles have been "shown to be
related to political, sociological, and economic forces"
(p. 5).

Masculinity in the American society was often regarded as those characteristics which have been common historically to normal behaviors. Masculinity generally has referred to the following: "Independence, objectivity, logic, ambition, competitiveness, activity, and self-confidence [are] all traditionally masculine descriptors" (Frasher, Frasher, & Hardwick, 1982, p. 184). Masculine characteristics have been further described as follows: "Typically, the adult male role is defined by such traits as dominance, achievement, autonomy, and aggression" (Weber, Feldman, & Poling, 1981, p. 320). Aggressiveness has been considered the most important masculine behavior (Frasher et al., 1982, p. 184). "Risk-taking, law, and buildings are also considered masculine domains" (p. 184). Men have tended to rate higher on "facilities management, computer usage, and collective bargaining" (Estler, 1987, p. 9).

Corporate masculinism, similarly, valued competition and measures success by final victory (Loden, 1985). Other values of Loden's study included the "need for tight control . . . assertiveness . . . the ability to think analytically or strategically . . . [and] control through careful organization and calculation" (pp. 24-26). Loden further emphasized two factors which are traditionally considered partially responsible for men's advantage in the socialization process which were often responsible for his corporate success. She wrote the following concerning sports:

> The ethos of competitive sports is also alive and
> well within the corporate culture of masculinism.
> Sports analogies and metaphors pervade the corporate
> culture of masculinism. (p. 23)

Concerning the military, she wrote:

> At the heart of masculinism is the concept of competi-
> tion. Corporate masculinism resembles and was no doubt
> shaped by the values, goals and even structure of the
> military. (p. 23)

Masculinity has further been described as "dominance

and independence" (Bayles & Newton, 1978, p. 8). It was evi-

dent that similarities in masculine behavior existed among

many types of organizations, a factor which contributed to

the male socialization process.

Femininity, on the other hand, has been regarded a con-

stantly changing branch of research since progressively more

women were shown to be filling a greater number of leadership

positions. Because more females were found to be available

for study in the work force, an increasing amount of insight

has been gained into the employment positions they fill.

A result of additional information on femininity research

may have been responsible for society's changing views toward

females and their world of work.

Traditionally, emotionalism has been considered a fem-

inine quality (Frasher et al., 1982; Pelc, 1987; Weber et

al., 1981). Other typical feminine characteristics were

"passivity, timidity, deference, and self-abasement" (Weber

et al., 1981, p. 320). Additional effeminate qualities

were "tenderness, emotional sensitivity, dependence, openness to experience, and vulnerability" (Druck, 1985, p. 24). Furthermore, it was found that "typically, women are higher at a statistically significant level on people related and cognitive competencies and attributes" (Estler, 1987, p. 9).

Corporate female management offered a leadership model which reflected feminine characteristics. The following was an example of a female management leadership style:

    Operating Style: Cooperative
    Organizational Structure: Team
    Basic Objective: Quality Output
    Problem-Solving Style: Intuitive/Rational
    Key Characteristics: Lower Control, Empathetic, Col-
        laborative, High Performance Standards. (Loden,
        1985, p. 63)

It has been shown, from this model, that female corporate management differed from that of the male. Management ability, like other aspects of one's personality, was a product of the social environment to which the person belongs.

The development of one's personality was found to be strongly determined by his or her environment (Block, 1973). Cultural expectations and pressures, to a great degree, influenced masculine or feminine personal qualities. Societal expectations have significantly impacted behaviors of males and females. People, in specific instances, have strongly influenced the behavior of others by imposing their values of approval or disapproval on their specific behaviors. Children were seemingly particularly susceptible to influence from both adults and other children.

Cultural differences were understood in terms of masculinism and feminism, sex roles, socialization, and stereotypes. Spence and Helmreich (1978) argued that

> The psychological dimensions of masculinity and femininity should not only be conceptually distinguished from masculine and feminine sex roles but that masculine and feminine attributes, while they differentiate the sexes to some degree, are not bipolar opposites but in each sex are separate orthogonal dimensions. (p. 3)

This was to say that masculine and feminine characteristics were not completely different since they were ascribed to one gender or the other; rather, these attributes were regarded as acceptable traits for either gender. Furthermore, individuals possessed some qualities which were regarded as effeminate and others which were considered masculine. The authors implied that traditional norms should not necessarily be the standard for the assessment of individuals.

A similar attribute study concerned a dualistic notion. This field of research, popularized by Bem (1974), ascertained that masculine and feminine attributes differed and were considered socially acceptable independently of each other, termed androgyny. Androgynous behavior was regarded as one way in which society reacted to feminine leadership. According to Grobman (1983),

> In such leadership behavior, an individual uses a diversity of traits, selecting at a given time behavior that is situation-appropriate, though that behavior may be conventionally regarded as typically masculine or feminine. This permits the androgenous individual a broader repertory of responses to a situation, but does not necessarily meet societal expectations. And so, androgenous behavior becomes a sex-role expectation, new kinds of conflicts will arise that may be as frustrating as the existing sex-role expectations. (p. 174)

Since, according to the definition, society has been known

to determine acceptable behavior norms, attitudes were

expected to change. This was due to the fact that culture

has been found to be a changing social force. Since change

has been a prominent social issue historically, societal

values and expectations will have been known to continue to

change.

Although it may be argued to what extent masculine and

feminine behaviors influence sex role norms, the point

remained that these behaviors were determinants of sex role

behaviors. Sex roles have been defined as "the cultural

expectations of appropriate behavior of males and females"

(Schaffer, 1981, p. 10). People were influenced by what

seemed to be considered normal acceptable behavior and often

identified with the norm.

Sex roles have been learned through socialization.

Males and females were socialized first and most importantly

within the confines of the family. As a child, it was found

that one learned about sex roles and maintained these assump-

tions throughout his or her life as they were applied to

various social situations (Bayes & Newton, 1978). A descrip-

tive example of the socialization process which concerned

the role of authority was noted:

> Parents form a leadership coalition to take responsi-
> bility for the family with father and mother typically
> in No. 1 and No. 2 levels of authority (respectively).
> . . . The father, as No. 1, traditionally has a position
> on the external boundary. As the executive of the enter-
> prise he obtains resources, provides protection, and

> generally represents the family to the external world.
> An indication of the father's authority is the fact that
> all other members of the family take on his surname.
> . . . The mother, as No. 2, manages the internal
> boundary between parents and children in carrying out
> the internal work--the care and socialization of chil-
> dren--and the internal maintenance of the system. She
> has primary authority <u>only</u> over the children, and inter-
> acts with them constantly. She is experienced as the
> earliest and most immediate authority. As the primary
> caretaker of a helpless infant, she has great power to
> destroy. To the child the mother seems to be highly
> powerful, the key to survival as well as the creator
> of life. . . . The devaluation of women stem(s) in large
> part from a defensive handling of the early infant-mother
> relationship. (Bayles & Newton, 1978, pp. 9-10)

Children not only learned the operation of the authority in
the home, they also acquired many other stereotypes which
remained with them throughout adulthood.

There was evidence to support the concept of separate
distinguishable sex-role stereotypes for males and females.
In a study entitled "Sex Role Stereotypes: A Current
Appraisal," the following was found:

> Women are perceived as relatively less competent, less
> independent, less objective, and less logical than men;
> men are perceived as lacking interpersonal sensitivity,
> warmth, and expressiveness in comparison to women.
> (Broverman, Vogel, Broverman, Clarkson, & Rosenkrantz,
> 1972, p. 75)

The same researchers further found that there were both
masculine and feminine traits which were clusters that were
more desirable for each sex.

> Masculine items which were more desirable included very
> aggressive, independent, objective, dominant, competi-
> tive, logical, good business skills, adventurous, easily
> makes decisions, almost always acts as a leader, ambi-
> tious; thinks men are always superior to women. (p. 63)

The feminine items, the warmth-expressiveness cluster, which
were more desirable included:

> Talkative, tactful, gentle, aware of feelings of others,
> religious, interested in own appearance, neat in habits,
> quiet, strong need for security; enjoys art and litera-
> ture, easily expresses tender feelings. (p. 63)

The researchers concluded that masculine traits which include

"competence, rationality, and assertion" were favored more

often than feminine traits which entailed emotional "warmth

and expressiveness" (p. 61). This was to say that the stereo-

typical traits which have persisted for many years were still

known to be prevalent in American society.

Barriers Women Face

Stereotypes were found to be but one of the barriers

females faced when they were seeking employment, especially

in leadership positions. Other obstacles included graduate

school, role conflict, inadequate time, rest or energy,

and emotional problems. These barriers caused particular

problems because many of them led to sex discrimination.

An example which illustrated sex role stereotypes which

led to sex discriminatory practices in hiring was when an

employer became a sexist as a result of believing exaggerated

behaviors. To illustrate, both men and women may have behaved

in exactly the same manner; however, the following distinc-

tions might have been made:

> They are called absent minded if they are men, scatter-
> brained if they are women; intellectually curious if
> they are men, nosey if they are women; planners if they
> are men, schemers if they are women; sensitive if they
> are men, emotional if they are women; logical if they
> are men, intuitive if they are women. (Friedan & West,
> 1971, p. 19)

Her research depicted the "highly-educated woman as serious, competent, committed, and individualistic" (Helson, 1972, p. 40). It also showed that women of modern culture were known to "work longer before marrying and have fewer children" as opposed to women of the post-war era (p. 41).

Many of the problems women faced may be traced to simplistic causes. Such causes might have been lack of adequate time, rest, and/or energy. Lack of energy has been regarded as due to improper nutrition which, in turn, may have resulted from the jet-paced lifestyle many women have led.

Other feminine problems have been related to emotions. Such problems which women experienced were feelings of "inferiority," "passivity," "perfectionism," and "jealousy" (Jongeward & Scott, 1976, pp. 166, 173, 180). These problems as well as the methods of solving them were seemingly unique to women.

Females who have entered the work force faced particular barriers. Women were sometimes unable or unwilling to devote "time, energy, and resources [which] may make demands that conflict with those communicated by job-related sources" (Terborg, 1977, p. 651). This concerned the female's establishment of goals in priority order. For example, a female employee may have determined that spending time with her family was a more important occasion than hosting a social event with employees. Problems might have been prevented

if priority goals and the establishment of overtime demands
were discussed and agreed upon before the personnel were
hired.

A final barrier which was a generic problem for females
was a "feeling of entrapment [which] encompassed the woman's
personal life as well as her career, both of which are at
the midpoint" (Crow, 1985, p. 282). The woman often felt
that the circumstances which she has created for herself are
too insurmountable to escape (Crow, 1985). Furthermore, she
felt at times that she was too old to free herself. Most
if not all of the aforementioned problems may have been over-
come if the woman were familiar with the nature of her job
and specific strategies which help overcome the barriers.

The Nature of Female School Administration

Female school administration has been regarded as having
many descriptive characteristics. Many research studies have
contributed to this field of study. A description of this
research has been developed.

School administrators may be described, for the purpose
of this study, as superintendents, assistant superintendents,
principals, and assistant principals, and high school deans
of instruction, and college administrators.

Women's culture and style of administration were found
to have differed significantly from that of men (Adkison,
1981; Loden, 1985; Shakeshaft, 1987a; Tibbetts, 1980). While

the traditional model of leadership generally has fit the masculine behavioral style, the feminine leadership style consisted of "expression of feelings, the use of greater intuition in problem solving, and an increased emphasis on personal relationship management" (Loden, 1985, p. 12). Instead of emphasizing competition, feminine leadership stressed "cooperation" (p. 23). "Women's communication and decision-making styles stress cooperation and help facilitate a translation of their educational visions into actions" (Shakeshaft, 1987a, p. 9). Loden (1985) noted the following concerning leadership styles:

> Most of the men and women managers interviewed were in strong agreement that these two styles (the masculine and feminine) worked effectively together. They described them as complementary, balanced, and more responsive to changing business demands. . . . A third point of widespread agreement among both men and women was that organizations had not yet learned to recognize or encourage a feminine approach to managing. (pp. 14-15)

In other words, masculine and feminine leadership styles have functioned together very effectively. This cooperative effort was seemingly more efficient when both the male and female leaders were working toward the same organizational goals.

Shakeshaft (1987a), in her years of studying female leaders, offered further insight into feminine characteristics:

1. Relationships with others are central to all actions of women administrators.

2. Teaching and learning is the major focus of women administrators.

3. Building community is an essential part of a woman administrator's style.

4. Marginality overlays the daily worklife of women administrators. (pp. 3-5)

Shakeshaft (1987a) further contended that "women enter teaching with clear educational goals supported by a value system which stresses service, caring, and relationships" (p. 9). Clearly, the researcher recognized the importance of feminine characteristics and their influence on leadership style.

Many studies have shown that female school administrators ranked higher than males in many cases. For example, according to Tibbetts (1980):

Data indicate that, on the average, the caliber of performance of both pupils and teachers in schools administered by women is found to be of a higher quality than in schools managed by men. (p. 176)

Shakeshaft (1987a) found that schools with women administrators were characterized by an academic climate:

Women administrators are more instrumental in instructional learning than are men, and they exhibit greater knowledge of teaching methods and techniques. Women administrators not only emphasize achievement, they coordinate instructional programs and evaluate student progress. . . . Women also create a school climate more conducive to learning, one that is more orderly, safer, and quieter. (p. 4)

Another factor which concerned tne academic climate was the administrator's ablity to work with teachers and members of the community. Several researchers have found that female administrators exhibited a greater ability to work cooperatively and have better relationships with their teachers as opposed to male administrators (Adkison, 1981; Levandowski,

1977; Shakeshaft, 1987a; Tibbetts, 1980). According to

Levandowski, female educational leaders were found to have

ranked higher than males in "working with teachers and stu-

dents, pupil participation, evaluating learning, and ability

to gain positive reactions from teachers and supervisors"

(p. 101). Tibbetts (1980) reported similar findings:

> Women surpassed men in ability to work with teachers
> and the community. . . . Women principals displayed
> greater respect for the dignity of the teachers in
> their schools, had better and closer communications
> with the teachers, maintained a more closely knit orga-
> nization, were more effective at resolving conflicts
> with staff members, were better at reconciling conflict-
> ing demands, exercised stronger leadership, and gen-
> erally exhibited more effective administrative tech-
> niques. Parents . . . looked more favorably on schools
> with women principals, were more involved in school
> affairs, and approved more often of the learning activ-
> ities and outcomes in the schools headed by women.
> (p. 177)

Women administrators became more involved in the teaching

process than men (Adkison, 1981; Shakeshaft, 1987a). Female

principals have been found to supervise instruction as well

as "monitor and intervene more than men . . . and they man-

age more orderly schools" (Shakeshaft, 1987a, p. 9). Fur-

thermore, women, according to Tibbetts (1980), "evidenced

a greater concern with the social and emotional development

of children and with their individual differences than did

men principals" (p. 178).

Another characteristic which was highly correlated to

female administrators was high morale (Shakeshaft, 1987a;

Tibbetts, 1980). According to Shakeshaft, "Women demon-

strate, more often than men, the kinds of behavior that

promote achievement and learning as well as high morale and

commitment by staffs" (p. 9). Shakeshaft further contended:

> Women spend more time with people, communicate more,
> care more about individual differences, are concerned
> more with marginal students, and motivate more. Not
> surprisingly, staffs of women administrators rate women
> higher, are more productive, and have higher morale.
> (p. 3)

Women administrators have further been found to demon-

strate a more democratic leadership style than their male

counterparts (Adkison, 1981; Shakeshaft, 1987a; Tibbetts,

1980). Tibbetts related that "women principals use demo-

cratic practices (group policy-making decisions) more fre-

quently than do men" (p. 177). Shakeshaft further conceded:

> From speech patterns to decision making styles, women
> exhibit a more democratic participatory style that
> encourages inclusiveness rather than exclusiveness
> in schools. (1987a, p. 4)

Finally, Shakeshaft purported the idea that women were

more susceptible to criticism than men because of the fol-

lowing:

> Token status and sexist attitudes toward women combine
> to create a world in which the woman administrator is
> always on display and always vulnerable to attack.
> . . . Women perceive their token status and realize
> that their actions reflect on all women. (p. 5)

Female superiority research served as a basis for the

precept that there were many females who have made excellent

leaders. Competent women should probably have been consid-

ered for more positions in educational leadership. Addition-

ally, women who have shown leadership potential might have

been better encouraged to actively seek administrative posi-

tions.

Inequality

Although many women had outstanding leadership ability,

all too often this potential was not realized. According

to Oritz and Covel (1978):

> Women have the same career ambitions as men, but they
> do not have the same opportunities. . . women remain
> in the front line as teachers while men continue to
> assume the leadership positions with superior power,
> pay, and promotions. (p. 213)

Inequality has been better comprehended when contrasted

to gender equality. Gender equality has been defined as

"activities designed to meet the special needs of females

or males and activities designed to decrease sex-role stereo-

types of females and males" (Wirtenberg, Klein, Richardson,

& Thomas, 1981, p. 313). Gender equality has been, for many

organizations, a goal toward which they work. For example,

the American Association of School Administrators' (American

Association of School Administrators, 1975) platform stated

the following:

> We as school administrators propose to work for the
> elimination of barriers that prevent full access to
> equal educational opportunities for all children and
> the provision of educational leadership in eliminating
> discrimination against any segment of our society.
> (p. 1)

Evidence that inequality existed in educational adminis-

tration positions has been evident from research studies.

According to a recent study by the Office of Minority
Affairs of the American Association of School Administrators,
women represented "2.7 percent of the more than 14,000 superin-
tendents nationwide" (Jones & Montenegro, 1985, p. 1).
According to the same study, women made up 2.67% of the
assistant superintendents, 33.48% of the principals, 15.5% of
the assistant principalships, and 26% of the combined admin-
istrative and supervisory positions (pp. 4, 9, 18, 22).

Proportionally, low figures of women in administrative
positions have been but one indicator of sex discrimination.
Tracing the career paths of women administrators further
indicated discrimination. One study showed the following:

1. The average age at attaining the first superinten-
   dency for women was 48, for men 38. The average
   age for the first administrative position for women
   was 35, for men 30.

2. Men had made very early decisions to enter admin-
   istration. . . . Women were much slower to make the
   decision to seek upper-level management positions.
   Men began and completed their graduate work while
   in their thirties; women attained their doctorate
   or last degree while in their forties or fifties.

3. While women were urged by superiors to prepare for
   administration, 60 percent reported that they were
   discouraged from applying or had been denied admis-
   sion to doctoral programs in educational administra-
   tion prior to 1968. One woman had been a school
   superintendent for almost 10 years when she was
   denied admission to the program in education admin-
   istration where she was enrolled in graduate studies
   in education. (Maienza, 1986, pp. 32-33)

Maienza conducted her female leadership research based
on the following precepts:

> The developmental view of status attainment holds that
> career status is a product of prior influences and cur-
> rent circumstances; that the development of career status
> starts early in life and continues throughout one's work
> history; and that parental backgrounds, socialization
> in the family and the community, academic performance,
> and the influence of significant others are important
> variables in the development of career status.
> (1986, p. 30)

The study emphasized the importance of socialization and

found many of the influences were significant. For example,

the subjects (superintendents) of the study filled leadership

positions from their childhood. A further example demon-

strated the importance of influential poeple in their lives

during their career. Not only was there family support,

there was also support from universities, professors, and

school district consultants. Career paths of women superin-

tendents included a background of a secondary principalship,

central office worker, or elementary principal.

Another significant finding from the same study included

the following: "Most of the women superintendents reported

early responsibilities for home, family, or community"

(Maienza, 1986, p. 34). Assuming responsibilities early

in life may carry over into adulthood as one continues to

use this quality in his or her work.

Finally, the superintendents in this study dealt with

multiple roles. Maienza reports, "Women superintendents

[had] to balance career, marriage, and family" (p. 34).

A previous landmark study on the female school superin-

tendent showed some similar findings. Similarities from the

Frasher, Frasher, and Hardwick (1982) study were related

to familial support and multiple roles. The study showed

the following:

> Many of these women not only reported that their hus-
> bands and children had provided a great deal of support
> for their careers, but also listed family support as
> a primary factor contributing to their success . . .
> most of the superintendents integrated traditional fem-
> inine roles with their current development beginning
> at an eary stage, and many combined childbearing, home-
> making, and job responsibilities throughout their
> careers. (pp. 183-184)

Other findings of the Frasher et al. (1982) study were

related to socialization. It was found that the superinten-

dents had been good scholars, scored themselves average or

high in aggressiveness, and a majority of them felt they

possessed masculine leadership qualities, such as "indepen-

dence, objectivity, logic, ambition, competitiveness, activ-

ity, and self-confidence" (pp. 183-184). The qualities were

basically ranked on the basis of the female superintendents'

impression of themselves. A further self-assessment con-

cerned sex bias. About half of the women blamed sex bias

for their slow progress in their career. On the other hand,

about half of the superintendents revealed that their fem-

ininity was an asset to their career progression. At any

rate, socialization evidently played a significantly impor-

tant role in the developmental process of the female leader.

The career paths of the Frasher et al. (1982) study were

similar to the Maienza (1986) study. Most of the superinten-

dents of the former study had previously been teachers. Most

had likewise been principals; more had served at the elemen-

tary level as opposed to the secondary. Furthermore, about

"one-third had served as supervisors or coordinators" at

the district level (Frasher et al., 1982, p. 182).

Another study still had similar findings to the two

aforementioned ones. In a study by Stockard (1984), the

following additional information was found concerning female

administrators:

> In the highest status cluster [superintendents] appeared
> to have somewhat more career paths [than principals]
> most often taking out a year to attend graduate school
> and spending time as a principal before becoming super-
> intendent. (p. 142)

Furthermore, the study showed that "one-fourth" of the admin-

istrators had come from occupations other than education

such as "business and government" (p. 139). She further

suggested that counselors possibly have an advantage over

others for administrative positions since many of the admin-

istrators in her study had previously held counseling posi-

tions.

Like the two other previously mentioned studies, Stock-

ard (1984) found that these top level administrators' most

common occupation was teaching "at 71 percent" (p. 139).

Similarly, the study showed that female administrators moved

according to the following career paths:

> [They moved] from staff jobs to the principal or assis-
> tant superintendent post, from the vice principal posi-
> tion to the principalship, and from the principalship
> or superintendent's job to the role of superintendent.
> . . . Superintendents [were] most likely to have experi-
> ence in other line administrative posts, assistant

> superintendents in staff administrative positions, and
> principals in building jobs. (p. 142)

From this study it was evident that most school administrators were hired internally, i.e., promoted from within the same school district.

Other studies contended that women were discriminated against. Howe (1973) conceded that females were discriminated against in positions of high school principalships which were surpassed only by "college presidents, superintendents, and state commissioners of education" (p. 101). Other researchers agreed that sex discrimination was evident in administrative positions (Estler, 1987; Lyon & Saario, 1973; Tibbetts, 1980; Young & Schmidt, 1988).

Another evidence of sex discrimination was found to be the wage differential between male and female administrators. On the average, throughout the United States, male administrators continued to make approximately 30% more than their female counterparts (Pounder, 1988). One explanation offered by Pounder was "position segregation" whereby more women administrators were employed in elementary and central office positions which generally paid less than positions in junior and senior high schools (p. 8).

Pounder offered the following explanations for lower salaries for women:

> Women in administrative positions may have as much or
> more total professional experience in education as men,
> but fewer years of experience as administrators and
> more years as teachers. (p. 8)

Additionally, Pounder (1988) related the tendency of women

to "establish their career before having families," finan-

cial reasons, "educational level, commitment, and aspiration"

as contributing factors for lower salaries (p. 10). In his

statistical research on salary differential, he found that

male elementary school principals made $137 more per month

than did females, an "evidence of gender bias" (p. 14).

Evidence of a salary differential between male and female

administrators was presented in Blumrosen's (1984) research,

as well. According to her:

> Job segregation, by race, sex, and national origin,
> remains a major characteristic of American work life.
> Moreover, the low rates of pay associated with segre-
> gated jobs constitute the major explanation for the
> earnings gap between women and men. This gap is an
> indicator of employment discrimination's extent.
> (p. 109)

Not only was segregation of jobs shown to be responsible for

low wages for women, females were also paid less in many

cases for performing the same job as males. Blumrosen

addressed this issue as follows:

> Workers in segregated jobs are not only deprived
> of meaningful opportunities in other jobs, they are
> also paid a discriminatorily depressed wage for the jobs
> they do get. (p. 109)

Clearly, women were shown to be underrepresented in edu-

cational administration posts. The problem has not seemed

to be present at the entry level since there have remained

approximately two-thirds more female than male teachers

(Blanchard, 1976; Lyon & Saario, 1973). Rather, the problem

has been evident in hiring and promoting females for adminis-
trative positions.

Legal Implications

Several laws have been written in an attempt to prohibit
sex discrimination. They were: Executive Order 11246,
Title IV of the Education Amendments of 1972, Title VII of
the Civil Rights Act of 1964, Equal Pay Act of 1963, and
Title VII (section 799A) and Title VII (section 845) of the
Public Health Service Act. It has remained the responsibil-
ity of the school district superintendent and the local
school board to have familarized himself or herself with laws
regarding sex discrimination and to have assured that people
were hired on the basis of merit as opposed to gender for
legal purposes.

Strategies for Females Seeking
Administrative Positions

Many strategies have been proposed to assist females
who are inclined toward administrative posts. The American
Association of School Administrators has offered suggestions
for school boards in order that female administrators may
be promoted. The following has represented an abbreviated
version of their proposal for sex equality:

Recruiting

1. Advertise widely to all school employees any opening
   that is available.

2. Develop a list of names of potential candidates for either promotion on leadership from within your own system. . . .

3. By every action, memo or other means, make sure everybody knows that all available positions are open equally to all capable people. . . .

Selection

1. Review and evaluate every step of the selection process to assure that job requirements, hiring standards and methods of selection and placement do not discriminate against women.

2. Be sure that all selection procedures (including paper-and-pencil tests, personal histories, bio-graphical information, background requirements, specific educational or work experience require-ments, interviews, application forms and interviewer rating systems) are job-related and do not screen out women.

3. Develop job descriptions and hiring standards that reflect major job functions and do not require higher qualifications.

4. When interviewing female applicants, limit ques-tions to those which relate to capacity for job per-formance. . . .

Promotion

1. Post and otherwise publicize all promotional oppor-tunities and encourage employees to apply for them, especially women who in the past have not had access to administrative jobs.

2. Make clear to all employees that women are eligible for promotion to any job on the basis of individual qualifications. . . .

3. Develop a performance appraisal program for the evaluation of employee work performance which is based on objective measurable factors and which eliminates the subjective elements that may be limit-ing opportunities for women.

Upward Mobility

1. Examine procedures for promotion, transfer and training and make sure that candidate selection is based upon fair assessment on the employee's ability and work record. . . .

2. Provide special training on prospective career paths for women and encourage participation.

3. Recommend women for inservice programs for school administration and for internship programs.

Training

1. Insure equal opportunity for women as well as men to attend leadership training workshops.

2. Include in local inservice training programs discussion of the affirmative action program and of the administration's commitment to equal opportunity for women.

Wage and Salary Structure

1. Guarantee equal pay for equal or substantially similar work performed by men and women.

2. Compare job descriptions and actual job duties, length of service, and other factors affecting pay rates for jobs of equal skill, effort and responsibility.

3. Examine procedures for assignment of and pay for extra duties, opportunities for overtime, raises and bonuses.

Benefits and Conditions of Employment

1. Investigate possible dicrepancies and make sure contributions to and benefits from retirement, pension and insurance plans are equal.

2. Equalize sick leave policies. . . .

Support Programs and Services

1. Require any contractor or supplier with whom the school district deals to be an equal opportunity employer.

2. Present to the public, through whatever media, an image of both women and men in leadership roles and working together as a team.

3. Publicize legal rights of individuals.

4. Encourage women to join professional organizations and informal, previously all-male groups in the social system. . . .

5. Look into the possibility of providing day-care centers for children of all (not just female employees). . . .

6. A step-by-step grievance procedure for appeals by employees should be instituted and time frames established for dealng with alleged discrimination. . . . (AASA, 1975, pp. 10-15)

Lyon and Saario (1973), researchers in the field of sex discimination, offered further suggestions to avoid sex bias. For the state departments of education they promoted the following:

1. That state departments of education, especially chief state school officers, identify hiring professional women for state administrative positions as an organizational priority.

2. That state departments of education publicly recognize the widespread existence of discrimination against women in public education as a problem, and define policies which direct local school districts to establish affirmative action plans. . . .

3. That state departments of education, in order to increase the immediate leadership pool of women in education, analyze alternative means for certification as school and school district administrators. (p. 122)

On the federal level, Lyon and Saario suggested more involvement than was being implemented in 1983. They recommended that public recognition of the problem at the federal

level, review of all funding procedures, in-depth examination

of complaints of discrimination, and federal assistance be

offered to state and local education agencies.

The same authors have offered the following recommenda-

tions for schools of education. They were as follows:

1. That schools of education publicly recognize dis-
criminatory practices against women in public
education as a problem for the profession and
develop affirmative action plrns to increase the
number of women in leadership positions.

2. That women be recruited for faculty positions in
schools of education, including departments of edu-
cational administration.

3. That women be recruited as students in programs
related to leadership positions in education,
including educational administration.

4. That all degree programs, including those in educa-
tional administration, provide flexible registration
and enrollment practices.

5. That women students receive, when necessary, finan-
cial support based on individual requirements, inde-
pendent of marital status.

6. That placement offices identify the employment of
women in leadership positions in education as a
priority and that it publicize this commitment to
all prospective employees.

7. That placement offices actively encourage women
in teaching and administrative programs to achieve
leadership positions in education. (Lyon & Saairo,
1973, pp. 122-123)

Shakeshaft (1987b) proposed the idea that schools of

education write a new theory of administration in light of

recent research on feminine leadership. Howe (1983) addi-

tionally suggested that "textbooks delete sexist language"

(p. 103) and reported that the teaching of the history of women's education on college campuses "is being implemented." Weber et al. (1981) suggested that women "obtain credentials . . . apply for positions . . . and encourage other women to aspire to positions in educational leadership" (p. 322).

Along with educational considerations, there were found also to be socialization factors which might have proven to be helpful for women seeking administrative positions. Networking was shown to be one method women might use to advance in educational administration. It has been defined as the "sharing of information and creation of personal linkages" (Green, 1982, p. 65). It has been considered formal, through an organization, or informal, such as through peer groups. Networking offered women the opportunity to "share resources" (Robins & Terrell, 1987, p. 207) or learn from mentors (Green, 1982). Mentors were "often beneficial throughout a career," paticularly at the beginning of one's administrative career and at the time she advances to "senior administrative positions" (Dodgson, 1986, pp. 30-31). Shakeshaft (1987b) likewise emphasized the importance of networking as well as mentoring, visibility, a support group, and role models (see also Porat, 1985).

Through networking women learned the meaning of power as well as how to effectively use it. Robins and Terrell (1987) stated: "The conceptual link of power and leadership is the reward of the situationally appropriate use of power

in leadership" (p. 205). Robins and Terrell further stated: "Knowing that there are six styles of power and learning to use them appropriately in an organization is the first step toward positioning oneself for leadership" (p. 207). The authors listed the styles of power to form the acronym IMPACT:

Information
Magnetism
Position
Affiliation
Coercion
Tactics   (p. 205)

Robins and Terrell described IMPACT as follows: Women who have used information effectively had "control of information that other people value" (p. 205). Magnetism meant that the leader has shown charisma and followers "identify with the values personified by these powerful people and believe in the vision the leaders inspire them to work for" (p. 206). Further, "Position power is used by communicating through proper channels, recognizing chains of command, and determining loyalty and support for procedures" (p. 206). Affiliation power was shown to have been useful because it communicated the message that "sincere concern for the aspirations, fears, and hopes of the group" (p. 206) were to be cooperatively sought.   Coercive power was considered effective when "leaders exert their influence by setting goals and standards for others, offering bargains and exchanges, and establishing systems of rewards and punishments" (p. 206).   Finally,

tactical power was known to be useful when "leaders bring order and structure to an environment by developing systems, procedures, strategies, and plans" (p. 206). Women were more likely to advance in their careers when they effectively used power to their own advantage.

Another method of advancing in educational administration positions was for the leader to have accepted the female socialization process itself readily. The socialization process of women was shown to be usually a necessity because of the change in the work situation in which she found herself. According to Terborg (1977):

> Regardless of whether a woman is hired from outside the organization or promoted from within, she faces a new environment and must learn to behave effectively in that environment. New employees of either sex must be socialized properly if they are to fit with the established functioning of existing work units and if they are to develop into contributing members of the organization. (p.651)

Socialization, according to Terborg's review of the literature on management, was considered dependent upon three basic factors. First, the knowledge the individual possessed concerning the operation of the organization and his or her belief and willingness to share information were crucially important in the socialization process. The second phase was known to include the mechanics of the new job as well as the social demands it required. The last phase of socialization involved the new employee's knowledge of extra demands of the job and his or her ability to meet these expectations which may or may not have been specifically job related.

Robins and Terrell (1987) further described the sociali-
zation process of the female culture: "Formal education
is the process of socialization. . . . The process of sociali-
zation is the process of learning the culture's values, norms,
and mores" (p. 207). The same researchers further contended
that technical education was another step in organizational
socialization. They conceded:

> Through technical education, the process of schooling,
> people learn to read and write, add and subtract, and
> think abstractly. The technical education for an adult
> in an organization would include the tasks necessary
> for performing his or her job, such as operating a com-
> puter, that had not been learned in a formal school
> setting. (p. 207)

Traditional education was the third type of learning
and was considered by Robins and Terrell as "the most crucial
to a person's acceptance by the members of the culture and
to that person's success and achievement within the cul-
ture" (p. 207). They additionally contended that "Children
learn the expectations of their cultures by making mistakes"
(p. 207). Children remembered the process of being corrected.
Also, the researchers defined cultural expectations as "the
unspoken rules of a group" (p. 207). Concerning female
socialization, they wrote the following:

> Women . . . learn to share, to show compassion, and
> to be giving and nurturing. They have no childhood
> activities comparable to the training men receive for
> old boy's club membership. Consequently, when they
> join male-dominated organizations, women are unaware
> of the cultural expectations that will determine their
> success. (p. 207)

It would probably be advantageous to women if they learned about and expected to be socialized in the culture of the new job.

Other measures which might have proven to be helpful for females who are seeking to advance in administrative circles concern motivation and professional preparation. Porat (1985) suggested that women decide if administration is their true desire, plan for administration and confront the problem. She suggested that superintendents "build values within the organization" (p. 301). Gregory (1983) advised women to "seek out and accept opportunities for administrative experience . . . make your career goal known to those in positions of influence . . . [and to] become overqualified" (p. 11). Swoboda and Vanderbosch (1983) suggested that

> She [the female] must develop bonds with other outsiders . . . she must transfer the cunning perceptions she has developed in personal relationships outward to the public arena. (p. 4)

Another strategy the female might find useful in her search for an administrative position has been regarded as a change in negative attitudes and myths which people have toward women. Some of the attitudes which are seemingly harmful included the following:

> High school principals are the most influential and elementary principals the least influential. (Oritz & Covel, 1978, p. 229)

> Women [are] socialized to internalize traits perceived to be incompatible with leadership roles. (Weber et al., 1981, p. 320)

> Women are perceived as a threat to the existing balance
> of power. A woman in a leadership role is often per-
> ceived by her male coworkers as an affirmative action
> token with few skills. Moreover, she is perceived as
> an intruder in an exclusive arena of male power: the
> old boy's club. (Robins & Terrell, 1987, p. 205)

It is highly probable that if society's negative attitudes
toward female leaders were changed, a higher proportion of
women in educational administration positions might be
realized.

Conclusion

Research indicated that feminine leadership was charac-
terized by emotional qualities, personal relationships, a
spirit of cooperation, and an academic climate, among other
things; the same research has shown that the feminine lead-
ership style differed from the traditional or masculine style
(Adkison, 1981; Levandowski, 1977; Loden, 1985; Shakeshaft,
1987a, 1987b; Tibbetts, 1980). Some of these differences
may be traced to biological, psychological, and cultural
differentiation. Another difference was evident in the bar-
riers which women faced such as inequality and sex discrimina-
tion which were shown to have been foreign to men. In order
for women to overcome the barriers, there were found to be
specific strategies available such as effective use of power
through networking, a strategy which has been contrasted to
the male old boy socialization factor. Finally, the research
herein indicated that professional educational preparation

and work experience has been regarded as a method to increase the female's opportunity for success in educational administration.

CHAPTER III

METHODOLOGY

Qualitative Research

The art and science of portraiture, a qualitative
design, provided the methodological foundation for this
study. Numerous telephone interviews were conducted with the
graduates of the University of North Carolina at Greensboro-
Asheville program in order to determine their leadership
qualities which were characteristic of exceptional leaders.
Intensive interviews were conducted with the participants.
They were taped and/or observed on three or four occasions
in order to determine their leadership qualities which were
characteristic of exceptional leaders. Written communica-
tion was also used. The purpose for choosing a qualitative
methodology was because it offered the opportunity to gain
a deeper understanding of the personal qualities of those
selected outstanding leaders. They were considered outstand-
ing because they were implementing leadership strategies
whereby noticeable positive changes were being effected in
the lives of the followers. Qualitative research permitted
the investigator to "select a problem . . . collect cultural
data . . . analyze cultural data . . . formulate ethnographic
hypotheses . . . and write the ethnography simultaneously"

(Spradley, 1979, pp. 93-94). It allowed for periodic feed-back throughout the investigative process (p. 93). As a result of constant feedback, an ongoing evaluation was con-ducted in order to make any necessary changes to improve the design of the study during the time it was being conducted.

Qualitative research involves an understanding of people as well as their cultures. It has been described as "watch-ing people in their own territory and interacting with them in their own language, on their own terms" (Kirk & Miller, 1987, p. 9). "It is a research which concerns itself with the ways in which people understand, make sense of, and hence, act in the world" (Shapiro, 1983, p. 133). Insight must be gained through getting to know the people as well as their environmental setting. According to Kirk and Miller, "Its diverse expressions include analytic induction, content analysis, semiotics, hermeneutics, elite interviewing, the study of life histories, and certain archival, computer, and statistical manipulations" (p. 10).

The desired outcome of qualitative research is to clearly describe the culture which is being studied. Culture may be defined as "a complex network of patterns and themes which represents in general the pooled learning of mankind" (Beals & Hoijer, 1959, p. 247). It has been regarded as "a value-oriented design for living" by American culturalists; con-trariwise, British social anthropologists

reasoned that men and women are organized in societies
according to special principles that allow them to
continue their existence in an orderly fashion
through a specialized cooperation of parts in the
service of the whole. (Voget, 1973, p. 3)

When studying cultures, researchers usually compare and

contrast two or more geographical areas.

Patterns

When interpreting the meaning of culture, it becomes

useful for the researcher to look for patterns which help

identify similarities and differences. Spradley (1979) has

identified the following four strategies to assist in the

understanding of cultural meanings:

1. Domain analysis involves a search for the larger

   units of cultural knowledge called domains. . . .

2. Taxonomic analysis involves a search for the

   internal structure of domains and leads to identify-

   ing contrast sets.

3. Componential analysis involves a search for the

   attributes that signal differences among symbols in

   a domain.

4. Theme analysis involves a search for the relation-

   ships among domains and how they are linked to the

   culture as a whole (p. 94).

Patterns and themes contribute to the holistic concept in the

study of cultures. When significant parts are linked

together, patterns and themes begin to develop into meaning-
ful insights and a more complete representation of the cul-
ture is evident.

Ethnology and Ethnography

Not only should cultures be understood in ways they are
alike and unlike, their findings should also be reported.
Ethnology is the explanation of the similarities and
differences of human cultures (Beals & Hoijer, 1959, p. 13).
Ethnography, on the other hand, is a research strategy which
attempts to "produce a straightforward, nontheoretical, non-
technical description of events and behavior in some setting"
(Wilcox, 1982, p. 97). Some researchers regard the terms
ethnography and qualitative research as synonymous, while
others consider ethnography as a kind of qualitative research
(Bogdan & Biklen, 1982, pp. 2-3). Due to the fact that
their definitions and methodologies are so similar, for the
purpose of this study the terms will be considered synonymous.
Gay (1987) has further defined ethnography as "data col-
lection, that is, collection of data on many variables
over an extended period of time, in a naturalistic setting"
(p. 209). It "is the art and discipline of watching and lis-
tening and of trying inductively to derive meaning from
behaviors initiated by others" (Gearing, 1973, p. 1227). It
involves not only the behaviors, attitudes, and customs of
people but their interaction with their environment, also.

Not only is there an ethnography of personalities and cultures, there is also a study of the ethnography of thinking. Geertz (1983) reflects,

> The ethnography of thinking, like any other sort of ethnography--of worship, or marriage, or government, or exchange--is an attempt not to exalt diversity but to take it seriously as itself an object of analytic description and interpretive reflection. (p. 154)

Ethnography, then, involves many facets of analytic thinking.

Portraiture

Another way in which cultures are studied and reported is through portraiture, a term coined by Sara Lawrence Lightfoot (1983) in her book, The Good High School, for which she won the coveted Educational Research Association Award in 1984. Portraiture, a type of qualitative research, has been described by Lightfoot as a "holistic, complex, contextual description of reality" which "move(s) from the inside out, search(es) out unspoken institutional and interpersonal conflicts, listen(s) for minority voices and deviant views, and seek(s) to capture the essences, rather than the visible symbols, of school life" (pp. 13, 14). Lightfoot describes the goal of her methodology as analogous to her artist's purpose as follows:

> I wanted to develop a form of inquiry that would embrace many of the descriptive, aesthetic, and experiential dimensions that I had known as the artist's (portraitist's) subject; that would combine science and art; that would be concerned with composition and design as well as description; that would depict motion and stopped time, history, and anticipated future. (p. 6)

Lightfoot recognized the importance of her background experience. She realized the significance of her previous training in longitudinal ethnography in social science and was able to use many of the skills she had learned in her portraits of six high schools. Techniques which were useful in the research for her book include "the systematic detailed observational work . . . the thematic in-depth interviews . . . and ethnographic description" (p. 13). Furthermore, she was cognizant of the fact that she brought into this work her "values and assumptions that have shaped" her portraits (p. 13). She uses the following example to illustrate this influence on her work:

> I visited the schools with a commitment to holistic, complex, contextual descriptions of reality; with a belief that environments and processes should be examined from the outsider's more distant perspective and the insider's immediate, subjective view; that truth lies in the integration of various perspectives rather than in the choice of one as dominant and 'objective'; that I must always listen for the deviant voice as an important version of truth (and as a useful indicator of what the culture or social group defines as normal), not disregard it as outside the cultural pattern. (pp. 13-14)

Lightfoot, throughout her book, accomplishes her goals through storytelling. She portrays each school and principal independently and as a part of the whole culture. She shows how the people in the study shape the culture as well as how they are, in turn, influenced by it (p. 14). She writes, "The creative and analytic task of portraiture lies in exploring and describing these competing and dissonant

perspectives, searching for their connections to other phe-
nomena, and selecting the primary pieces of the story line
for display" (p. 15). As the observations are made, patterns
should be noticed and recorded. Lightfoot states, "It is in
finding the connections between these themes that the
observer begins to give shape to the portrait" (p. 15). She
further describes the holistic concept as fitting the "jagged,
uneven pieces together" (p. 16). She continues as she
describes the development of the portrait:

> A tapestry emerges, a textured piece with shapes and
> colors that create moments of interest and emphasis.
> Detailed stories are told in order to illuminate more
> general phenomena; a subtle nuance of voice or posture
> reveals a critical attitude. What evolves is a piece
> of writing that conveys the tone, style, and tempo of
> the school environment as well as its more static struc-
> tures and behavioral processes. (p. 16)

Lightfoot emphasizes the importance of the lot of the
story.

Portraiture, in effect, then, views all characteristics,
whether major or minor, and reflects them objectively on
the printed page. It is an honest attempt to present the
findings with complete accuracy. In order for this to
occur, the researcher must place himself inside the social
climate and objectively view the entire culture. He makes
authoritative decisions on interpreting meaning.

Researchers not only observe but report both positive
and negative findings. They attempt to understand and
explain various diverse opinions and to respect every person

in the setting. They understand the parts in relationship to the whole and find meaning as they fit the pieces together.

Portraiture requires that researchers observe, interview, and follow ethnographic guidelines in reporting. It becomes necessary that they fully understand the setting and that it is presented accurately. They must take into account the fact that accuracy depends upon many different factors and that judgments should be made only after all variables have been considered. All viewpoints of the people involved should be carefully weighed and honored.

Brubaker (1986) noted that "each person's perceptions are his reality" (class lecture). The "perceptions are theories" which, in effect, become a part of one's personality and serve as guides for decision-making. It is the researcher's responsibility to be aware of his or her own perspectives and to report the findings as accurately as possible. Furthermore, with regard to portraiture, one must maintain a balanced viewpoint by recognizing the need to maintain certain viewpoints while changing others (class lecture). This concept entails both viewing and reporting positive features of the culture and recognizing the methods and techniques that work well.

Ethnographic Methodology

In the study of portraiture, it is useful to focus on the methodology of ethnography. Helder (1976) describes ethnographic methodology as follows:

1. Begins with theoretical problems and research plans.

2. Gathers data by making observations and asking questions.

3. Analyzes data.

4. Writes and rewrites.

5. Produces a written report.

It is evident that doing ethnography requires in-depth planning from the early stages. The problem must be understood. The accumulation of information is obtained through the questioning technique, either orally or in writing. The data must then be evaluated and analyzed. Information and findings are to be recorded and revised. Finally, the end product results in a recorded account of the analysis of the research.

It is necessary for the researchers to accept the responsibility of presenting an accurate picture of their research. They are accountable to the people they are studying (Berrenman, 1959, p. 5) as well as to their reading audience. They must be ethically and morally responsible to present a totally reliable document.

The methodology of ethnography is regarded as a "system involving the social interaction of ethnographer and subjects," according to Berrenman (1959, p. 11). It allows the researcher to look "backstage" in terms of social interaction, a "dramaturgical" approach (Goffman, 1959, p. 238).

This process allows communication between the two parties while, at the same time, allows both of them to maintain respect for each other.

Culture

Once rapport has been established, the culture itself may then be studied. Although ethnography has traditionally been considered a study of the community as a whole, it may also be applied to "the description of social discourse among any group of people among whom social relations are regulated by custom" (Wilcox, 1982, p. 458). Furthermore, "classrooms and schools are both well suited to ethnographic inquiry" according to Wilcox (p. 458). Small limited settings may be studied as well as larger ones.

Historically, research on school culture has been multifaceted. Wilcox notes the following ways in which school culture has been studied:

1. Stability versus change.

2. Interactional dynamics in schools and classrooms: relationships between school staff and parents; on the role of educational administrators; and on ways in which the assumptions, values, and structures of the culture as a whole are expressed.

3. Class and ethnicity's limitations on equal opportunity.

4. The relationship of the cultures of home and of school.

5. Schools are instruments of cultural transmission (Wilcox, 1982, pp. 475, 477, 478).

Further research indicates that school culture is directly related to student achievement. One study shows the following:

1. The overall climate (culture) type is related to student achievement.

2. Schools differ significantly in climate.

3. High and low achieving schools differ on climate when composition and community are controlled.

4. The principal affects student achievement through mediating influence of climate (Anderson, 1982).

The findings of this study indicate that motivation, values, attitudes, and the academic culture of a school directly affect student achievement.

The academic nature of a school reflects an expectancy climate which is common not only among good principals but is also found among good teachers. This phenomenon stems from earlier studies in what is referred to as self-fulfilling prophecy, a psychological concept which indicates that the higher a student is expected to achieve, the more he will achieve. From this concept, it has been suggested that one prophesies an event and the expectation of that event, then changes the behavior of the prophet which makes the event more probable (Rosenthal, 1970, p. 8). It may be concluded from this idea that students will achieve more when they realize more is expected of them.

Other factors which have been studied in relation to school culture are varied and diverse. Most of these studies have been conducted in connection with school effectiveness research. The most significant findings of this research have been illustrated in a paradigm by the present author with the assistance of Thomason (Thomason & Wilson, 1986). (See Appendix A.) The model illustrates the importance of school culture as it relates to the holistic philosophy of educational components in effective schools.

Whether one is studying school culture or culture generally, the methodology is not a modern concept by any means, although some would like to credit Stephen Graubard, the editor of Daedalus (Lightfoot, 1983, p. ix). Portraiture is derived from cultural anthropology studies of the ethnology branch.

History of Ethnography

The first written account of the comparison of cultures may be traced to approximately 1405 B.C. to the Book of Judges in the Bible. The author was probably Samuel. In Judges 2:8-19, the author describes the practice of the Israelites' worship of the false gods of Canaan as opposed to the true God who led their fathers out of Israel. These behaviors consisted of evil doings, bowing down to false gods, serving Baal, and turning from the worship of their fathers.

Many historians regard Herodotus of the 5th century B.C. as the first ethnographer. As a political exile, he wrote about the Persians and a group of other people by describing their "dress, armaments, boats, food taboos, and religious ceremonials" in an attempt to discover the causes and heroic ventures of the people of the war between Persia and Greece (Voget, 1973, p. 3). The Roman Tacitus later wrote about the customs of German tribes around 98 A.D. (p. 4). The next prominent reporter on culture was the Greek physician, Hippocrates (p. 4). (It is interesting to note that physicians no longer take the Hippocratic Oath since the moral issue of abortion has become legalized.) During the Renaissance people began to learn more about people of different lands and cultures. This was due to the fact that "narratives of explorers, conquistadors, voyagers, administrators, travelers, and missionaries" were being widely distributed (Voget, 1973, p. 6).

The foundations of social science and anthropology as we know them today have their beginnings in the 18th century where natural history was seen as different from traditional history (Voget, 1973, p. 7). The influence of Voltaire and Rousseau was beginning to be noticed at this time. It was a German philosophy professor, however, who had a tremendous impact upon the "people's study or ethnography" as he developed a curriculum to be taught in his class (Voget, 1973,

p. 9). Other moralists followed suit in Scotland, such as Hume, Smith, Home, Ferguson, Robertson, Millar, Lord Kames, and Lord Monboddo. Darwin's influence was then a major influence on human culture. McLennan and Tylor were then observing and recording anthropological data but only to improve upon empirical data (Stocking, 1983, pp. 11, 12).

The first person who was sent out by an organization, the Committee on the North-western Tribes of Canada established by the British Association, as anthropologists are today was the missionary Reverend E. F. Wilson (Voget, 1973, p. 73). Wilson was replaced by the infamous Franz Boas (p. 73). Haddon and Spencer followed. Other famous ethnographers include Malinowski 1922, Radcliff-Brown 1922, Mead 1925, Kluckhoun 1940, Herskovits 1954, Powdermaker 1966, Cohen 1970, Wax 1971, Spindler 1971, Geertz 1973, Hymes 1974, Wolcott 1975, Spradley 1979, Burgess 1982, and finally, Lightfoot 1983. (Some of Mead's work has since been discounted.)

Modern Ethnology

The methodology of ethnology, as we know it today, consists mainly of field research, intensive interviews, and the interpretation and recording of ethnological data. Field research is the "study of real life situations . . .[where] research design and the collection and interpretation of data take place simultaneously" (Burgess, 1982, p. 15).

Researchers become a part of the culture which they are study-
ing. The information which they interpret and report depends
upon the "theoretical framework that is adopted" (p. 15;
see also Brubaker, class notes; Lightfoot, 1983, pp. 13, 14).
The principal method of field research is participant observa-
tion. Observers become involved in the setting and culture
of the observed. Another method of field research is one
of secrecy so the observed is unaware he or she is being
studied. This is used when the observer might influence
the results if the client is aware he or she is being studied.
Field research may be documented by oral, written, or photo-
graphic data (Burgess, 1982, p. 2). Any one or any combina-
tion of the aforementioned methods may be used as determined
best by the researchers.

Field Study

There are five procedures which should be considered
when one undertakes a field study. These procedures consist
of the following:

1. There is delimitation of a field in space and in time.

2. The anthropologist may take for granted, as 'given'
    facts, some events which exert marked influence in
    his field.

3. The researcher must make sure any statement can be
    backed up by experts, a term called abridgement.
    Abridgement moves a step further when the

anthropologist takes over not only complex combina-
tions of facts appropriate to the investigations
of other disciplines, but even their postulates and
hypotheses.

4. The anthropologist may make naive assumptions about
    the complexes of events which lie at the boundaries
    of his or her circumscribed field, or about the aspects
    of events which are studied by other disciplines.

5. A social scientist follows a quite different kind
    of procedure within his circumscribed field. There
    he has to simplify the facts and variables, and we
    propose to specialize the word 'simplification' for
    this procedure (Devons & Gluckman, 1982, p. 19).

Field researchers may begin their study with some ten-
tative hypotheses as they enter a setting in order to
observe the group's actions in detail (Williamson, Karp,
& Dalphin, 1977, p. 202). As they observe behaviors, they
then develop questions and guesses which coincide with their
previous way of thinking. The development of questions and
the associations which result occur over a period of time.
As more data is gathered, some ideas materialize and other
guesses are eliminated. "Formal hypotheses" develop as a
"general analytical structure evolves" (p. 202). The result
is inquiry, conclusions, and the generating and testing of
"theoretical propositions" (p. 202). Observers are then

ready to consider their purpose for the study as well as their chosen setting for conducting the research.

Intensive Interviews

Intensive interviews are another facet of portraiture which enriches its value. Interviewing must be approached systematically if the most information is to be obtained. There are different styles of interviews just as there are different techniques of interviewing. Most importantly, researchers must prepare extremely well for the interview. Also, they should send a list of questions which are to be asked to the interviewee so he or she will not be surprised by the questions and so better preparation can be made with comprehensive answers (Brubaker, class lecture).

Recording

Not only should interviewers prepare questions in advance, they should also plan their method of recording the answers. Often, a pen and paper are sufficient. There are times, however, when researchers wish to record every word that is said. Under such circumstances, an electronic device such as a tape recorder or video camera become necessary. Permission to use such devices must be obtained in advance so no surprises or rejections are experienced.

Intensive interviewing is a method whereby important data may be gathered for research purposes. It may be particularly useful when other techniques seem inappropriate.

Questions are prepared with the purpose of probing the
respondent in order to get as much information as possible
(Williamson et al., 1977, p. 165). Throughout the question-
ing sessions, it is important to make the interviewee as
comfortable as possible (p. 166). Furthermore,

> The format is usually flexible, with the types and order
> of questions, the questions themselves, the setting,
> and even the manner of the interviewer being governed
> not only by the study objectives and the cumulative
> information flow, but also by a continuing assessment
> of what it will take to make the interviewee maximally
> responsive. (p. 166)

Since the interviewer is attempting to collect the most val-
uable quantity of information, it may be necessary to spend
days or even weeks in an effort to accomplish this task.

The success of the intensive interview may depend upon
several factors. The following four considerations are the
"theoretical underpinnings" of the interview:

1. Commitment: the intensity of interest among both
   parties in making the interaction mutually beneficial.

2. Meaning: the ability of each party to understand
   the true intent of the other's actions and statements.

3. Fluidity: The extent to which the course or content
   of the interaction may be adapted to meet the needs
   of either party.

4. Assimilation: The ways in which the two parties
   digest and interpret the content of the interaction
   (Williamson et al., 1977, p. 168).

By using the aforementioned guideline, it is evident that
the interviews are not to be formally structured. They may
be classified as "nonscheduled, standardized, unstructured,
or semi-structured" (Williamson et al., 1977, p. 168). This
includes a mutual communication by both the interviewer and
the respondent. There is an understanding between both
parties concerning the content of what is being said. Both
parties are intent on making the interview successful and
work to that end.

There are strengths as well as weaknesses of the inten-
sive interview method. Strengths, according to Williamson
et al. (1977), include the following:

1. There is less chance of the interviewer and the
    interviewee misunderstanding one another.

2. It has the potential for providing more accurate
    responses than survey research.

3. Questions and response categories can be tailored
    to fit the respondent's way of looking at the world.

4. There is continual assimilation and evaluation
    (pp. 185-186).

On the other hand, weaknesses might include the following,
according to Williamson et al.:

1. The sampling procedure is based on small nonprob-
    ability samples (no effort is made to obtain a random
    sample).

2.   The lack of standardization is a threat to gen-
     eralizability.

3.   It is difficult to replicate an intensive interview
     study.

4.   It is highly vulnerable to interviewer bias
     (pp. 188-189).

This type of interview, however, can be an invaluable tool
for the researcher who intends to gather data and report
it ethnographically.

Data Collection Procedure

In order to collect data for the present research, names,
addresses, and the available telephone numbers were obtained
from Dr. Harold Snyder, Coordinator of the University of
North Carolina-Asheville Program. At the time the informa-
tion was gathered, there were eight female graduates who had
earned their doctorates as a result of the Asheville Program.
The graduates were contacted by the present writer and asked
if they were working in an administrative position. Their
answers were recorded. Four female graduates held positions
in administration. An attempt to include all four females
in the study was made; however, one refused to participate
due to insufficient time.

A list of interview questions was given the three
selected participants (see Appendix B). The questions were

answered through intensive, structured, recorded interviews;
telephone interviews; observations; written communication;
and comments from co-workers. Three meetings were arranged
with each of the participants. The tapes were transcribed,
reorganized, and interpreted in order to get an accurate por-
trayal of the participants and their work environments. In
addition to answers to the questions, information was obtained
as each participant was observed as she interacted in her
work setting. The relevant data is reflected in the three
portraits in Chapter IV as well as in the patterns in
Chapter V.

The analysis of the data consisted of a description of
the comparison of leadership patterns of the three female
doctoral graduates who were studied. The commonalities which
were found were leadership characteristics, decision-making
techniques, communication skills, influential people in their
lives, career paths, prevention of stress, workload, coopera-
tion, environment, tasks, and the influence of the doctoral
program of the University of North Carolina at Greensboro.
The present writer derived the patterns from personal obser-
vations, intensive interviews, and statements made about the
participants by co-workers.

Conclusion

In all types of qualitative research, the investigator
should always seek answers in order to gather and interpret

useful information. The success of obtaining such data
depends upon how well the researchers ask the right questions
in order to get, in return, a plausible answer. Not only
should they ask "what" types of questions, they should also
develop the "art of asking why" (Lazarsfeld, 1972, p. 184).
Researchers should "ascertain what a question means: the
principle of specification" as it is known in business
circles (p. 184). Answers to "why" questions often give
researchers the information they need in order to analyze
and evaluate pertinent data.

By answering what and why questions, portraits may be
presented and a deeper understanding of people and their
cultures will be gained. Portraiture "methods are shaped
by empirical and aesthetic dimensions, whose descriptions
are often penetrating and personal" (Lightfoot, 1983, p. 369).
It may use one or all of the methodologies listed herein.
The emphasis is upon the researcher. He remains the research
tool by which the collection of data as well as its interpre-
tation is made complete.

The researcher must accept the responsibility of present-
ing an accurate meaningful portrayal of his findings. The
most effective procedure for accomplishing this task is to
view the culture and people from the inside out. Becoming
a part of the culture affords the observer an opportunity
to present a descriptive account of interesting information.

It presents an in-depth explanation of the symbolism studied and interprets it for the reader. The portraiture method is a written drama which illustrates the culture and personalities which are common to different settings.

CHAPTER IV

THE PORTRAITS

A Portrait of Dr. K

Dr. K is leadership and strength of character encapsulated into one being. She has the innate ability to lead others and effectively maintain control of her personal life simultaneously. In her leadership endeavors, she effectively delegates authority and expects the organizational objectives to be accomplished; this is due to her efficient communication and human relations skills. Her strength of character is evident in her integrity, reliability, dependability, self-confidence, intelligence, diligence, industriousness, and perseverance.

Dr. K's leadership abilities are a result of many influences throughout her life. Recognizing this factor upon my initial visit with her, I asked the question, "Who have been the most influential people in your life?"

Dr. K recognized her mother as the most influential person in her life. She related the following story:

> It's strange to know, my mother probably influenced me as much as any other single person and in a lot of ways modeled a lot of real motivation. She was just full of motivation to learn [things]. She did not graduate from high school. She went later and got her G.E.D. At one point she went to business school for a while.

She further relates two occasions when her mother took some courses in order to get a better job.

She then told me a regrettable incident in her family life. Her mother and father divorced during the time Dr. K was in high school. She said, "That was tough to go through. That certainly always impacts your life."

She continued discussing her mother:

> It seems like she was just a real hard worker. She was totally opposed to anybody who was lazy or any-thing that was lax or slack at all. She was always busy. She always had the attitude that if anyone else could do it she could do it. She never said "I'll have to get someone else to do this" or "We'll have to hire someone to do this." She always felt like she could do it whether she could or not. It might not always turn out just like a professional could do it. But whatever it was, whether it was cutting hair or if it was [were] cooking something, or if it was [were] setting out large trees or shrubs or building something, she just felt like she could do anything. . . .

Dr. K told me, with sadness in her voice, how her mother had become seriously ill 10 years ago. Her mother was in her 60's when she became sick; however, at that time, she was preparing to attend and graduate from nursing school so she could start a nursing home.

With a glimmer in her eye and love in her voice she said:

> She probably started me at an early age at looking ahead, always seeing possibilities in things you could do and places you could go and directions you could go. She was always talking like that, always posi-tive, always very future-looking.

Dr. K feels that her mother's attitudes made a significant difference in her decision to "go back to school and pursue an education."

Dr. K is puzzled by the concept that she is seemingly the only one of the four children who is competitive. The perplexing part of it is that they were all exposed to the same family background experiences.

I offered the explanation that perhaps she was the only child who took to heart her mother's "industriousness and futuristic attitudes."

Her mother's goal for her children was for all of her children to graduate from high school since neither parent had the opportunity. Dr. K laughingly said,

> She always got us to school every day and pounded that [the importance of graduation] into us. She thought that was wonderful to get through high school. She had not set any goals for us as far as college.

The way Dr. K spoke of her mother, I could seemingly feel her presence in the room. I felt I knew her personally. Mentally, I pictured her as looking just like Dr. K, a beautiful, tall, blond-haired, blue-eyed lady with self-confidence, industriousness, diligence, perseverance, and an incomparable inner strength. Although I repeatedly tried, I could not picture the mother a day older than the daughter. It was easy to see where Dr. K got her leadership ability and strength of character. Her mother, unfortunately, passed away three years ago.

Another significant person who influenced her life tremendously was her high school principal. She commented, "I had a lot of push from the principal. . . . He was very instrumental in me [my] going to college and encouraged me to go." She went on to discuss how a leader has the ability to influence others in making decisions but at the same time, he or she may not realize the impact of the impression that is made. She said of her principal, "Although he talked to me several times, I don't think he ever realized how important that [influence] was." Still speaking of his encouragement for her to go to college, she said,

> I'm not sure that I would have gone. I might have gone a totally different direction and may never have gone. Then, again, I may have [gone] on my own later but at the time it certainly had an influence on my life. He had said a few words several different times and went on his way and probably never realized [the importance] of that. I guess that happens to us a lot. You hope it does.

I added, "Your mother and the principal were influential people. Who else influenced you in different ways?"

She related to me that a particular school teacher had played an important role in her life.

> I think one reason I went into business was the typing and business teacher that I had in high school. I always had a great deal of respect for her and she influenced me a great deal. Because I liked her and because I thought she was such a special person, I thought I would like business. [It] really was not the right field for me but it tells you why kids make some decisions. I had decided that since it was right

for her that it would surely be right for me, too.
But it was still not a bad direction to go and it
was a good starting place.

I suggested, "You probably learned a lot in the field
of business that carried over into educational administra-
tion." She agreed. I added, "There are many experiences
to which we are exposed when, at the time, we do not see their
value to our future lives." She answered, "It [the learning
situation] does [influence a person], it really does. Every-
thing you've done or learn you use, I think, at some point
and it helps you."

Another person who influenced Dr. K was her school
superintendent. He was another individual, along with her
mother, who directed her thinking toward planning for her
future. She quoted him as saying, "'Dr. K.,' what do you
want to be doing 10 years from now?'" She said that
although she has never been able to answer that question,
that concept forced her to look into the future.

I replied, "Nobody knows what you want to do, what
you can do, or what you will be doing, [you] can just
project."

She said the superintendent would tell her to think
and plan ahead. To his statements she responded that she
would hope she would be doing the same job if she were enjoy-
ing it as much at that future time.

Dr. K mentioned one last person who has been influen-
tial in her life: her husband. She said,

> I'm very fortunate to have a husband who is <u>extremely</u>
> supportive. He's at the ball game now. His job at
> one point [involved] a lot of traveling but now his
> job is not real demanding. He's there and he's very
> interested in what I'm doing. He's interested in
> school and loves to hear about it. He likes for me
> to talk about it. He goes to every meeting and
> doesn't mind. That's nice and that's really helpful.
> He's very supportive. If I get down, he finds a way
> of bringing me up. That's real helpful.

I said, "You are such a strong person." I emphasized,
in agreement with her, that having a supportive husband is
very important.

I asked her if she would tell me about her childhood.
She told me that she was a middle child and that out of
four children she was in the middle; she was the oldest
girl. She said that she was the only person in her family
who had finished college. She said,

> One of my brothers went one year and did not like
> it and dropped out . . . went into the service in
> fact. My sister went and did not like it either,
> quit, and did not finish. She works as a teacher
> assistant.

She then related to me that the principal who had
directed her earlier life had been principal of her present
school and that she had gone to school a short distance
from there. At that point, I realized the connection of
her early childhood location to the same general geograph-
ical area in which she is presently working. When asked,
she affirmed the fact that she was raised in the neighboring
area.

I asked her if she had children. She replied, "Yes, I have two children and one of them, our daughter, is in law school."

I told her she didn't look old enough to have a daughter in law school. She looks unbelievably youthful. Her eyes were beaming with pride as she assured me that her daughter is in law school. She was elated that her daughter graduated from Carolina and that she taught school for three years.

It is very understandable that Dr. K expressed pride in her daughter's success. I am sure that she felt responsible for the influence that she must have had on her daughter's life.

Dr. K told me about her son who had been a college student for several years. She said, "He would go a semester and work a semester, go a year and take a year off." There was a note of disappointment in her voice. She told me that he got within a semester of graduating but decided to go back to work.

I assured her that he will probably go back to earn his degree. She agreed and added, "We keep hoping." She told me that her son's college education had become the parents' goal so they had to back off in order to give him his freedom. She said, "He's living in this area and doing well."

Dr. K related to me the story of her career path. She felt her job experience was atypical since she did not begin her career with an interest in teaching or administration at an early age. She told me the following story:

> I started off in my undergraduate work wanting to be in business. I got office and secretarial skills to start with and then expanded that to business education. When I graduated from college, I got married and started my family so I didn't immediately start teaching. Then, when I did start looking for a job teaching, the only job that was available was in special education which was elementary students. I took that for a couple of years and decided to go back and get my elementary certification because I liked that age. So from there I taught elementary school a number of years, 13, and decided I wanted to go back and get another degree but I wasn't quite sure [in] what [field]. I didn't want to get a master's degree and stay in the classroom. So I looked around and thought about it and the thing that really appealed to me then was working with curriculum. I thought that probably what I would want to do for the rest of my life was to become an elementary assistant principal where I could work only with curriculum and not have all the other headaches. I went for my administration degree primarilly with that in mind, just being an assistant principal and working on curriculum. That was my goal. I thought that was the only goal I would ever have. I realized that goal. I got my master's in administration from Western Carolina and a couple of years after that I did get an assistant principal's job at "Garden Grove" which was a K-8 school. It seems like everything is sort of a step toward where, I guess, you're going to eventually land in your final job. But after I'd been there a couple or three years . . . I was then ready for a principalship. I tremendously enjoyed being an assistant principal because I felt it had to be one of the best jobs to have. You didn't have all the headaches but, yet, you got to do a lot of interesting things. The variety of administration is what I like over the classroom. I found that you still had the opportunity to have the contact with the students.

We discussed her tenure as a student at the University
of North Carolina at Greensboro. I asked her if she had
a job change while she was enrolled as a doctoral student.
She told me she did not. She went on to say that things
seemed "to fall into place when [they] should have." She
explained that during her tenure, her daughter got married
so that took a lot of planning and work. She felt that
being established in her job provided "stability" and not
having a job change during the time she was a student was
probably a positive factor.

I asked her if she experienced a role conflict with
the pressures of her job and attending school. She replied,

> Yes, I did. Probably the greatest conflict I felt
> was my mother was very ill during that time. I felt
> the tug of really wanting to be with her and the job
> and going to school, all three, trying to be three
> places at one time. There's a lot of conflict there.

We later discussed role conflict as it relates to
her present job. She believes her job as high school prin-
cipal is very much more demanding than elementary principal-
ships such as the ones she had in her earlier career.
Although she did not realize the difference in role demands
at the time she served the different schools as elementary
principal, she now believes the high school principalship
is much more strenuous and time consuming. She stated,

> We used to take a lot of abuse from high school
> principals and I would say my job's just as tough
> as theirs. But it really isn't. The potential for
> serious problems is just there all day long. Lots

of different things can happen from fights to whatever
but the potential for a crisis developing in a high
school is much more likely than in an elementary
school. You do have your crises in an elementary
school but also the amount of time [differs]. I would
put in a 50- to 55-hour week in an elementary school
but I rarely put in less than a 75-hour week here.
So that time alone [reflects] a lot of difference.

Dr. K expressed her philosophy on role conflict.

She believes that women have more demanding multiple roles

than men. For example,

A man can assume a high school principalship like
this at any point in their life. There's nothing
to restrict them or to interfere with it. A wife
will be home getting supper and having it on the table
at 6:00. They can run home, eat, and come back. .
. .

If I had, at other times in my life, this job
[it] would have been impossible. . . . I would not,
I don't think, have felt good about neglecting my
children to the point that I would have had to take
this job even while they were in high school. You
really have no time to give anyone if you're in this
kind of position. If you're working 75 hours a week,
you don't have anything left over for children at home.
I think that's unfortunate that women are limited
in that way because if you do have young children
. . . it really will be tough to take this on.

Dr. K discussed the importance of relationships with

the students and with teachers. She made a distinction

between elementary and high school teachers. She believes

that high school teachers are more independent. Elementary

teachers, she feels, expect more in "terms of guidance,

advice, and leadership." She expressed the reluctance of

high school teachers to readily accept input and change in

the academic program "where she is accustomed to being heavily

involved." She attributes high school teachers' resistance
to academic leadership to the concept that they "consider
themselves more an authority" in their subject area.

"Again, on socialization, how do you feel in your rela-
tionship toward the students?" I asked.

She replied,

> The little ones like to be hugged, like the physical
> contact, and are more responsive to you that way. I
> think they want to be close to you. I think you have
> a different relationship [as opposed to high school stu-
> dents] . . . but the depth of the relationship is not
> there. I mean you talk to them on one level and they
> really want the support and security of you [your] being
> there. They want you to like them and they want the
> hugs and kisses and things like that but you probably
> don't ever get to know them as well as you get to know
> high school students. . . . The ones I've worked with
> here, I probably have had more opportunity to interact
> at a more significant level than I did there.

At this point I asked her if she feels that counseling
is part of her job.

She responded that she does consider counseling one of
her responsibilities. However, she has a tendency to get
"too involved" with students whereby too much time is con-
sumed in helping them solve their problems. When too much
time is spent counseling, there is not enough time left for
administrative tasks. She implied that she delegated much
of this responsibility to her four counselors and two assis-
tant principals.

I happened to know one of her assistants, "Bill," from
our doctoral classes which we took together. I told her of

our acquaintance after which I asked if the other assistant is male or female. She told me she is a female who had worked at the school for many years.

I then inquired if she likes the mix of working together with a male and female at the administration level.

She responded,

I've worked with female assistant principals and male assistant principals and as far as a working relation-ship, I don't see any difference. Most people get very close to their assistant principals because you have to share a lot; you work very closely together and you really do develop a close relationship with them. So male or female, I don't think that matters but I think it's really important to have one of each. . . .

She continued telling me about how she has always chosen a male assistant. She stated, "I think there's a time when you need a man and there's a time when you need a woman's point of view and I think it's important to have both."

We then discussed Dr. K's future job possibilities. She told me she did not have any long-range occupational plans such as advancing to an assistant superintendency, then to a superintendency. She said that she does not intend to "advance for the sake of advancing." The most important aspects of work, to her, are enjoyment and challenge. Her present job is still "very challenging." Her work is inter-esting and free from boredom. Her greatest anxiety is boredom in a future job she might take.

I asked her if she might consider keeping her present job until time for retirement.

She told me,

> I can really see the potential to make an impression
> on students and to affect students. That's important
> to me. But it's so stressful that I don't know that
> I'll stay here for a number of years and yet I may.
> When I look at the central office and the positions
> there, there are very few that appeal to me. It looks
> like a lot of paper work to me. . . . I can make deci-
> sions here and determine which direction the school's
> going to go. I can make a decision that will make a
> change for better or worse, but I can make a decision
> that will make a difference. It will make an immediate
> difference. I don't have to wait ten years. . . .

Dr. K went on to discuss decision-making. She feels

that the superintendent is the only central office worker

who sees immediate results as his decisions are carried out.

She implied that her administrative decisions are fulfilled

and she is gratified when such goals are achieved. She has

learned the art of exercising power.

We talked about stress and how she deals with it. I

asked her, "Are there times and ways that you can just get

away?"

She told me that she deals with stress effectively.

She recognizes it at its onset. She must watch her diet and

get plenty of sleep when she is under stressful situations.

Also, she and her husband escape to their place on the lake

on weekends. She prevents stress in her life by leaving her

job-related problems at work, except for those students with

particular problems.

Because of my interest in the University of North Caro-

lina at Greensboro's Asheville Program, I asked if she

approaches her administrative and leadership tasks differently now because of the things she learned in her classes and dissertation research.

She replied,

> I think so. I know that a lot of things we did, particularly in leadership, helped me and a lot of the activities we did on self-awareness. I think going through that program makes you very aware of the strengths you have and the strengths you're lacking. So you start trying to work with that and improve yourself. I think it motivates you to improve yourself a great deal and it also opens up a lot of ideas and things that you want to explore. I do a lot more professional reading and I got into that of course as part of the doctoral program. [There were educational journals lying on her desk on one of my visits.] I think I had gotten a little bit lazy and hadn't read that much professionally but I started to do a tremendous amount of reading in that doctoral program. I found that even [when] that was over, I continued to read and be interested in what, at one time, I had lost interest in. I gained an appreciation for knowing what was always current in research while I was there. Since I'm through, I still want to be up-to-date on everything that's going on in education and I think that came as a result of those professors keeping us current. You don't want to lose that.

I asked her if she feels that the doctoral program has been beneficial and if she is glad she completed it.

She replied with enthusiasm,

> Oh, absolutely. Absolutely. You would never moneywise, as far as dollars and cents, get your money out of what it costs you to go, even if you're just talking the economical factors there. But you just get so much from it. You just learn so much from it. It does change your life, I think.

From my visits at Dr. K's high school, there are many impressive characteristics. First, the principal is very energetic in her work. Secondly, she is organized and

efficient. Also, she is very communicative and hospitable to everyone she meets whether he or she is a student, faculty, or staff member.

The grounds and buildings are exceptionally clean and attractive. Upon entering the campus is a colorful blue and gold bold-lettered sign that says "WELCOME." Beside the door that enters the principal's office is a list of academic honor students. Throughout the administration building and lunchroom there is evidence of honors for which the school is recognized.

Upon my attendance at a basketball game, I see the gymnasium, also, decorated with state and regional first-place awards. Here, too, the walls reflect students' names who proudly represent the school. The most impressive part of the basketball team is the excellent sportsmanship of the players. The students and the school, indeed, are something of which to be proud.

Dr. K's office echoes her past accomplishments and her present philosophy. On her walls are hung her specialist and doctoral degrees. Also, her principal of the year award is a beautiful addition to her home away from home. A reflection of her philosophy is portrayed on a plaque which reads:

> Take time to work play think read pray laugh listen dream worship love.

Dr. K lives those words; that is why she is an excellent leader with an influential personality.

A Portrait of Dr. J

Dr. J is a dynamic educational administrator who loves her job as much as she loves the staff and students with whom she works. Not only does she speak of her love for her job, co-workers, and students, she continually expresses this love in every task and acquaintance she meets. She respects people, whether they are students, faculty, or staff. People reciprocate mutual respect for her. She has diligently worked to earn the respect of others. Her success in earning respect may be attributed to her integrity and credibility.

Dr. J's enthusiasm for her job and human relations is reflected in her perpetual motion. She is constantly moving from place to place, not only solving problems but preventing them from happening. She aggressively searches out potential problems and even answers, to her own satisfaction, any hint of incongruent possibilities. For example, on one occasion, as I was observing her administrative style, she recognized a male student was in a class to which he was not scheduled. She asked him if his schedule had been changed, to which he replied affirmatively. She asked him, "Who changed it?"

He replied, "The counselor."

Immediately, Dr. J checked his schedule which was on file in the office. She found no change on record. She asked the counselor if she had granted permission for the class

change to which she answered negatively. She later
approached the student and handled the problem through the
proper channels. She is a detective as well as a police-
woman. Her detection of problems is a byproduct of her
determination.

Dr. J's concern for students is reflected in her optimis-
tic attitude toward them. She approaches each student
with the problem intent on solving it and changing his
or her behavior. She never degrades the child; rather, she
deals with the unacceptable behavior. She looks for causes
of problems, not only quick-fix solutions to the unacceptable
behavior. She attempts to resolve problems on a long-term
basis as opposed to a temporary treatment of symptomatic
behaviors. She positively influences the lives of children
with her willingness to help them in any way possible so that
their lives might be enriched.

Dr. J understands the students. When they have partic-
ular problems, she not only sympathizes but she empathizes.
She feels for the child when he or she seems overwhelmed with
schoolwork. She makes every attempt to motivate students
to use their abilities to develop to their fullest potential.
She shows the adolescents that she has confidence in their
ability to achieve academically. She detects the potential
dropout and motivates him or her to stay in school. She uses
every possible alternative to assist students in meeting

graduation requirements. In helping students, she communicates with every person who is involved and offers as well as takes advice in arriving at solutions.

Communication is one of her many great strengths. She speaks to every student she passes in the hallway and calls most of them by name. She knows all 800 students by name. With many of the students, she begins a conversation, always focusing upon the adolescent's concerns.

With every adult that we saw, Dr. J took time to introduce me to them and began a conversation as time allowed. Her congeniality and kindness were extremely impressive. She referred to me as her guest and treated everyone we met hospitably.

Every person who realized that my purpose for being there was to gather research, spoke with high regard concerning Dr. J, even without my asking. Some of the comments were:

She's the best boss I've ever worked for.

She's tremendous.

We love her.

I hope you brought your roller skates to keep up with her; she's constantly moving.

You'll never find one as good as her.

The principal told me several times that Dr. J is a great person and administrator.

In an effort to find out some pertinent background information on Dr. J, I said, "Tell me your story. Tell me where you came from; tell me how you got where you are today."

She replied,

> Well, I'll begin with early childhood. I was an army brat. My dad was in service for 32 years. During that time, we lived on military bases, traveled quite a bit. But he influenced me greatly. He was one of the greatest influences in my life because of the military discipline and self-discipline. It was instilled in me. It was a part of me. It became a part of me. He felt that the virtues of hard work, self-discipline, and education were very important and that's exactly what he instilled in me. I have to attribute all the things that I've done to those first initial upbringings.

She then told me of how her family had settled in a rural nearby community where she attended a very small consolidated school "just a step above the one-room schoolhouse." The school reinforced some of the same values her parents had taught her. She said,

> I guess everything there was based on memorization, repetition, discipline. The rows of desks were nailed to the floor. Everything there was traditional, very stern discipline, rote memory techniques.

Dr. J noted another similarity between the socialization of her family and that of the school. She recognized that the members of her family were closely knit just as were the citizens of the small community. She believes the concern for others which resulted from the close bonds of human relations she experienced as a child have carried over into her adult life. She stated, "Everything I've ever done is based on this upbringing in the traditional school." Her high

school was similarly small; her graduating class had 17 students. From there, she went to a small college where she graduated with a Bachelor of Science degree. She went to the same college for a Master's degree. Still later, she returned for her principalship certification. She presently teaches evening courses at the same college. Some time afterward, she began her doctoral work through the University of North Carolina at Greensboro-Asheville Program.

Dr. J has a somewhat nontraditional career path. She taught first, third, fourth, fifth, and sixth grades. She has taught at three local colleges in the evenings while working for the public schools. Two of them are junior colleges and one is a 4-year institution. She went from elementary school to the central office to serve as an administrative intern for one year. She then went to the rural high school where she is presently working as Dean of Instruction.

Her position is administrative in nature. She administers the instructional program of the school. She also schedules the classes and students. She has input into the curriculum and evaluates it as well. Also, she evaluates teachers and finds ways to help them improve their instructional methods. For example, she demonstrates teaching techniques by example for teachers who need it.

Dr. J also deals with student discipline. Upon my observations of her, it was quite clear that she assumed the role

of counselor. She approached the student with the problem,
let him or her know that their behavior was unacceptable,
and offered guidance for the student with the problem. She
practiced Canter's Assertive Discipline as did the other staff
members. When possible, she gave the students a choice in
matters which concerned their destiny. At other times she
would make decisions for the students which would ultimately
result in the betterment of the adolescent. For example,
a senior girl was unconcerned about meeting the requirements
for graduation. She was a very good student who always made
A's and B's and was very well-disciplined. Dr. J made a
decision for the student to meet the graduation requirements
by having her take the extra English course in the Alterna-
tive School. Although the student was reluctant, Dr. J was
determined for the girl to graduate. She attempted to reach
the student's parents by phone but was unsuccessful. She
informed the director of the Alternative School that she would
go to the student's home after work to inform the parents
of the necessity of her meeting the graduation requirements.

Although Dr. J speaks in an unusually soft voice, every-
one listens and takes heed to her spoken words. She speaks
in the most pleasant and cheerful tone, while at the same
time is enthusiastic and interesting. As she approaches stu-
dents for discipline, she speaks in this same soft tone, but
her emphasis becomes very business-like and matter-of-fact.

She never raises her voice but always makes sure that the student understands what she means. She has a way of having students agree with her solutions even when they would prefer to implement their own. She convinces them that her method of solving the problem will prove to be effective when they try it. At the end of the conversation, she always smiles as she puts her hand on the student's shoulder and asks, "Okay?" This is her method of confirming the student's understanding and agreement to take her suggestion as well as express her concern for his or her well-being.

Dr. J is committed to implementing the organizational goals of the school. She believes that each child should be guided in his or her endeavors to develop both academically and emotionally. She recognizes each student as a unique individual with particular needs and interests and makes every endeavor to accommodate those needs and interests.

I asked Dr. J who, besides her father, were the people who had most influenced her life. She replied that her mother had influenced her life significantly. Her mother, like her father, was very "supportive" and "loving." "They were very stern yet they were very fair," she said. She said her mother always said to her, "You can do anything you want to do." This was the basis of Dr. J's motto "Life is what you make it." Her mother is still living but her father is now deceased.

Dr. J held very high regard for a teacher she once had. In her words,

My high school English teacher was a great influence.
She was a beautiful lady with white hair who was regal.
[She] walked into the classroom every day, wrote some-
thing fantastic on the board, and never said a word about
it, and yet, those things still live with me. I was
influenced by her because in her eyes I was so self-
disciplined.

Dr. J spoke of the virtue of self-discipline being rein-

forced in her life by not only her father, mother, and high

school English teacher, but also by a professor at the col-

lege she attended. She regarded this male professor as a

"great influence" on her life. "He motivated me to complete

a master's [degree] and also was an influence on my starting

a doctorate degree." He continues to be a very good friend

of hers, presently.

She told me about her two younger brothers who were

particularly supportive during the time she was enrolled at

the University of North Carolian at Greensboro. "In fact,

one of my brothers rode with me every night to class which

was 85 miles away and waited for me," she commented.

Furthermore, her husband and daughters were supportive

of her, especially during her tenure as a doctoral student.

Her two teenage daughters were "extremely helpful" during that

time.

There was another high school student who told Dr. J, "You

can do anything you want to do," just as her mother had said.

This statement "came back to haunt me over and over again,"

she remarked.

Another influence in her life was Dr. Harold Snyder, the coordinator for the University of North Carolina-Asheville Program. It was because of his encouragement that she decided to pursue a doctoral degree. He told her that she would have to "reach out, sacrifice, and drive" a long distance in order to meet the classes which would begin in Asheville. The drive was about an hour and a half from her house. She said that Dr. Snyder "was so kind to me and he gave me hope. He influenced me and he said 'You can do it.'" He sent her a letter of encouragement which assured her she should succeed in the program. She said,

> I still thought "This is an impossible dream with a family, with a job, with working at night, it would be impossible to do." And I prayed, you know, I said, "God, if you want me to do this, show me the way."

She told me how God had answered her prayer to get accepted into the doctoral program. Also, she told of how God had answered her prayers to get through each meeting, one step at a time.

She said that Dr. Snyder was always available when she needed him. "He gave me such good feedback and he always gave me good advice, sound advice, and very effective feedback."

Dr. J told me, self-assuredly,

> You know, I live by the faith and philosophy of God, "Send me where you want me and tell me what you want me to do. Just tell me what you want me to do and I'll do it."

She continued telling of how she depended on God to make
available to her a master's degree, which he did. She said,
"I thought it would be wonderful to work toward a doctorate,
to be able to do . . . more, to be able to grow." She said
she depended on God to help her through the program. "I keep
thanking God for helping me through it; I'm so grateful,"
she said.

I responded, "You wonder how people get their inner
strength if they don't have faith."

Dr. J told me:

> Dr. Brubaker was the final great motivator in my life.
> He really touched my life. From the first time I ever
> heard him speak, I was deeply impressed. I liked the
> way he spoke. I liked the way he thought. I liked the
> way he wrote. Shortly after that [first meeting] I began
> collecting all his books . . . reading anything I could
> find which he had written. I was honored when he became
> chairman of my dissertation committee--a rich experience
> I shall cherish always. Few great people pass through
> most men's lives. Many have passed through mine.

Dr. J experienced some particular challenges during the
time she was enrolled at the University of North Carolina
at Greensboro. She faced a particular dilemma because she
was offered two jobs simultaneously. Because of the diffi-
culty of the decision, she again asked God for guidance.
She related the following story:

> I was in the midst of the doctoral program. I took one
> day off and prayed. . . . I went up and sat on the side
> of the mountain and it was a beautiful, beautiful day.
> The wind was blowing in the trees high upon the mountain
> and I sat in the sun. I prayed and I cried and I said,
> "Are you sure?" . . .

I told her I was very touched by her story. She continued:

I prayed and then got the answer and then to accept
it! . . . I just continued to question and say, "Are
you sure?" . . . I thought, "Am I prepared for this?"
I knew I was almost through the [doctoral] program but
I thought, "Am I prepared to be an administrator with
these people who think of me as an elementary school
teacher? Will the staff accept me? Will the women
accept me? Will the men respect me? Will the kids eat
me alive? So that day, I accepted it and I knew that's
what I had to do and [that] was the end of it. I didn't
worry about it any more and I knew wherever he sends
me he's going to pave the way. He's not going to throw
me in the pits, in the den with no meat.

She then told me how grateful she is that she made the right

decision. She is thankful that "he paved the way, that I was

accepted." She added, "It's such a wonderful place and I

love it there; I love the teenagers."

Although Dr. J was unsure in the beginning if she were

prepared to help administer a high school, she soon discov-

ered that she was ready to meet the task. "The program had

prepared me," she said. "I was ready."

"You had to prove it to yourself?" I asked.

She laughingly agreed. She continued,

I didn't know, I didn't realize when I was going through
all those classes and I was going through all the
research, . . . I had no idea I would be ready. I
didn't think that I would be ready but I was and I was
able to draw on it [the doctoral program experience].
I glean from it enough to survive, more than really sur-
vive, to do really quite well.

I asked her to explain her anxiety concerning socializa-

tion. She commented that since she was coming from an

elementary school into a high school environment, she was

concerned that the teachers would doubt her knowledge of the

subject matter. Her anxiety, however, she discovered was no cause for concern. The faculty and staff have all been very accepting of her.

Dr. J attributes her success to the doctoral program. She further explained that her doctoral training has helped get her through crisis situations. She said that the program has helped her reach her occupational goals. She explained,

> I owe it all to the program. I couldn't do it without it. I could not have functioned as a teacher going into that situation had I not gone through the program. I wouldn't have looked at things the same way. I wouldn't have had the same philosophy. I wouldn't have been able to deal with stress. I wouldn't have been able to make decisions. I wouldn't have been able to prioritize crises and handle them effectively. I just wouldn't have been able to do it, I really wouldn't--because UNCG prepared me for it.

I asked her to explain to me her job responsibilities during the time she was a doctoral student. She replied that she was a classroom teacher when she began the program but had taken an administrative internship at the central office during her tenure which was very demanding. It required extensive evening work. She was also teaching evening courses at two local colleges. Not only was she teaching evenings, she was writing the programs which she taught.

I inquired about stress in her life. She explained that she had experienced some stress in her life during the time she was a doctoral student but that she has learned to effectively deal with situations and problems as they occur.

She takes preventive measures by keeping her body in excellent condition. She works out one hour every day. She eats nutritious foods, watches her diet, and takes vitamins.

Dr. J has determined that she is not going to "give in to stress." She puts her feet up a few minutes, meditates, prays, and/or sits quietly at work after everyone has gone when there is a need. She said,

> I can sit there quietly and just close out the world, think of only one thing and just close off my mind. I just think of one word as the heart beats as I exhale. This way I can just block everything and can be refreshed.

She is an exceptionally efficient manager. "Time is more precious than most any commodity," she says. Her time is well planned, and her schedule is posted on a calendar at home so her family will know in advance what to expect. If she is not going to be home for dinner, she prepares the meal in the morning so one of her two daughters can warm it in the microwave. She plans her meals, buys the groceries, and posts her menus at home a week in advance.

Her daily schedule is very consuming. She gets up at 3:00 A.M. and has a high protein breakfast with coffee. She usually does paperwork for a couple of hours. Some mornings she works out for an hour but this usually occurs in the evenings. At 5:00 A.M. she cooks a full course breakfast for her family with homemade biscuits. She usually receives calls for substitutes until she leaves for work at 7:00 to

7:15 A.M.   She arrives at work and makes rounds of the build-

ing.   As the students arrive, she continues to check the halls

and makes sure all the students are where they belong and

are behaving properly.   She communicates with them constantly.

   In addition to her regular duties, as previously men-

tioned, Dr. J accepts the duties and responsibilities that

the principal requests of her.   She says,

> It's wonderful, too, because the principal is a dele-
> gator and he has delegated the world to me. He has
> delegated so much to me and he's the type of adminis-
> trator, when he delegates to a colleague, he doesn't
> follow up. He says, "Take it and go with it, solve it,
> take care of it, it's yours. . . ." I had to earn his
> respect. . . . He trusts me with anything and I'm grate-
> ful for that.

The only thing that she has refused to do is get a bus

driver's liense.

   She does paperwork on the job in 3- to 6-minute time

periods; most of it is done after working hours.   Most of

her time is spent dealing with students, monitoring the halls,

and relating with staff members.   She boosts morale, faces

problems, and schedules appointments with teachers concern-

ing evaluations.   She spends time with the counselor and

principal for the purposes of meeting the needs and confront-

ing problems of students.

   Dr. J always takes time for lunch.   This is her only

scheduled break in the day.

   After lunch, she again is constantly on the go, monitor-

ing halls and approaching administrative tasks and meeting

the needs of students. She is always in the hall before the bell rings for the students to change classes and after the tardy bell sounds. Students move promptly and directly to their next class, most of them making a special effort to speak to Dr. J.

Usually, two days a week she leaves work about 6:00-6:30 P.M., goes home, cooks a full course dinner, does dishes, laundry, works out, and does paperwork. Most of the time she stays at the school three evenings a week, calls parents, and does school reports, teacher evaluation forms, and other paperwork until time for her to supervise her scheduled school activity. Many times she helps clean the gym and along with a couple of other workers locks up the building. She then goes home and attempts to go to bed by 11:00 P.M.

Dr. J's goal is to develop her leadership ability to its maximum potential. She realizes, as she puts it, that "no one can be an effective leader unless granted permission by his or her followers." Her followers, both students and faculty, have given her permission. They welcome her leadership because she has earned their respect as an excellent leader. This respect has resulted from her unselfish and untiring effort to "make their life better, to make the entire school better . . . to guide, lead, and help them." It is not surprising that she emerged a high-flyer at the Principal's Assessment Center.

Dr. J is an instructional leader. This leadership is evident in her input in the curriculum, demonstration lessons for teachers, and encouragement of students to learn by staying in school. Her love of learning is reflected in her everyday life as she relates to both teachers and students; she demonstrates a genuine interest and offers guidance in their instructional needs.

Dr. J's occupational goal is to become the district curriculum director. She recognizes the potential for influential instructional leadership on a larger scale. With her diligence and determination, she should soon realize her career goal.

A Portrait of Dr. R

Dr. R is a gracious lady who is always striving to help others in her work. Her job title is counselor and she, along with the counselee, develops an individual goal for people who are seeking a job. Once an occupational goal has been determined, she then develops a step-by-step procedure for achieving the goal. Although her own occupational goal of educational administrator has not yet been realized, she keeps planning toward that end. Dr. R's job description fits her personality because she is goal oriented. She gets personal satisfaction from accomplishing predetermined tasks. She says, "I must have something at the end of each day I

can look back upon and say, 'I've accomplished this.'" Upon

achieving a specific goal, direction is then determined

toward progressive advancement of further related objectives.

She attributes her goal orientation to her maturity.

There were times in her earlier years, however, when

she did not set her own goals. She comments,

> When I was less mature, I must admit, I allowed others
> to set my goals and it was their expectations that moti-
> vated me to reach these goals. I think it's a sign of
> maturity, now, that I set my own goals and the motiva-
> tion to reach them comes from within myself. . . . I have
> an abundance of "sticktoitiveness."

Her maturity has developed from diligent work, meaningful

experiences, and the influence of significant people in her

life.

Although her father died when she was 11 years old, he

made a remarkable lasting impression upon her. She related

the following story:

> My father was a cabinet maker by trade. He fashioned
> beautiful articles from wood. I treasure a desk he made
> for me a year before his death. . . . My father was a
> dreamer. He saw beauty in the common and in the uncom-
> mon. He appreciated music though he did not play an
> instrument. He loved books. He read to me each night
> and any other time he could spare a few minutes.

It was Dr. R's father's interest in her and his love

of literature that greatly influenced her both as a child

and in her adult years. She continued,

> I was quite young when he introduced me to Huckleberry
> Finn. I knew nothing of social criticism but it was
> by far the greatest adventure story I had ever heard.
> Huck and Jim, and to a lesser degree Tom, became good
> friends of mine. I felt that I was actually on that
> raft floating down the Mississippi. I was sorry when
> the story ended. My father predicted that I would read
> the book many times and that as I grew older that I would
> read it for different levels of meaning. I wasn't sure
> what he meant but I was sure that I would read it again.

Her father's foresight turned out to be accurate. By

the time she reached her senior year in college, where she

was majoring in world literature, she had read the book at

least twelve times. Her thesis was entitled "Twain's Social

Criticism Exemplified in Huckleberry Finn." Her advisor

told her, "Many people stand on the bank and watch the raft

go by; you, and very few others, are present on the raft."

Her childhood literary imagination had been effectively por-

trayed in her later description of Twain's work.

Before she started school, Dr. R's father took her to

see Carl Sandburg. According to her,

> Mr. Sandburg looked absolutely huge. "he was alone on
> the stage, an empty stage except for a stool and a guitar.
> His hair was white, very white, and it almost reached
> his shoulders. It seemed very long indeed. There was
> a large audience but he seemed to look at me most of
> the time. I could not take my eyes off him. I remember
> his voice. It was a little like rolling thunder, yet
> gentle, resonant. He recited his poetry, sang his ballads.
> My father told me that he was a famous writer, that I
> would study his work when I was older. Phyllis, to this
> day, I never read Sandburg without seeing him on that
> empty stage with the stool and his guitar.

Dr. R tells of how her father wrote and submitted some

stories to magazines but was unsuccessful in getting anything

published. Although some of the characters are recognizable,
it is unclear as to whether the stories are factual. His
style was "clear, descriptive, fluid."

Not only did her father impress her effectively, her
mother also influenced her positively. Dr. R stated,

> My father was artistic; my mother was realistic, prac-
> tical. My mother had a knack for cutting through the
> superficial right down to bedrock. After her marriage,
> she did not work outside the home. She followed many
> careers within the home: nurse, teacher, seamstress,
> cook, financial planner and manager, counselor, interior
> decorator, cleaner, gardener, buyer. She was almost
> always cheerful. When I suffered minor disappointment,
> she was quick to remind me that "Every cloud has a silver
> lining." She helped me to keep my feet firmly planted
> upon the ground while my father helped me to stretch
> my wings. My father taught me to dream; my mother taught
> me to make my dreams become reality.

Her mother passed away about 10 years ago, but she continues
to hold fond memories of her.

Other influential people in Dr. R's life are two of her
brothers. In her childhood, the youngest of her brothers,
who is 8 years older than she, was very important to her.
He spent time with her and created useful as well as enjoyable
toys for her. He built her "swings, seesaws . . . and a
treehouse." She used the treehouse for a reading room.

She learned many things from her books but some of the
most impressive information concerned characteristics of
foreign people and lands. After reading Heidi, The Dutch
Twins, and The French Twins, she asked her parents if she
could visit the settings of those books. Both of her parents

encouraged her to set this as one of her goals. Her mother told her to "Get a good education, then you can get a job, save a portion of your salary, travel, and then you can see your own country and also foreign lands." Her goals have been realized.

Dr. R values the virtue of patience and gives partial credit, along with her parents, to her youngest brother for helping her realize its importance. Her reminiscence of learning the significance of patience is related in the following story:

> My brother was studying agriculture when I was in second grade. I asked him to teach me to be a farmer. My parents allotted a small plot of ground for me to farm. I spent part of my allowance for seeds. My parents gave me leftover plants from their garden. I planted many things but I liked radishes best. They grew so fast. As soon as the plants appeared each morning, I would rush to the garden and pull two or three. Of course, the radishes hadn't formed. My brother kept telling me to be patient, not to pull the radishes too soon. That's a lesson I've been trying to learn ever since, not to pull the radishes too soon.

There were several other people who had a positive influence on Dr. R's life. Her family doctor "became a second father" to her after the death of her own father. "I admired one high school teacher so much that I began to like biology except for dissecting the animals." She respected her undergraduate professors because they viewed her as an adult. All of her graduate professors "had a positive impact" on her. Concerning her doctoral committee she said,

I chose my doctoral committee with care, knowing exactly
what to expect from each member. Dr. Keith Wright kept
me on track with his rational, down to earth advice.
. . . Dr. Edwin Bell forced me to stretch myself. . . .
Dr. Harold Snyder was always on hand when I needed
encouragement, usually a smile, a well chosen word, that
was all that was needed. Dr. Michael Daugherty accepted
me with unconditional positive regard. . . . My advisor,
Dr. Dale Brubaker, urged me to keep up the momentum.
His influence, more than that of anyone else, sustained
me. . . .

Dr. R related to me that she had two people in her life
who had influenced her negatively. A primary teacher with
psychological problems adversely affected her because of the
fear she instilled in Dr. R's life. Similarly, at the same
time, she "had a minister who portrayed God as a fearsome
entity who delighted in punishment." She was afraid to go
to school and to church because of the negativism of the
teacher and preacher.

Dr. R presently realizes, however, "to a great degree,
I control my destiny." She recognizes that heredity, environ-
ment, and cosmic forces are also contributing factors to her
future life. "I believe in a Supreme Being; it is only in
this context that I am able to begin to contemplate the uni-
verse, the earth, the mind of man, the maple leaf." She began
to feel she was in control of her own destiny when she became
more mature and learned that she was "contributing" to the
teaching-learning process.

I asked Dr. R to tell me about her educational back-
ground. She told me that she has an office technology diploma

from Cecil's College; a diploma in nutrition and diet therapy
from Pennsylvania State University; Bachelor of Arts Degree
from the University of North Carolina at Asheville; Master's
Degree and Specialist Degree from Western Carolina University;
and a Doctor of Education Degree from The University of North
Carolina at Greensboro. She also has national certification
in counseling.

> She told me about her philosophy of education:

> I define education as learning throughout the lifespan.
> Learning is so exciting. I'm presently learning to play
> the piano and love it. One of my goals is to write a
> musical comedy. . . . I believe all people have a right
> and obligation to learn. I may go so far as to say that
> all people have a right and an obligation to teach, to
> share knowledge. . . . Certainly, there's a place for
> didactic teaching of fact but participatory teaching
> . . . [and] learning should be high on our list of pri-
> orities.

I asked her if her educational goals were to continue
the learning process. She answered a very definite "Yes."
She takes coursework to keep up with new developments in the
field of counseling and to keep her national certification
current.

I asked Dr. R to elaborate on her experience during the
time she was a doctoral student at the University of North
Carolina at Greensboro. She replied,

> I chose UNCG, frankly, because it was the only program
> offered in the area. Sometimes lady luck smiles upon
> us. Knowing what I now know, were I to be transported
> back in time to my doctoral program and were there ten
> major universities offering the program, I can say, in
> all honesty, I would choose UNCG. Why? Primarily
> because of the caliber of the faculty.

She told me there were many influences within the program. In her words,

> I found challenge, frustration, dedication, pettiness, understanding, misunderstanding . . . friendship . . . commitment to academic excellence on the part of the administration and students. I found an opportunity to grow, to climb the mountain so that I could get a clearer view.

I inquired as to whether or not she felt stressed during her tenure as a doctoral student. She responded, "I can't say that it was stressful; at times there didn't seem to be enough time." She recognized that most graduate students experience stress.

I mentioned the possibility to Dr. R if her having fewer multiple role demands might be a reason she was less stressed than most students. She had told me earlier that she has never been married and has lived with her brother for about 10 years.

She conceded that fewer home responsibilities could have been partially responsible for minimal stressful feelings. She felt, too, that she was "able to manage it a little better . . . [since] all of my education was acquired while I was working full-time, except for one semester."

Dr. R practices preventive measures that might otherwise result in physical and mental stress. She organizes her home and job-related activities. She participates in physical activities such as slimnastics, dance lessons, and walking. She plays the piano, reads, and attends lectures,

plays, and concerts. She says, "I try, at all times, to engage
in one home improvement and one self-improvement project."
She explained to me that she does have a small amount of job-
related stress. She attempts to eliminate it by planning
and organizing her work on the job site usually one hour prior
to her regular working hours. She occasionally takes work
home with her in order to "stretch" her day. There are times
that she works through her lunch hour.

I asked her to tell me the nature of her work. She told
me that "90%" of her work is individual conferencing with
people who are looking for a job or job change. She does
some group work. She says, "If it's a 6-hour group, it can
be interaction; if it's a 2-hour group, it has to be didactic."
She prefers interaction through discussion. She teaches "job
seeking and job keeping skills." She also teaches the staff
in the office.

When a counselee comes to her, she determines in the
first session the nature of the problem he or she is experi-
encing. The problem may be classified as one of "choice,
change, or adjustment." Choice deals with "people who have
not worked or don't know their own aptitudes or interests."
Change refers to the desire or need to get a different occu-
pation; for example, a person may develop a "physical, mental,
or emotional handicap." Adjustment refers to personal,
environmental, or job related; i.e., if a person has been
ordered by a physician not to stand all day.

It is important on the initial visit for the counselor
to establish rapport with the counselee. Afterwards, the
person's needs and plan of action are determined. Assessment
and aptitude tests may be given in order to match the skills
and interests of the counselees with the job opening.

Many factors are taken into account when the person is
being considered for a job. The following indicators are
taken into account:

1. If he or she likes repetitive tasks or are people
    oriented.
2. Some like close supervision; some don't.
3. Handicaps.
4. Skills.
5. Vocational interests.
6. Voctional goals.

Dr. R works closely in referring counselees to "com-
munity agencies related to the world of work . . . like reha-
bilitation and mental health here in trying to provide a com-
prehensive . . . umbrella of services.

"So in a sense," I asked, "you coordinate activities
with different agencies?"

"Exactly," she replied. She may refer a counselee to
the rescue mission, training facility, or community college.

She refers the counselee back to an interviewer within
her office for job placement. After the person has worked
on the job for 3 months, she then follows up with a letter
or phone call to see how suited the person is for the job.
If she gets a positive answer, she then closes out the files.

If not, she begins the process over again by identifying the counselee's personal needs.

She has a very close working relationship with the other people in her office. There are approximately 30 people within her working environment. They have a "very close relationship" and cooperative spirit. When I visited her work site, she made an effort to explain to the secretary and one of the other workers my reason for being there. The manager is particularly supportive of her and allows her to try "novel approaches" in helping counselees. Also, he allows her plenty of time to serve the people.

Dr. R admits that she is not always successful. She says that while counseling with the person, she is

> never sure exactly if we're achieving what we would like. Is the counselee perceiving us in the way that we mean to portray something or are we missing the boat. And sometimes we realize that we are missing the boat or that we're perhaps not reaching this person; perhaps we've failed in some way.

Some aspects of the job can be very frustrating.

Her job frustration may be traced back to her college years. She explained, "If I had had someone to help me to get a little direction, but I had no one." Her decision initially to go into counseling was a result of her "wandering around" in different jobs in office technology, clinical technology, and nutrition. She "saw the need for somebody to help someone, especially in their career, because this is such an important part of our life, you know, it takes up so many hours of our day."

I asked her about her occupational goals. She responded,

I would like very much to work in an academic setting.
There's something appealing and exciting about the
teaching-learning experience. There's a real need for
off-campus [graduate] programs. Since I benefited from
such a program, I would like to work in that particular
arena. I envision this as an opportunity to be involved
in a lot of people-oriented activities such as planning,
teaching, coordinating.

Dr. R would like to be an administrator of an off-campus

doctoral program. She would like to facilitate, coordinate,

and teach as needed in such a program. She found in her

research on the University of North Carolina-Asheville Program

that the students thought the instructors were exceptionally

good but they needed an on-site administrator to guide them

with their program goals and to answer questions pertaining

to their course of study. Besides administrative duties,

she would like to help with planning of the program and with

the budget. She would like to be a "representative of the

mother institution readily available to students who live

many miles from the sponsoring university."

Although she feels the doctoral program has not yet

helped her reach her occupational goals, she does feel that

its influence has greatly affected her life. She feels that

the degree hanging on her wall gives her a "cushion" of confi-

dence. "I think it gives me more credibility with the coun-

selees; it doesn't take quite so long to reach rapport, to

hope that they feel that I'm effective." She believes that

the doctoral experience has made her more effective. She

continues, "The administrative part of my work is much easier now; I know I do a better job for my counselees and the taxpayers. I'm very confident of this." She says, "My philosophy has not changed as a result of my experience at UNCG but certainly it has been strengthened."

I asked her if she would go through the program if she had it to do over again. She answered, "Without a question of a doubt." She further stated,

> I think you and I feel basically the same about the program at UNCG and we don't mind spending the time and effort that it takes to promote it and that's one of the things we're doing here.

I replied, "I support the program and I feel you support the program. It's meeting some needs which nobody else is [attempting to meet]."

She responded, "Exactly, it's getting better all the time."

CHAPTER V

PATTERNS

The focus of this chapter will be on the patterns which emerged as a result of the research of the three portraitures.

The three female graduates of the University of North Carolina at Greensboro-Asheville Program in this study had several common characteristics. Many of the attributes are personal, while several are professional in nature.

Leadership Characteristics

Each of the three graduates studied was found to be a leader in her profession. Leadership characteristics which were common included integrity, diligence, industriousness, perseverance, and high intelligence. They were all organized and task-oriented in their work. They were all managers in their occupational field. They planned tasks and used time effectively. Each dealt with administrative tasks deliberately and comprehensively.

Decision-making

All three graduates approached the decision-making process with a commitment to effecting a measurable outcome, i.e., a behavioral change in the lives of the people with

whom they worked. All offered alternate solutions to prob-
lems as the situation allowed. Each person dealt with problems
head-on with no wavering or avoidance. Each graduate was
aggressive in her problem-solving approaches and gave assis-
tance in offering alternate choices. The alternative choices
were communicated to the person receiving assistance.

Communication

Each of the three graduates demonstrated ongoing commu-
nication with co-workers and students and/or counselees.
This communication reflected human relations skills. Each
person had built relationships with constituents as well as
students and/or counselees. They interacted with others
consistently on the job. they worked cooperatively with
other people. Each of the doctoral graduates was viewed as
people-oriented because they recognized the needs and desires
of others. They showed a respect for others. They helped
others through communicating with them. Each of the three
members of the study referred the students and/or counselees
to other resources as the need arose.

Influential People

All three doctoral graduates recognized the influence
of other poeple on their lives. Parental influence was
regarded as the most significant in each graduate's life.
Dr. K recognized her mother as most influential, while

Dr.'s J and R each regarded her father as the most important person in her life. The parents represented a role model. They each respected the parents that they mentioned. Each of the three participants recognized the influence of their parents in recognizing the importance of the setting of goals. All of the parents encouraged their daughter to get a good education. Each of them had at least one teacher who especially impacted her life. Additionally, people who were influential in Dr. K's life were a principal, superintendent, her husband, and two children. Influential people in Dr. J's life were her two younger brothers, a college professor, and two graduate professors, Drs. Snyder and Brubaker. Influential people in Dr. R's life were, likewise, Drs. Snyder and Brubaker, two of her brothers, and her family doctor. Dr. R was the only one of the three participants who mentioned people who negatively influenced her life; they were a teacher and a minister.

Career Paths

Neither of the three graduates began her career with an interest in education immediately after their high school graduation. Two of them, Dr.'s K and R, went to the same business college, while one of them, Dr. J., was married and stayed home to raise children. Dr.'s K and R wandered into their occupations at the beginning of their employment.

Stress Prevention

Another common feature of each of the three graduates
is that each person deals with stress effectively. They all
practice preventive measures. Their methods of managing
potential stressful situations include regularly scheduled
physical activity and a healthy diet. Two of them, Dr.'s K
and R, mentioned sleep as an important factor in preventing
stress, while Dr. J only gets a maximum of four hours sleep
each night. The only one of them who recognized stress as
a potential problem was Dr. K, the high school principal.
She mentioned that she learned to relieve pressures by changing
environments and escaping to the lake on weekends. Dr. J
said that she additionally prevented stress by taking vita-
mins and confronting pressures through meditation and prayer.
Each of them expressed a faith in God. Dr. R prevented stress
by managing and planning her work. Each participant appeared
to have composure and control of her life since they were
seemingly calm and self-confident.

Work Load

The work load of each of the three participants was very
demanding. For all of the women studied, the job expectations
were demanding while they were on the job. Furthermore,
Dr.'s K and J stated that they spent several evenings a week
at work on the job site while Dr. R occasionally took work
home, but usually arrived at work one hour early and sometimes

worked during her lunch hour. Dr. K stated that she worked
approximately 75 hours a week; Dr. J spent an average of three
to four evenings after work hours on the work site and always
took paper work home with her.

Cooperation, Environment, and Tasks

Other patterns which emerged included the following:

1. All participants recognized that cooperation between
males and females was important on the administration level.

2. All graduates worked in an exceptionally clean and
orderly working environment.

3. Each of the three participants had a variety of
administrative tasks.

Influence of The University of North Carolina at Greensboro Doctoral Program

All participants agreed that the Asheville doctoral
program of the University of North Carolina at Greensboro
had an influence on their lives. They each recognized that
the program had better prepared them for approaching adminis-
trative tasks. Two of the participants, the principal and
dean of instruction, suggested that the influence of the
program on their lives was responsible for job promotions.
The counselor had not been promoted or changed positions.
The counselor and the dean of instruction both expressed an
anticipation that the influence of the doctoral program will
further assist them in their occupational goals. The

principal has not yet determined a specific occupational position as an ultimate career goal.

Sources of Data

The aforementioned patterns were derived from intensive interviews, personal observations by the present writer, telephone interviews, written communication, and comments from co-workers.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FURTHER STUDY

Summary

The purposes of this study were to determine the nature and importance of excellent feminine leadership, to determine the influence of the University of North Carolina at Greensboro-Asheville Program on the lives of three of its female graduates, and to determine causes which have led to such influences.

It was found that approximately one-third of the administrative positions in the public school systems of America are filled by women. It was noted that females make extremely good administrators when they are given the opportunity to serve in leadership positions. It was found from the literature that although the female leadership style differs from that of the male, there are many females who perform administrative tasks superior to men. Possible reasons for differences in style were explored. Problems which are common to women but are not experienced by men have been identified.

It has been found that the nature of male and female leadership differs. Feminine leadership is characterized

by emotional reactions, intuition, human relationships, and cooperative efforts, among other things.

A review of the literature showed that many women leaders experience problems which are indicative of multiple role demands. Stress was one problem that was common in the lives of female leaders. Barriers such as inadequate time, energy, and resources were indicative of problems in women who were attempting to advance in their administrative careers. Inequality has been evidenced in the lack of opportunities of women seeking to advance professionally. Multiple role demands for women--such as employee, spouse, mother, and sometimes graduate student--were for many women problematic.

The reason for choosing the portraiture methodology was because the nature of qualitative research allowed the present researcher to gain insight into the culture and personality of each participant's life. Portraiture encouraged the subjects to be candid and forthright in their responses and behavior while they were being observed. An important reason the participants were open and honest in their expressions was because of the fact that they were told anonymity would be ensured.

The portraits represented a concentrated effort, on the part of the present writer, to accurately portray the three participants and their work environments. A relationship was built between the researcher and each subject as knowledge was gained about how each one functions as a leader.

The present writer got to know each participant and how she interacted with her environment. An emphasis of the study was upon the personality of each leader and how she approached her administrative tasks.

In Chapter I, six questions were presented. The questions will be restated and explained. The first question read as follows:

1. What is the nature of feminine leadership?

Feminine leadership differs from masculine leadership. Feminine leadership is characterized by the following:

1. Expression of emotions.

2. Intuitive problem-solving.

3. Emphasis on personal relationship development.

4. Cooperative spirit.

5. Effective communication skills.

6. Building a sense of community spirit.

7. An overall academic climate with an emphasis on teaching and learning.

8. High morale among employees.

9. A more democratic leadership style when compared to men.

There were other questions posed in Chapter I:

2. What leadership patterns emerge among the three administrative female graduates of the University of North Carolina-Asheville Program in this study?

The leadership characteristics which were common in this study included integrity, diligence, industriousness, perseverance, and high intelligence. They were all extremely task-oriented and people-oriented. They were all efficient organizers, planners, and managers. All three of the participants in the study were aggressive and thorough in making decisions and provided their followers with alternate choices when giving them assistance in their decision-making. All three female participants had administrative responsibilities.

The third question asked in Chapter I was the following:

3. Do leadership characteristics of the three female graduates used in this study coincide with the operational definition of related leadership literature?

Leadership characteristics of the three females in the study which coincide with related literature include integrity, diligence, industriousness, and perseverance. Task orientation as well as relationship orientation were stressed both in the literature and in the lives of the three females in the study. Administrative skills regarding organization, management, and planning were all emphasized in the literature and the female leaders studied.

Although several leadership characteristics were found to coincide with the review of the literature, there was one important discrepancy. The literature emphasized the prevalence of stress in the lives of female leaders. On the other

hand, the three female leaders in the study indicated that they have all learned to deal effectively with stress. They attribute the practice of preventive measures of stress to the University of North Carolina at Greensboro-Asheville Program.

The fourth question asked was:

4. How has this doctoral program effected philosophical and professional changes?

The way that the doctoral program has resulted in philosophical changes is through the instruction on the part of the professors and by the knowledge gained on the part of the participants. All of the three female graduates studied agree that the influence of the program has made a positive difference in the way they think and work. The program has better prepared each of the three participants for the field of administration. Furthermore, the doctoral degree from the University of North Carolina at Greensboro is highly regarded by school districts. Two of the three participants recognize their earning the degree as a causative factor in getting their present job.

The fifth question posed was:

5. What is the nature of such changes?

All of the three graduates recognize the influence of the University of North Carolina at Greensboro-Asheville Program on their lives. All agree that they approach their administrative tasks effectively as a result of the

leadership of the program. The doctoral program is regarded as responsible for occupational changes for two of the females in the study. The other female recognizes the influence of the program as resulting in an improvement in the way she deals with administrative tasks.

The last question asked in Chapter I follows:

6. What possible causes have led to the development of the female leaders in the study herein?

There are several possible causes which have led to the development of the female leaders in this study. First, in her younger years each participant had at least one positive influential parent who was a good role model for her. Also, each female in the study had other influential people throughout her life, such as a teacher, who motivated and encouraged her. They each had strong characteristics such as integrity, diligence, industriousness, and perseverance which was evident in their work. They each were committed to making influential decisions in an effort to perform the best job possible. Each participant was a good communicator. Finally, although each graduate in the study had a very demanding workload, each person had learned to effectively deal with stress in her life. Each of the three females in the study agree that different philosophies and people have strongly influenced her personal and professional life.

Several patterns emerged which were common to each of the three leaders. Such commonalities included integrity, diligence, industriousness, perseverance, and high intelligence. All three subjects were good planners and managers. All three leaders were found to be task-oriented. They approached administrative tasks directly with an effort to complete each one. They all appraoched the process of decision-making in an organized fashion with alternate plans and choices.

Although each participant demonstrated that she was task-oriented, each person also showed that she was people-oriented. Each subject communicated effectively as well as built relationships with co-workers and students and/or counselees. Each participant recognized that there were influential people who had made a difference in their lives. Each one named a parent as being most important in her life; additionally, each subject was influenced significantly by at least one school teacher.

Other common characteristics of each of the three participants included the following:

1. Each one entered their administrative career after she had accomplished other goals in her life.

2. Each one had a demanding work load.

3. Each one had a variety of administrative tasks.

4. Each one practiced preventive measures in order to relieve pressures which might otherwise result in stress in her life.

The researcher obtained data through telephone interviews, intensive personal taped interviews, written communication, and as an observer. A hypothesis was not stated in advance; therefore, patterns emerged as the study was being conducted. Both the science and art of the portraiture methodology were implemented. The data which was gathered provided a basis for the conclusions and recommendations of the study.

Conclusions

Predicated on, the data presented in this study, the following conclusions are drawn:

1. The development of a person's leadership ability is enhanced, in part, by the values he or she learns as a child.

2. The experiences and opportunities to which a person is exposed throughout his or her lifetime partially determine his or her philosophy and occupation; i.e., if leadership opportunities are available as a child, they will also be present after the person becomes an adult.

3. Influential role models who serve in leadership positions such as parents, teachers, and university professors are instrumental in fostering changes

in the lives of their children or students at all ages.

4. In order to be an effective leader, a person must learn to be in control of all aspects of his or her life; this includes the ability to deal with stress efficiently.

5. Women should realize their superior ability to prevent and relieve pressures which lead to stress; it is important for women to realize that the presence of the female hormone estrogen makes this possible.

6. Female leaders display a high degree of emotional reactions, intuitive problem-solving, meaningful personal relationships, cooperation, community involvement, academic involvement, high morale, and a democratic leadership style which are beneficial in administrative effectiveness.

7. The University of North Carolina at Greensboro-Asheville Program's doctoral course in educational administration is greatly contributing to the promotion of outstanding female leaders.

8. Most women, if given the opportunity to serve in administrative positions, would perform at least equally as well as men, if not superior to them.

9. Women who show a potential for excellent leadership should be given the opportunity to serve as administrators in education so that they could positively influence the lives of students.

10. If there were more excellent female educational leaders, the schools would show improvement both academically and in human relationship skills.

11. The degree of influence of feminine leadership in school systems will be determined by the quality and quantity of women administrators who will be employed.

Recommendations for Further Study

The findings of this study serve as a rationale for the following recommendations for further study:

1. A study should be conducted in three years to determine if the occupational goals of the graduates are being met.

2. Replicate this study using the five graduates who were not included in this research to determine the effectiveness of their leadership and the influence of the University of North Carolina-Asheville Program on their lives.

3. Conduct a study including all the female graduates to determine their staff and line administrative responsibilities.

4. Conduct the same study using quantitative research.

5. Conduct a similar study comparing female doctoral graduates from other universities to those of the University of North Carolina at Greensboro.

6. Conduct a study on the leadership characteristics of famous ancient women rulers and of modern female administrators.

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APPENDIX A

EFFECTIVE SCHOOL'S CURRICULAR COMPONENTS PARADIGM

- Communicate high standards and expectations
- Set clear rules and apply them consistently
- Involve teachers in decision making but assure them time to concentrate on teaching duties
- Delegate tasks with faith in others' competence
- Adjust leadership styles and roles
- Have central office and community support
- Involve students in responsible operation of school
- Observe, coordinate, participate in, and evaluate classroom instruction

- Leadership controls climate
- Positive school climate is associated with personal satisfaction
- Effective climates are nondisruptive, safe, orderly, attractive, and businesslike
- School time is spent on instruction with students given the opportunity to learn
- A goal achievement philosophy dominates
- Teaching is enhanced by cooperation, assistance and support
- Feedback for professionals and students is immediate and informative

- School goals are defined, agreed on, and communicated
- Teachers, students, and parents are involved in school decisions
- There is a sense of community within the school
- Teacher-Parent relationships are enhanced

LEADERSHIP

INTERPERSONAL RELATIONSHIPS

SCHOOL CLIMATE

STUDENT ACHIEVEMENT

STUDENT
1. Attitudes
2. Behaviors

CURRICULUM

- Student expectations are directly related to achievement
- Students receive reinforcement for achievement
- Students have a sense of control over their destiny
- There is consensus concerning academic goals
- There is a clear understanding of appropriate behavior
- Students are consistently engaged in time on task
- Students exemplify involvement, coverage, and success

- Effective schools focus on basic skills
- A structured curriculum dominates
- Interaction positively affects achievement
- Appropriately difficult materials enhance achievement
- High expectations and success enhance student progress

TEACHER
1. Attitudes
2. Behaviors

SUPERVISION

- Effective teachers manage time, student behavior and instructional presentation
- Effective teachers monitor student progress and give immediate, meaningful feedback
- Effective teachers have high expectations which are significantly correlated to student achievement
- Academics have the first priority
- Content mastery is assured before progressing
- Teachers communicate well-defined, educational goals
- Teachers use well defined principles of learning

- Is described as a technology for improving instruction through a systematic process with a flexible methodology
- Is a process which generates productive tension
- Is a deliberate intervention in the instruction process
- May be viewed as helping, coaching, and evaluating
- Combines school and personal growth needs
- Promotes mutual, cooperative relationships
- Assumes that the supervisor has greater knowledge and abilities
- Requires essential training

APPENDIX B

INTERVIEW QUESTIONS

INTERVIEW QUESTIONS AND STATEMENTS

!. Tell me your story.

2. Tell me about your family.

3. What forces have helped you get where you are today?

4. What was your childhood like?

5. From what sources do you get your inner strength?

6. Describe the people who have been the most influential in your life.

7. How have they influenced you the most?

8. What motivates you to reach your goals?

9. What is your mission?

10. Why is this your mission?

11. What is your educational background?

12. What are your educational goals?

13. What is your occupational background?

14. What were your occupational position(s) and/or changes during your tenure at UNCG?

15. What is your career goal?

16. What factors, do you feel, control your destiny?

17. Why do you feel your destiny is being controlled?

18. Would you tell me the things you would like to be remembered for?

19. Why did you go to UNCG?

20. What did you find within the doctoral program at UNCG?

21. Has this program helped you reach your occupational goals?

22. What has your life been like since your graduation?

23. Do you approach your work differently because of the UNCG experience? If so, how?