

**WOMEN IN ADMINISTRATION IN SECONDARY AND  
POST-SECONDARY SCHOOLS IN LUNENBURG AND  
QUEENS COUNTIES, NOVA SCOTIA**

**by**

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**Submitted in partial fulfilment of the  
requirements for the degree of  
Master of Arts (Education).**

**Faculty of Education**

**Saint Mary's University**

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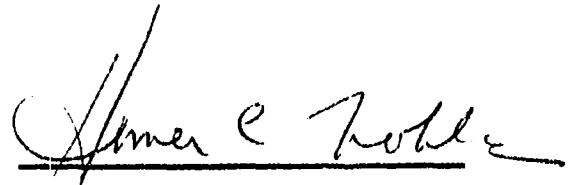
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## **ABSTRACT**

### **WOMEN IN ADMINISTRATION IN SECONDARY AND POST-SECONDARY SCHOOLS IN LUNENBURG AND QUEENS COUNTIES, NOVA SCOTIA**

**This thesis was undertaken to investigate why there are so few female educators (teachers will be referred to as educators in most of this study) in Educational Administration in Lunenburg and Queens counties. Several questions were asked to fulfil the purpose of this thesis.**

**Specifically, the purpose was to reveal the reasons for the underrepresentation of women in educational administration. The factors to be addressed were the years of experience as an educator, and the job aspirations of women educators at these two levels.**

**Surveys were distributed in these two districts to all secondary and post-secondary educators (male and female) from 1993-1994. Later, ten interviews were conducted in 1994. The interviewees were 4 male and 6 female administrators from both Lunenburg and Queens Counties.**

**Reasons for the lack of representation of women were addressed in a review of the literature. In the literature, it was determined that there are many factors that present concerns about female vertical mobility. These reasons are discussed at length in the study.**

**The findings of the study revealed that educators hold many views on educational administration. The role women play in this field is discussed. The cultural traditions in these areas are relevant because many of these views still influence the expectations placed on women in the present day school administration. Progress is occurring, but it is currently too slow for many females.**

**Findings showed the age of women plays a part in the female interests toward vertical mobility. Many other factors play a part in this mobility. The female role of primary care giver is important to note in this study. Traditionally many women are expected to play the role of mother full time, and not become an educational administrator.**

**The job aspirations of women combined with societal expectations cause many women to think twice about considering administration as a career path. This is a concern that women must address with their male counterparts in order to correct a perceived injustice that has existed for far too long in society and in education.**

**It can be concluded from this study that women have come a distance in educational administration in Lunenburg and Queens Counties, but there is still a great distance to go to reach a balance of females and males in educational administration.**

**Recommendations are given by the author of this study as possible solutions for a more equal balance of females and males in the secondary**

**and post secondary levels of educational administration in the counties of  
Lunenburg and Queens.**

**Belinda R. Josephson**

**March 31, 1995.**



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## **CHAPTER ONE: INTRODUCTION**

### **OVERVIEW**

The contributions women have made in our world are vital to the social and economic development of people. With the acceptance of women's rights in our Canadian Constitution, the principle of equal access to the education of women was accepted in this country. This equality has opened some doors to women in education and other fields. However, the North American statistics consistently show that females are not well represented in educational administration. According to the office of Minority and Women's issues of the American Association of School Administrators (1992), "only 5% of superintendents today are women, even though teaching remains a predominantly female profession" (p. 62) .

Women have also been overrepresented in the classrooms and underrepresented in administration in the educational system of Nova Scotia. The statistics show this often. Cochrane (1990) , provides the Nova Scotia data from 1988-1989 indicating that while 60% of Nova Scotian teachers were female, 23% of principals and 29% of vice-principals were women.

### **PURPOSE OF STUDY**

**This study of women in administration will address the reasons for the small numbers of females, or in some cases the absence of women until recently, in educational administration in Lunenburg and Queens Counties. The purpose of this thesis is to review and to examine critically some of the existing explanations for the underrepresentation of women in educational administration.**

**This thesis is relevant to the field of education as it will help determine reasons for the concern that has existed and continues to exist in these counties.**

### **NEED OF STUDY**

**The findings in this study will help to shed light upon and recommend remedies for the underrepresentation of women in educational administration on the South Shore of Nova Scotia. There are both systemic and personal reasons for this imbalance between the sexes in educational administration.**

**A limitation of this thesis was the choice of a self-reporting survey. Additional correlating data may have been obtained through other instruments such as personal interviews with teachers or through the use of journals. Each data collection choice has its own limitations.**

This thesis was concerned only with those educators, vice-principals and principals in two selected Nova Scotia counties. These areas are quite representative of rural Nova Scotia and of rural Canada. The findings from this study can be compared to the larger Canadian population in educational administration.

The data for this study was collected during a two year period in 1993 and 1994. The 1994 Nova Scotia Teacher's Union and Nova Scotia Government Agreement with its new fiscal restraints has reduced the ability to change the system in order to increase the representation of women among school administrators. The 1994 Early Retirement Plan has increased vacancies, while underfunding has decreased positions in Nova Scotia. This occurred after the initial survey was conducted in 1993.

#### **PERSONAL INTERESTS IN CONDUCTING THE STUDY**

The researcher grew up in the county of Lunenburg and as a child often wondered why there were no female principals in the schools she attended. As the researcher attended university and visited other rural schools, she again observed that there were few female administrators in the secondary school system.

As an educator today, the researcher still often ponders the same question. The importance of role models in our rural schools is vital to females for educational change. The researcher was interested in finding

out how to aid in the change that is becoming inevitable in many of our schools.

This study is a collection of work conducted with great care for both students' education today and students' education in the future.



## **CHAPTER TWO: REVIEW OF THE RELATED LITERATURE**

### **INTRODUCTION**

The literature review will provide an opportunity to look at women in education. The issue of women in educational administration could not be addressed without first looking at females in their many roles. This chapter will address the following components:

- 1. *Women and Work***
- 2. *Family Role and Constraints***
- 3. *Sex Differences and Discrimination***
- 4. *Women in Managerial Positions***
- 5. *Women and Education***
- 6. *Gender Differences***
- 7. *Female Mentors***

The above components will entail a thorough review of the literature compiled within the last twenty-five years. The reason for this will be to get a current overview of practices and views. The literature will provide insight into a number of reasons why the dilemma of underrepresentation of women exists currently in the educational administration.

In 1909, Ella Young (1909) superintendent of the Chicago public schools made her now famous prediction: " In the near future, we (women) shall have more women than men in charge of the vast educational system.

It is a woman's natural field, and she is no longer satisfied to do the larger part of the work and yet be denied the leadership" (p. 62).

Major changes have developed since Young made her famous prediction, but the advancements for women in educational administration have been small. In the pages that follow, some factors are addressed to look at the current situation more critically.

### ***1. WOMEN AND WORK***

The increased participation of women in the paid labour force and the important changes that have followed, have been called, "one of the most remarkable features of this century" (ILO, 1985: 201). The increased participation of women in the workforce has changed the perception of women's roles in most societies. This has resulted in major transformations in the nature of work for both men and women. The following table will visually display these facts:

**TABLE 1 : Female Labour Force Participation Rates: 1960-80, by  
Country Group**

Country group	Female labor force participation rates		
	1960	1970	1980
All Developing	27.6	26.6	26.2
Low-Income Developing	31.5	29.9	29.5
Middle-Income Developing	19.5	19.6	19.7
High-Income Oil Exporters	2.5	2.7	3.0
Industrial Market Economies	27.0	29.6	32.5
East European Non- Market Economies	45.9	45.1	46.1

**Source:** World Bank, (1983), Comparative Social Data: 148-149.  
These figures are based on the nearest available dates; For example, the 1960 figures include those for 1959 and 1961 for appropriate countries. The compilers argue that because of the stability of these figures over time, a spread of one or two years is not important.

**The stereotypical image of the work that women do is that of managing the home and the children. The work of men is to earn the family income. The statistics reveal that more than half the women who work for pay are married. This dual set of responsibilities has resulted in a new tone for the family. When women work outside the home, the lives of the family members change or adjustment has to take place from within. Many women work at lower levels of industry and other occupations. Education has been one of these occupations. Studies show that women**

are reasonably represented in lower management (department heads are an example), while women are dramatically underrepresented at higher levels of management. The reasons for the occupational segregation are, according to Varghese (1990) , as follows:

1. Conditioning of women in performing the same tasks/jobs.
2. The orientation of the economic system to channel women into certain areas.
3. Men's attitude and decisions channel women into certain areas.
4. Women's education and training does not equip them to work in certain areas. Boys tend to do more science subjects while girls do more arts subjects (p.18-19).

Morrison, White, and Van Velsor (1992) informed readers that women are having a great deal of problem breaking into the "glass ceiling." This discovery was based on a three-year study of female executives that brought the glass ceiling to national and international attention. Women are constantly meeting road blocks to advancement. Men meet road blocks too; however, the females are forced to adjust to a male world that views females differently. This equates to the "glass ceiling concept" (unpaged).

## **2. FAMILY ROLE AND CONSTRAINTS**

Reich, LaFountaine (1982) in a 1982 survey discovered that 31% of the women surveyed indicated that family or household responsibilities interfered with their professional life (p.65). Many other studies show that women also face problems both inside and outside the home because of

lack of support in child care and home work. Day care facilities are far from adequate. When day care exists, it proves very expensive for middle class or lower class women to afford. Adding to this problem, there are no widespread easily attainable arrangements for paid housework.

Women are likely to feel defensive about leaving their children. Our society still approves mostly of mothers, who supervise and care for the children. Although working women have a dual role to play, they are often socialized to feel guilty for not remaining at home as full-time mothers.

With regards to the career stages and time perspectives, the age between the late twenties and early thirties is very important for establishing oneself in a career. The child-bearing years also coincide with this age period, thus adding more stress in the woman's life. A Nova Scotian study by Cochrane (1990) stated,

That most female administrators (80%) had no dependents requiring attention and scored high (some even higher than that of males) on the career oriented measures. That is, female administrators had chosen a career over family, or had waited until their families and personal commitments were low before attaining administrative positions (p. 8).

Many studies show that a disproportionately high percentage of female administrators were not married. It appears that in order for females to succeed career-wise, they must often sacrifice their families. This trend has made the field of educational administration unappealing for many women.

Johnson's study (1989) reported that "women entering administrative positions faced a barrier; it was the administrative role and the job description. Many females felt the job involved too much paperwork, there was not enough time with the students, and the job was too restrictive" (p. 12).

### **3. SEX DIFFERENCES AND DISCRIMINATION**

Many career women believe that discrimination in the workplace still exists. In her study of career women in Canada, Bassett (1985) found that "88% believed that sex discrimination was a factor holding them back in their profession" (p. 63).

Today many people believe there are no barriers to vertical mobility in teaching. An examination of the numbers of women in administration as compared to the number of males will help to prove discrimination does exist for many women.

Affirmative Action Programs that have been adopted by the province of Nova Scotia hope to eradicate some of the disparity that currently exists. In April 1988, the Minister of Education, the President of the Nova Scotia's Teacher's Union, and the President of the Nova Scotia School Board Association circulated a letter concerning an Affirmative Action Program for women in the field of educational administration. The letter presented a desire to address the lack of females in administrative roles in the

province. Most school districts now have a program that is actively in place to address the lack of numbers.

Discrimination may take the form of differential treatment on the job. The organization members may subtly deny the female newcomer the sense of belonging and recognition. This organizational denial may be sufficient to ensure that an individual's career advancement never progresses beyond the initial step. Affirmative Action programs hope to alleviate this problem. A persistent condition of being left out is one indicator. Female administrators may be the ones expected to make coffee, take notes, etc. This is sexual discrimination.

Eastman (1989) states, that research across the country shows that "despite upgrading of qualifications, dropping of barriers, which previously inhibited women from achieving leadership potential, and the general emphasis on equality rights and non-discriminatory practices, educational leadership is still provided by the males for the most part" (p. 25). Reich, LaFontaine (1982) states,

Women who perceive that discrimination is an obstacle may be unwilling to fight that obstacle and would therefore adjust their aspirations accordingly. There is no doubt that the existence of sex roles influences system behaviours and it has been shown experimentally that women are less likely to be hired, to be hired at a lower level and to receive less rapid advancement than equally qualified men (p. 67).

Studies by Bowker, Hinkle, Worner (1983) have shown that "female students have lower career aspirations for administrative positions than do

their male counterparts" (p. 66). The word achievement still has a very masculine connotation, and when women are described as aggressive and ambitious they may often be viewed as "unfeminine." Eastman (1989) says, "Management is stereotyped as a masculine area. The existence of a male managerial model has been demonstrated and women as a group, as well as managers of both sexes, tend to see women as different from men on important managerial traits" (p. 27).

Parents in our culture generally expect their daughters to enter female professions such as nursing and teaching. Nixon (1987) reveals, "Most parents seem not to have the same expectations for sons and daughters. The issues for parents with respect to sons appear to be achievement or task orientation and control for daughters' interpersonal relatedness and permissiveness" (p. 65).

Another factor that makes a difference between male and female attitudes is that of environmental nurturing. One explanation of many sex differences is that boys are taught to be male and girls are taught to be female in a culture. A society shapes the behaviour of its members by rewarding approved behaviour and punishing the unwanted behaviour. Teaching people how to behave in expected ways is termed as socialization. The main agents of this socialization are parents and siblings. Others who influence children are peers, teachers and grandparents. The experience in North America shows that parents would



like to treat a child in accordance with the knowledge of the child's interest and abilities, rather than in terms of sex roles. However, the parents' socialization unconsciously creates an imbalance.

Modelling is a powerful factor. At an early age a child develops a sexual identity. Children know whether they are male or female and they identify with people of the same sex. Imitation of the behaviour begins. Generally, boys copy their fathers, and females copy their mothers. Career advancement for women is affected by a commonly held belief that men are better leaders than women. The way subordinates respond to supervisors is partly based on how supervisors assess their present power. Thus, those who have powers are more apt to be liked, while those without power are more apt to be disliked. Worker behaviour is attributed to hierarchical structures rather than gender or personality differences.

Thrasher McGrath (1992) states, "Sex discrimination is clearly one of the reasons women fail to gain administrative positions" (p. 62). Women who plan to obtain leadership roles have usually been required to hold higher levels of education than their male counterparts. The main reason given for not considering women candidates for administrative positions has been the female's lack of qualifications. Thrasher McGrath (1992) further states, "The majority of women administrators currently hold central office staff positions as specialists, supervisors, or as elementary principals. Typical women in administration remain in one of these

positions without further promotion until retirement" (p. 62).

Shakeshaft (1989) says, "Women who do achieve top-level positions have career paths that resemble those of males: teacher, high school principal. Eventually they are appointed as assistant superintendent" (p.73). "With every step, the women must convince the existing administration they are capable of the 'stretch' " (p. 62).

Folmar (1989) of Texas A&M University suggests in a recent dissertation that ...

school board members see female leaders as less effective than their male counterparts. Some of those surveyed stated they thought that women would be happier as teachers. It appears from statements like this that there is still an uphill battle for females in educational administration. The survey showed that 91% of the respondents were male and their judgements may have reflected discomfort with the collegial style more typical of female administrators more than with the actual results according to the study's author (unpaged).

Recent studies show that women's socialization to collaboration and consensus is exactly what is needed in modern business. In the past 25 years, salary differences for men and women for the same professional rank were not the same. Salaries were much lower on the average for women at most professional levels. The rate of advancement for women is much slower than that of the men on average.

A study conducted by Gross and Task (1975) stated that,

Female principals had lower aspirations for professional advancement and tended to worry less about their work than the men. Sex differences in their orientation to their role and

responsibilities, indicated that women place greater emphasis on the students' differences and no sex differences were found on the performance of the students or to the discipline of the students by females (p. 218).

However, Gross and Task (1975) did find that the quality of pupil learning and the professional performance of teachers was higher in schools administrated by women, but that teacher morale was not associated with the sex of their principal (p. 219). Varghese (1990) shows the following:

Data from a survey of 265 major companies in the United States reveal that 66% of women have been subject to sexual discrimination. Numerous studies in the United States emphasize salary differentials between men and women in various disciplines, work settings, ranks and years of experience. Some studies also indicated that woman faculty are evaluated on the basis of different criteria than males at the time of recruiting. Even a quick survey of the present status of women in academics reveals that the universities have not discharged their responsibility of eradicating discrimination at all levels. About 66% of the women employees on college and university faculties earn the same salary as that of 28% of the men in the same category. The actual number of men employed in levels is 500% greater than the number of women (p. 20).

Beach (1985) in the case study of affirmative systems in the United States reported that, "Women were underrepresented in faculty and administrative positions and decision-making bodies. She also reported about "the salary differentials and the decline in educational opportunities for women in the seventies" (p. 20).

Sex differences do exist and discrimination is present. Work is

being done to try to eradicate the damage that has occurred for some time in this area.

#### **4. WOMEN IN MANAGERIAL POSITIONS**

Storber (1984) of Stanford University summed it up in a 1984 Fortune article: The problem of the 1970's was bringing women into the corporation. The problem of the 1980's is keeping them there. This problem in the 1990's is continuing. This section will look at the corporate structure briefly to address the problem of women in management.

An overall view is required to understand the picture more clearly. Guy (1988) says, "One of the most interesting and deviant aspects of the careers of educational leaders (compared with other occupations) has been the dominance of women in the pool from which leaders traditionally emerge and the absence of women at the top of the hierarchy" (p.1). It appears that the women in North America who are making it to the top in business are fed up. In the late eighties female executives were leaving at an alarming rate to seek a better life. The lobbying of women's groups in Canada has done little to provide equal access for women entering educational administrative positions. The trend over the past twenty-five years has actually shown a decline in the number of women in administration. This is true in business management as well. The commitment required to handle top jobs is great for anyone, male or

female. Some studies have shown that the pressure is greater for the females because females must serve more as symbols and role models for other women that may follow. Most of the female educators are found in the classroom. The question remains about why so few females are considered for positions of administration.

Morrison, White, and Van Velsor (1992) says, "In reality, women must choose to give up a great deal for a shot, not at the top job, but maybe one of the fifty jobs in the company " (p.153). In other studies male and female administrators have been found to be equally effective.

Women in administrative positions have behaviours and values that fit very well with what schools are all about-the valuing of the students, development and care. Lengermann and Niebrugge-Brantley (1988) stated that, "A major infusion of women's ways in the public life ( including schools) would make the world a safer place for humans for all of us" (p. 295). Total Quality Management by Glasser (1990) found the same thing. The workplace needs exactly these qualities of management based on a non-hierarchical structure (unpaged).

A survey carried out by Gotwalt and Towns (1986) found,

Women who do become administrators in education, exhibit similar characteristics. They are usually from rural areas and small towns that have allowed them to build power bases and overcome stereotypes, and they are often first born or only children. Woman administrators are more often married than not, and the majority have children. Women at all levels of administration are older than men in similar positions. Women are more likely to be members of

minority groups, and usually have more classroom experience than their male counterparts (p. 63).

Women in management are rewarded by the system and receive advancement in their positions, if they follow the unwritten rules. This is found by Morrison, White, and Van Velsor and other authors as well as other literature. The relationships are critical to advancement. Being a member of a club or network is an important part of placement. The "Old Boys Club" as it has become called is alive and well, according to much of the research. Thrasher McGrath (1990) notes, "If school boards select a principal or superintendent and the members know Tom from friendly association at the golf course or the rotary club, they may quite naturally think, I don't know Mary, and select Tom in the position" (p. 64).

Women must create opportunities for themselves to break into the network that currently exists. Gardenswartz and Rowe (1987) note,

Self confidence is a characteristic of women leaders, and in spite of the evidence documenting sex discrimination, they don't get hung up on gender. These women do not whine; they command equality through their actions. It seems the best way to stop being a victim is to stop acting like one (p. 64).

There is a need to act at all leverage points in the system. It is discouraging that so little progress has been made in finding positions and roles at administration and management levels for women. More work and much frustration lie ahead for women who wish to pursue high level achievement as top administrators.

## **5. WOMEN AND EDUCATION**

**MacLeod (1988) says, "Female teachers have been less qualified for administrative positions " (p. 29). Prolman (1982) found, "females have less university training, though not less classroom experience. Women had an average of 11.5 years of teaching experience compared to men's 6 years of experience before moving into administrative positions" (p. 44).**

**Even when women operate within the status quo system, and attain the necessary post-graduate degrees, there is no guarantee that they will move into leadership positions. MacLeod (1988) says,**

**In 1986\87 in Canada, 63% of full-time and part-time graduate students enrolled in education were women. Moreover, 60% of those who received Masters of Education degrees and 51% of those who received Doctorates were women. Yet, the percentage of women principals fell from 17% to 15% between 1972\73 and 1985\86. The actual number of administrative positions had dropped by 5%, the number of women in these positions declined by 10%. There were fewer women (5024) in administrative positions than there were (5331) in 1972\73 (p.19, 29).**

**Marshall and Mitchell (1989) noted that "an American study showed that the number of certificates for female superintendency in Pennsylvania increased by 35% in 1970 and 3.5% in 1985" (p.28). The progress of women in education is not on the rise according to this study by Marshall and Mitchell (1989).**

**Experience is also a quality not to be overlooked. Cochrane (1990) suggests that women should develop the following qualities if they intend to pursue administrative careers:**

- A. You must have a sense of commitment.
- B. You have to believe in yourself.
- C. You must let people know you have expectations for professional advancement.
- D. You must have a definite career plan.
- E. You must have solid academic credentials.
- F. You must become involved in areas of education in which you can make good contacts.
- G. You must like people and you must acquire skills for getting along with others.
- H. You must hone your communication skills until they are so strong that you can handle yourself with anybody.
- I. You must try to be really part of your staff.
- J. You must be flexible and willing to grow (p.10-11).

This list is important for any male or female who would be interested in pursuing a career in administration. Females, especially need to develop opportunities that lead to the acknowledgement that they are interested in educational administration. Advancement through contacts is essential for women interested in administration.

## **6. GENDER DIFFERENCES**

Shakeshaft (1987) maintains that, "Women must learn enough of the male model to get in" (p. 66). Several researchers like Adklson (1981), Blackmore (1989), and Gilligan (1982), show how the currently held practice of leadership is based on bureaucratic and hierarchial relationships which support the view of the school principals as managers. The researchers go on to state that from this perspective, women are either excluded or fall short. That is, women are deficient in those characteristics



that are necessary for good leadership. Since these ideals and characteristics are defined by males, and held by males, and since women are different from males, of course they are viewed as not qualified to hold administrative positions.

Marshall and Mitchell (1989) found in their study that "woman principals spend more time individually with students and staff, relied on contextual factors, and tended to avoid authoritarian solutions" (p. 23).

Whyte (1986) says that,

Women, it was felt, showed lack of commitment to their careers because they often dropped out of teaching for periods of time to attend to child bearing and child rearing. Again, the current male view confused commitment with what men did. The male career model of uninterrupted work was taken as the norm and used as the yardstick with which to measure commitment (p. 62).

Macleod (1988) offers this, "Female teachers have demonstrated commitment to the classroom and instruction, not to vertical advancement. If females do aspire to top administrative positions, they are considered ambitious and unfeminine, a description that has negative connotations" (p. 45).

Many women's lives are based on the concepts of responsibility and care, of connectness and interdependence with others, and of non-violence. Men's development is centered around separation and individualization, and the development of rights of the individual operating in conflict with the demands of others. In the male view, rules and

regulations are paramount in ensuring a person's rights. There is a conflict between the concept of rights (male) and the ethics of caring (female). Girls responded to moral dilemmas contextually, not categorically; boys used rules and laws.

Power controls the education system. This should be used to encourage development that will eventually remove the inequality that exists in educational administration. Some studies found the fear that exists when women reach the top. The female is alone in a male world that views her differently. This isolation can have very negative consequences for a female, especially if the female is considering mentoring other females in management. These negative views are carried on to the next female and so the cycle continues in management. For many women the solution is to pursue the administrative field, while for other females it is an uphill battle to reach the top or a decision to quit management.

Porat (1989) states "women and men have been raised different[ly]. They've been treated different[ly] in the workplace, and they have disparate ideas....To deny [these differences] is to be an ostrich sticking its head in the sand" (p. 12). Shakeshaft (1973) argues that women are different, and to ignore this is missing a distinctly female style of administration. She states:

When female values and behaviours are allowed to dominate in schools, administrators and students benefit. Women teachers and administrators are more instrumental in instruction than men, and

they exhibit greater knowledge of teaching methods and techniques. Women administrators not only emphasize achievement, but also coordinate instructional programs and evaluate student progress. Women administrators know their teachers, and they know the academic progress of their students. From speech patterns to decision-making styles, women exhibit a more democratic, participatory style of leadership than men, a style that encourages inclusiveness rather than exclusiveness in schools. Women involve themselves more with the staff and the students, ask for more participation, and maintain more closely knit organizations (p. 503).

Shakeshaft concludes that women principals are different from, and better than, male principals. Other research questions the female style of leadership. In much of the research, this "style" as it has been called is rarely mentioned and often simply ignored in the research. VanMeir (1975) questions the differences in female administrators. He argues that the data shows no real distinction between the performance of male and female administrators.

An American study conducted by Gross and Task (1976) found,

Gender had a bearing on the principal's performance and the operation of their schools. They found that women exerted greater control over their teachers' professional activities than men and that the women associated more frequently with members of the faculty outside of school. Although gender differences of a conditional nature were identified on certain dimensions of their performance, no sex differences were found in the entire sample in the following aspects of their performance: support of teachers in situations involving teacher-pupil conflict, stress placed on teachers offering maximum service to pupils, social distance from teachers in schools, and involvement of parents in school affairs. Finally, our findings showed that the professional performance of teachers and students' learning was higher on the average in the schools administered by women than by men; however, staff morale was not associated with the gender of the principal (p. 219).

In summary, it is clear that experience and qualifications are the reasons for these differences, not gender. The underrepresentation of females in administration is still in question from the standpoint of gender in much of the literature.

## **7. FEMALE MENTORS**

A mentor is usually an older and more experienced colleague who provides informal learning and interpersonal support for a younger, more inexperienced person. In the past, mentoring strategies of helping women in their career development were rarely discussed or practised in the educational system.

As women's position in employment improved, opportunities for mentoring became possible. Mentoring was heralded as a strategy for the interested professional as a key to success. Mentoring promised to promote aspiring women up the career ladder by eliminating the "gender gap". In light of the growing numbers of female employees, the absence of high ranking female administrators, and barriers to women's career advancement, mentoring emerges as a powerful concept. This concept can help to meet the needs of both the females and the organizations. Dresher & Ash (1990) claim "the research has documented that mentoring significantly enhanced income and promotions for individuals experiencing these relationships" (p.126).

**There are very few female mentors for women who aspire to educational administrative positions. Nixon (1987) found that,**

**Relatively few women can act as mentors or sponsors. Men and women are not accustomed to working as caring, supportive colleagues as might be found in the protege relationship. These informal interactions may give appearance of other kinds of relationships, thereby harming marriages and careers (p. 65).**

**Female mentors can provide knowledge and experience to a young teacher who is in need of increased public exposure. Morrison, White, and Van Velsor (1992) discovered the importance of females having a mentor. Savvy insiders believe that help from above is crucial to an executive. Higher-level managers, even up to the chairman, are sources of various kinds of help for executives. "Seventeen of the 76 executives said they had a mentor; another 16 said they'd had a sponsor or advocate" (p.106).**

**The sharing of technical knowledge is vital in moving up the corporate ladder, as is the importance of technical knowledge in educational administration. Many educators have rarely had a mentor to show them "the ropes" of administration. For some women, the educational administrative position landed in their laps as a temporary solution to the sickness or absence of a fellow colleague. In the career of education, administrators need to know they can rely on others to help get the job done.**

**The negative side to this is the derailment of people in executive**

positions with incorrect feedback or information. Many females can feel stymied by the lack of correct information or feedback and have to turn to others or themselves to continue toward their career goals. Accurate feedback is vital information to anyone trying to learn and grow in a profession. Soliciting and acting on feedback is also a good strategy for defusing opposition from colleagues while getting the benefit of their wisdom. If male executives find it easier to accept into their ranks women who ask for their guidance, then that interaction is even more valuable for the bridge it creates between up-and-coming women and top management.

Women must prove their own abilities in educational administration, of course, but the need for a strong support system as well is undeniable. Successful administrators have made tough choices about how much assistance to accept and from whom. Women can learn these directions from a mentor whether it is a male or a female. The research suggests a female mentor for a female is most preferred, but a male mentor is also useful for guidance. Antler and Biklen suggests from the research authors report that it did not appear important for the mentor and protege to be of the same gender. Another study that included women and men in business and academia found that women were as likely to have males as mentors as females.

On the other hand, Carter argued that mentoring works best when the mentor and the protege share values, goals, and a similar world view.

From this, one could argue that similarity of race and gender would be an important aspect of mentoring. Similar backgrounds are preferred in mentoring for a variety of reasons, but mainly to allow a rapport to develop between the individuals.

The importance of networking must be mentioned as well. More and more women are developing support groups to aid in better understanding of the system and a better understanding of where one is heading in one's career. A support system or network is a means to see positive changes occur. The opportunity to share views and beliefs can benefit the educational system greatly. In Nova Scotia, several support groups exist. One of the largest is Women in Educational Administration (WEA). This organization meets on an informal basis and produces newsletters to inform not just females, but anyone interested in topics in educational administration. An example of a recent topic was, "Strategies For Career Planning." Networks do exist and are being accessed by females who are looking for a support system. In summary, the literature suggests that mentoring relationships are not only advantageous to mentors and proteges but to organizations as well. Mentoring plays a vital role in future organizational growth, stability, and leadership. Women recognize the obstacles they must overcome in order to attain their goals. Women must look to one another for support. Sharing information and developing friendships is a means to attain that goal.

## **SUMMARY**

In this study women in administration merits an examination for so many unanswered questions pertaining to why so few females ever attain higher level positions. The seven components analyzed in this chapter have been the following:

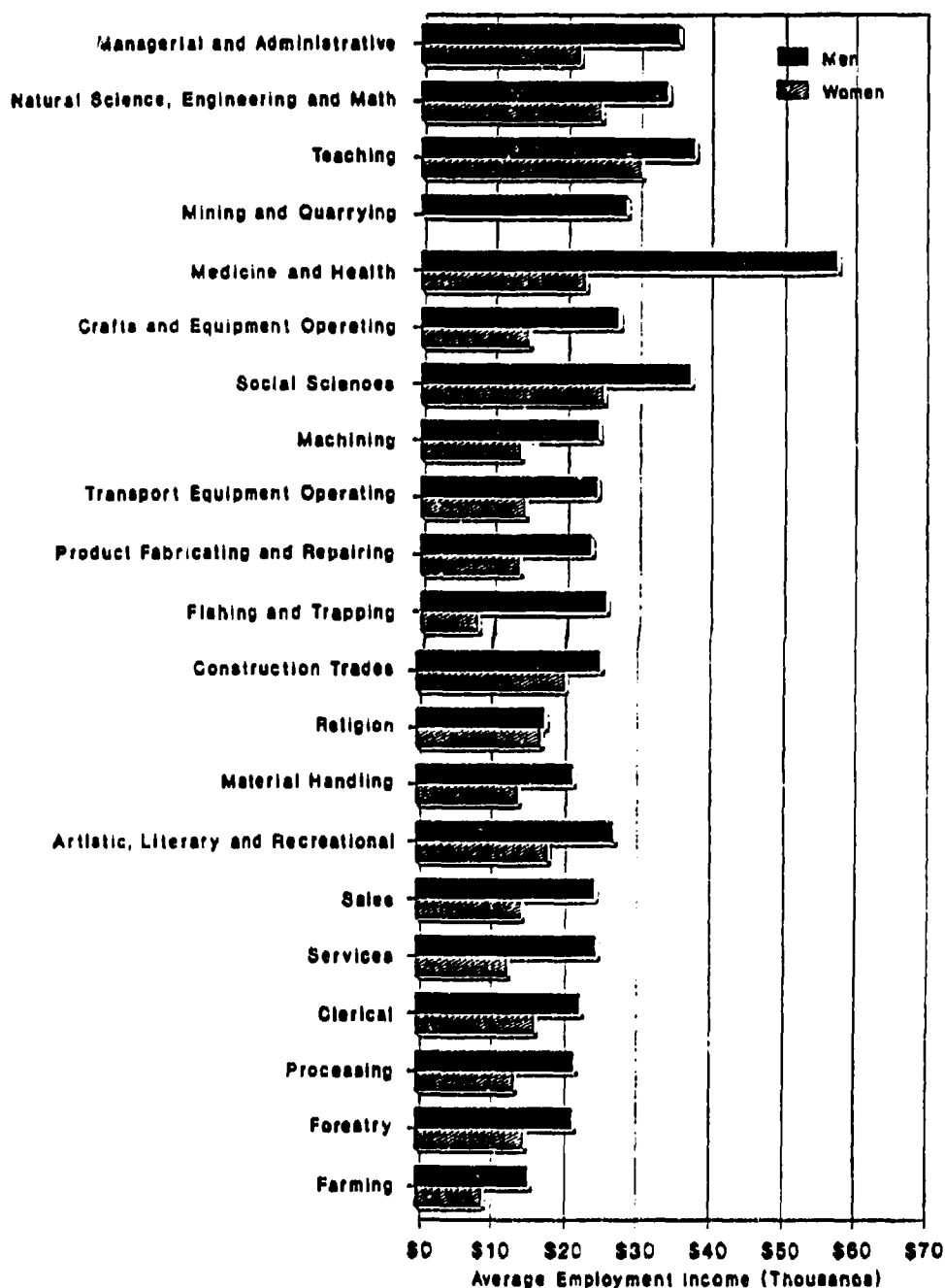
- 1. *Women and Work***
- 2. *Family Role and Constraints***
- 3. *Sex Differences & Discrimination***
- 4. *Women in Managerial Roles***
- 5. *Women and Education***
- 6. *Gender Differences***
- 7. *Female Mentors***

These seven components are vital when addressing the problem of women in education. *Women and Work* looked at an overview of where women's work is done in the home. Society still places the working woman in positions that are often secondary in nature. This means a woman makes less money and often gets little recognition for the job she does. The Women's Directorate for Nova Scotia proves this clearly in Figure 1.



**FIGURE 1: Average Annual Employment Income for Nova Scotian Men and Women Working Full Time Year by Occupation, 1985**

**Figure 6.8**  
Average Annual Employment Income for Nova Scotian Men and Women Working Full Time Full Year by Occupation, 1985



Source: Statistics Canada, Census of Canada 1986, The Nation: Employment Income by Occupation, Catalogue 93-116

Family constraints are placed on the female. This is evident in the research. Women are still the primary care givers and this means disruption in a woman's career for child bearing and child rearing. This is a societal expectation. However, this is slowly changing. Until the change actually happens, women will often be expected to carry a dual role or make the career sacrifice. Many women who are interested in administration are having no children or waiting until the children are old enough to be independent for them to pursue their goals.

*Sex Differences and Discrimination* is a controversial section because the evidence shows that women who do attain positions at high levels make less than their male counterparts. Much of the literature conducted at the post-secondary level proves this time and time again in post-secondary faculties. Female professors make less than their male colleagues. Salary differentials are reported throughout the literature. There is evidence and real life accounts from women that discrimination existed when hiring for positions in administration, not just in educational administration, but throughout the working fields.

*Women in Managerial Positions* depicts females who have climbed the ladder only to face the so-called "glass ceiling." Many have often worked harder in the man's world to reach their goals, only to work even harder at the top. The literature supports this view over and over again.

*Women in Education* addressed the training of females in the field of

education. Women who become administrators are usually highly qualified for the position. University enrollments in education at the master's level repeatedly find a 50\50 split of males to females. This shows that a change is happening in education. Women want to learn more and have more of an impact in the higher levels of education.

*Gender Differences* is a component that had to be included to emphasize that the upbringing of the female population is different from the male population. The socialization factor must be included in any study on women. The cultural expectations placed on people define what is socially appropriate for males and what is socially appropriate for females. Any deviation from these expectations of women may result in labelling or aggression that is not "female like." The family plays a large part in this role modelling. The school system is secondary in influence, but the schools are moving to counter the prevailing culture through the development of gender-free curriculum for students.

Female mentors are needed for women to gain the support that is needed for aspiring to positions of administration. Networks are being set up to aid in the mentorship of females. The role modelling can serve many facets of education from young female students to the young females teachers who need the extra guidance from a female leader. This is a positive step in a positive direction in education and educational administration for women.

**The lack of representation of women in administration is a major concern for education. Our schools and our society are changing at a rapid rate. The components addressed in this chapter must be acknowledged and in some cases improved on in order to meet the challenges of the 21st century.**

## **CHAPTER THREE: METHODOLOGY**

### **PURPOSE**

The purpose of the research was to determine why there are so few female administrators in the counties of Lunenburg and Queens.

To fulfil the purpose of the thesis the following questions had to be asked:

1. Does the family influence females in considering educational administration?
2. Do peers influence females in their decisions to pursue educational administration?
3. Does the lack of female mentors prevent females from pursuing the field of educational administration?
4. Do other administrators influence and encourage females to consider educational administration?
5. Are there other factors that prevent females from considering educational administration?

### **DESCRIPTION OF THE EDUCATIONAL SYSTEM SURVEYED**

The Lunenburg County District School Board and the Queens County School Board are both rural school boards. There are

approximately 242 secondary level teachers in Lunenburg County (90 females) and 64 teachers in Queens County (20 females). Lunenburg County has one post-secondary college. This college is the Nova Scotia Community College in Bridgewater. The college has 44 teachers (18 females).

### **METHOD**

The initial research conducted was mainly qualitative in nature. A survey was first circulated to secondary and post-secondary female educators in Lunenburg County in 1993-1994, after the approval was given by the superintendents of Lunenburg and Queens counties and the Community College (See Appendix A) .

The purpose of the survey was to discover women's views on women in educational administration. The researcher needed to conduct research to discover reasons for the lack of females in administration. Several components were addressed in this study. The components were as follows:

1. Demographic data--the survey was designed to find out the teaching levels and the years of experience an individual had as an educator.
2. Career and educational interests--this section was used to see if the years of teaching experience had a bearing on administrative

interests.

3. Attitudes toward administration--in this section rating scales were used. Questions were asked to see if there were differences in male and female educators' views on administration, specifically females in administration.

4. Interests of the educators in administration--this section was used to determine the interest of educators in the field of administration, and to discover specific views on women in education.

5. Additional comments were invited from the educators in the secondary and post-secondary levels. Many comments were given in the additional response section. The responses are found in chapter 4.

Later, in 1994, the remaining secondary female educators in Queens County were surveyed with the same female survey used earlier in Lunenburg County (see Appendix A). This was carried out to gain a greater insight of female views in rural districts on the topic of women in educational administration.

To contrast male views with female there was a survey conducted of the males in the same rural counties. Conclusions to these findings are presented in Chapter 4. The results of the male survey help to substantiate the concerns about so few female administrators in these two districts.

The secondary and post-secondary male educators in both Lunenburg and Queens counties were surveyed at the same time in 1994, as the females in Queens County. The survey for the males varied only slightly (see Appendix B) from the original survey used for the females. The original questions were designed to find out women's views and the changed questions were used to find out the men's views of women in administration. Similar categories were used to tabulate the information given in both the male and female surveys.

Once all male and female educators in the secondary and post-secondary systems were surveyed, the data was collected and tabulated. Findings will follow in Chapter Four.

Many people have been contacted in regard to this study and much information has been learned because of these contacts. Seminars were attended; impromptu interviews were requested for the purpose of research.

A formal interview schedule was developed to discover the views of present administrators, both male and female in Lunenburg and Queens Counties (see Appendix C) . Ten qualitative interviews were conducted in October, November, and December of 1994. The interviews focussed on several aspects of administration, as well as personal and organizational backgrounds. Many other aspects arose in the questioning: for example family, traditions, and work opportunities in rural areas. All administrators



contacted agreed to be interviewed for this study.

All the interviews were conducted in the offices of the administrators after school hours. Many more educators offered their expertise for the researcher; however, there were limits on the number of people that were interviewed for this study.

The ten person administrative sample consisted of administrators at the secondary and post-secondary levels. There were six female administrators and four male administrators. The interviews were tape recorded. As the researcher prepared the tape recorder, the interviewees were given a copy of the questions to be asked. The interviewees were advised that if they wished to have the tape paused to reread any of the questions or if they wished to share any "off the record" information they should feel free to do so. Prior to each interview, the researcher explained to each administrator that the researcher was interested in whatever he or she had to say regarding the topic of women in administration. The researcher indicated that she could not offer any information that might skew the information given by the administrator. The interviews lasted between forty-five minutes and one and one half hours. The interviews were recorded while in discussion with the administrators.

At the beginning of the interviews, the researcher asked the administrators to introduce themselves, to state their positions, educational background, years as an administrator and as a teacher, and if

applicable, what courses they taught. Once this was completed, the educators answered assigned questions presented to them by the researcher. After the questions were completed, the interviewees were asked to respond to a quotation from the Women in Education Journal (see Appendix D) to discover any additional views that were not revealed earlier in the interview.

Once completing this segment of the interview, the interviewees were asked if they would respond to comments made by Lunenburg County females in 1993 (see Appendix E) . Once this was completed, the administrators were asked for any concluding remarks they would like to share with the researcher. Conducting the interviews in this way ensured the consistency required to compare various comments and concerns in the research.

## **CHAPTER FOUR: RESEARCH FINDINGS**

### **INTRODUCTION**

**The surveys were distributed in the counties of Lunenburg and Queens from 1993-1994. A response rate of 67% was received from the females of Lunenburg County, and 45% response rate was received from the females of Queens County. The male response rate for Lunenburg County was 42%, and the response rate for Queens County males was 64%. The respondents were secondary and post-secondary females and males.**

**An interview schedule was conducted with a ten male and female administrative secondary and post-secondary group. This was conducted as part of the study to help substantiate the educators' findings.**

**An analysis of the interview data shows little differences in the educator (teacher) sample and the administrative sample. The data was critiqued to see if there were any differences in the Lunenburg and Queens Counties educators.**

**The sample included secondary and post-secondary male and female educators. This data was representative of the population of these two counties and may be used for comparison for other studies conducted. The samples surveyed were mainly rural with some small town background.**

**This chapter will study the findings with the use of tables and figures that are found in each section. Tables and figures will help display the views from the male and female respondents in the two districts. The chapter will also include some of the data collected from the interviews conducted with male and female administrators. This interviewee information will be addressed separately near the end of the chapter. The interviews were carried out to find any possible discrepancies among educators (male or female) and administrators (male or female).**

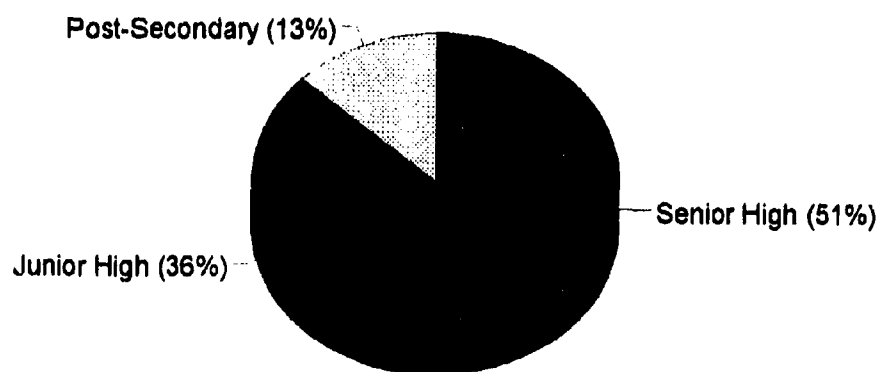
**In order to use the data, the data will be developed into one visual form. A visual will be used for the males and one for the females. The separations will be used to display an accurate picture, using a variety of tables and figures, to show any differences that may exist between the males and the females and any differences that may occur in females in the two districts.**

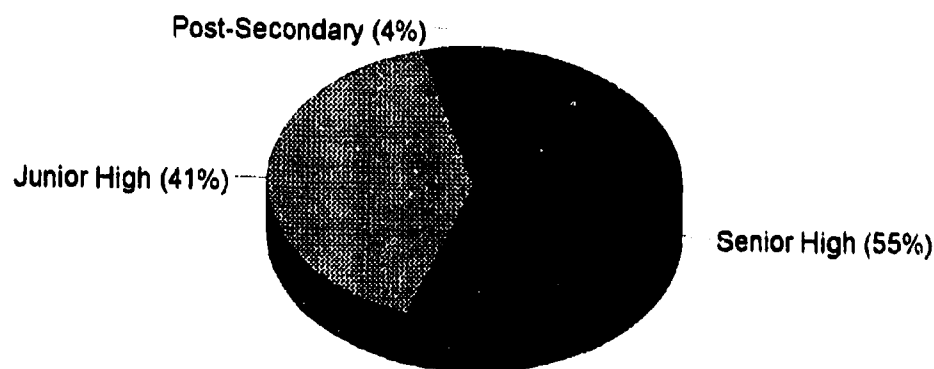
**This chapter will be separated into five sections for better understanding of the findings. Each section will contain several questions that were asked of all respondents. The sections contain several tables for easy understanding of the questions that were asked in the survey. The sections are as follows: 1. *Demographic Information*, 2. *Education*, 3. *Attitudes Toward Administration and Qualities Necessary for Administration*, 4. *Interest In Administration*, and 5. *Additional Comments by Educators in the Study*.**

**SECTION 1: DEMOGRAPHIC INFORMATION**

This section searched for the current teaching assignment for each teacher that responded to the survey. This information was needed to see if there were any differences among the three levels of education. These three levels included junior, senior, and post- secondary levels. FIGURE 2 presents the findings.

**FIGURE 2: PRESENT TEACHING LEVEL (FEMALES)**



**MALES**

The greatest number of respondents came from the secondary level. More than half of the educators surveyed are currently teaching at the senior high school level. There appears to be great interest in this topic among high school educators, because of the large number of respondents. It should also be noted that there are very few females in administration at this level of education.

The current teaching subjects were wide ranging. Most females in both counties were teaching in all discipline areas. The percentages reflect the teaching assignments of the respondents, many of whom teach in several subject areas. There is a large number of females teaching in the areas of English and Social Studies. Women teaching math are becoming more prevalent than in the past in these counties. However, this is still a

standard trend in rural Nova Scotia. The trends which were noted are as follows in Table 2.

**TABLE 2 : PRESENT FEMALE TEACHING ASSIGNMENTS**

**LUNENBURG COUNTY**

<b>English</b>	<b>21%</b>
<b>French</b>	<b>16%</b>
<b>Social Studies</b>	<b>16%</b>
<b>Math</b>	<b>15%</b>
<b>Science</b>	<b>11%</b>
<b>Other</b>	<b>21%</b>

(includes PDR, Resource, Counsellor, Librarian, Art, and Special Education).

**QUEENS COUNTY**

<b>English</b>	<b>20%</b>
<b>French</b>	<b>10%</b>
<b>Social Studies</b>	<b>40%</b>
<b>Math</b>	<b>30%</b>
<b>Science</b>	<b>10%</b>
<b>Other</b>	<b>40%</b>

(includes PDR, Resource, Counsellor, Librarian)

**COMMUNITY COLLEGE**

<b>Business</b>	<b>20%</b>
<b>Nursing</b>	<b>20%</b>
<b>Upgrading</b>	<b>40%</b>
<b>Communications</b>	<b>20%</b>
<b>Math</b>	<b>0%</b>

**TABLE 3 : PRESENT MALE TEACHING ASSIGNMENTS(SUBJECTS)****LUNENBURG COUNTY**

<b>English</b>	<b>24%</b>
<b>French</b>	<b>8%</b>
<b>Social Studies</b>	<b>29%</b>
<b>Math</b>	<b>27%</b>
<b>Science</b>	<b>32%</b>
<b>Other</b>	<b>11%</b>

**(includes Phys.Ed., Counsellor)**

**QUEENS COUNTY**

<b>English</b>	<b>28%</b>
<b>French</b>	<b>11%</b>
<b>Social Studies</b>	<b>50%</b>
<b>Math</b>	<b>33%</b>
<b>Science</b>	<b>55%</b>



**Other                      6%**  
**(includes Phys. Ed., Counsellor)**

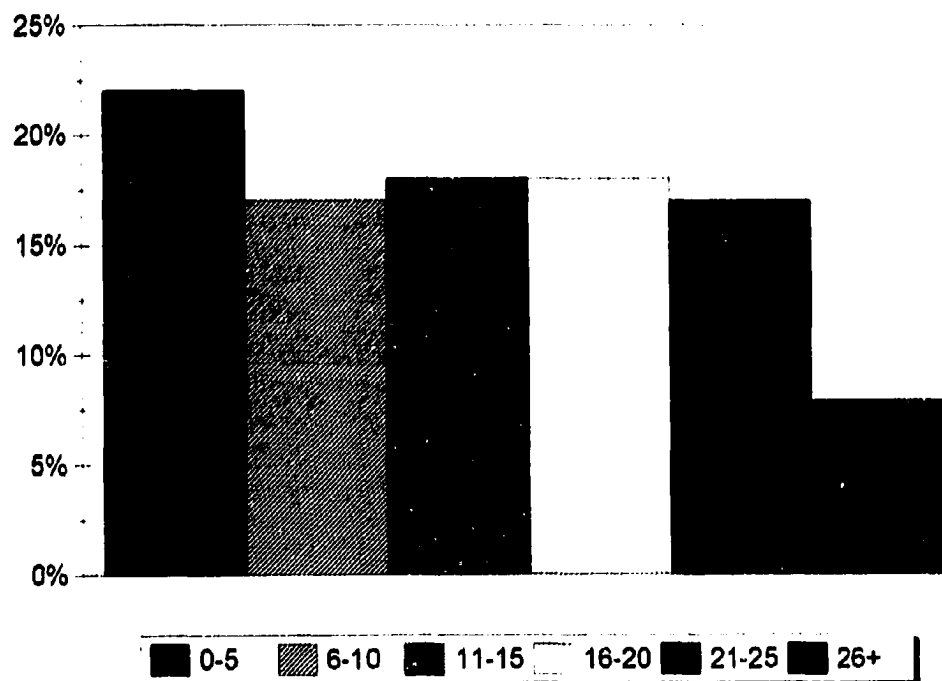
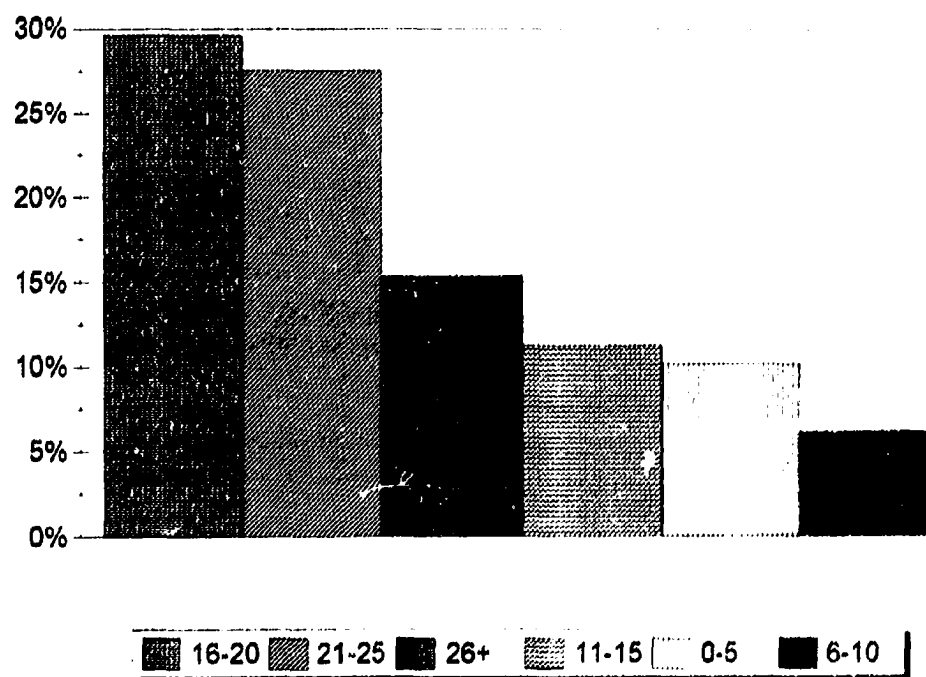
#### **COMMUNITY COLLEGE**

**Trades                      50%**

**Math/Communications    50%**

**The males still tend to dominate the science field, and the males are heavily concentrated in the field of social studies. The subject of math rates high for the number of males teaching in this subject.**

**The number of years that an educator has taught in both counties revealed the following information from the survey. The counties have a wide age range of teacher experience at many levels. The largest number of female teachers were found in the 11-15 and 16-20 levels. The largest number of male teachers were found in the 16-20 level. FIGURE 3 and FIGURE 4 show this information more clearly.**

**FIGURE 3 : NUMBER OF YEARS TAUGHT BY THE FEMALES****FIGURE 4 : NUMBER OF YEARS TAUGHT BY THE MALES**

**There appears to be a rise of young female educators in the two counties with a fairly even distribution of the remaining age groups. There has been a drop in the over 26 year old category for women, but this age group is still high among the males. This drop may be attributed to the early retirement program implemented in 1993-94 in Nova Scotia.**

**The male respondents were older and more experienced in teaching years than the females that responded to the survey. This could relate to the fact that men do not leave the profession for child-rearing. The female respondents dropped slightly during the child-bearing years and reappear after motherhood.**

### **SUMMARY**

**A larger response was received from the senior high level educators than the junior high level. Women were fewer in number at the senior high level compared to the junior high level, but the interest in this topic was evident.**

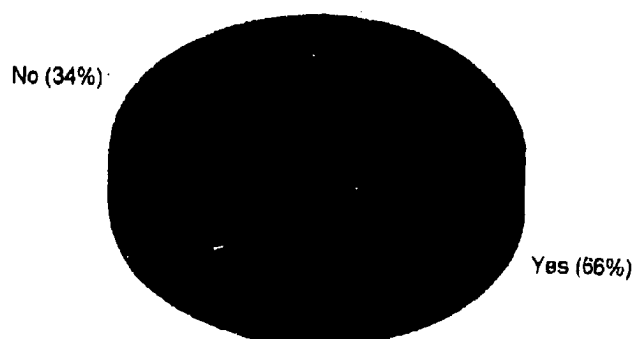
**Women are currently teaching in the English and social studies subject areas in these two counties. The statistics in this chapter depict these findings. The number of years the female educator has been teaching was spread evenly throughout the age groups. There was no dominant group in this aspect of study.**

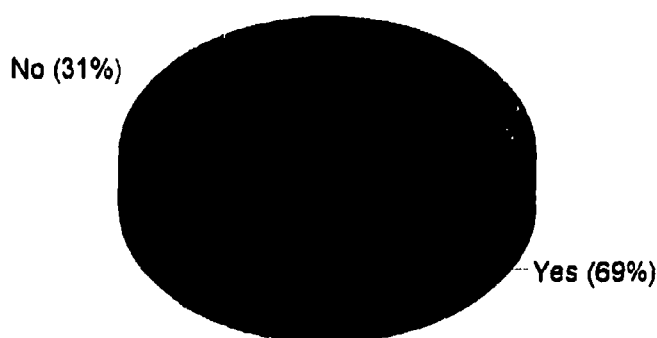
**SECTION 2: EDUCATION**

The educational backgrounds of the population were necessary to understand the factors that motivate educators to select a certain direction in their career. The fact that teachers continue to upgrade their professional skills is very important. FIGURES 5 and 6 display this information in a visual form. The number of degrees the educators have attained and the courses taken are important to note, because they depict some of the professional interests of the educators in these counties.

**FIGURE 5: HAVE YOU TAKEN ANY UPGRADING (EDUCATION) COURSES?**

**(Females)**



**FIGURE 6: HAVE YOU TAKEN ANY UPGRADING (EDUCATION) COURSES?****(Males)**

Women and men are both active in professional development courses. The percentages were evenly distributed among the two sexes. The sex of the individual has no bearing in the enrollment of educational courses in the undergraduate or at the graduate levels. The following table displays the actual degrees and courses taken by the respondents.

**TABLE 4 : EDUCATION COURSES TAKEN BY FEMALE EDUCATORS  
IN LUNENBURG AND QUEENS COUNTY**

Master of Education	5%
Master of Arts	4%
Master of Counselling	5%

<b>Curriculum Courses</b>	<b>11%</b>
<b>Counselling Courses</b>	<b>8%</b>
<b>Computers</b>	<b>9%</b>
<b>Leadership</b>	<b>7%</b>
<b>Adult Education</b>	<b>3%</b>
<b>Special Education</b>	<b>7%</b>
<b>Other</b>	<b>30%</b>

**(includes undergraduate courses)**

**EDUCATION COURSES TAKEN BY MALE EDUCATORS IN LUNENBURG  
AND QUEENS COUNTY**

<b>Master of Education</b>	<b>34%</b>
<b>Master of Arts</b>	<b>5%</b>
<b>Master of Counselling</b>	<b>6%</b>
<b>Curriculum Courses</b>	<b>10%</b>
<b>Counselling Courses</b>	<b>6%</b>
<b>Computers</b>	<b>3%</b>
<b>Leadership</b>	<b>7%</b>
<b>Adult Education</b>	<b>3%</b>
<b>Special Education</b>	<b>1%</b>
<b>Other</b>	<b>14%</b>

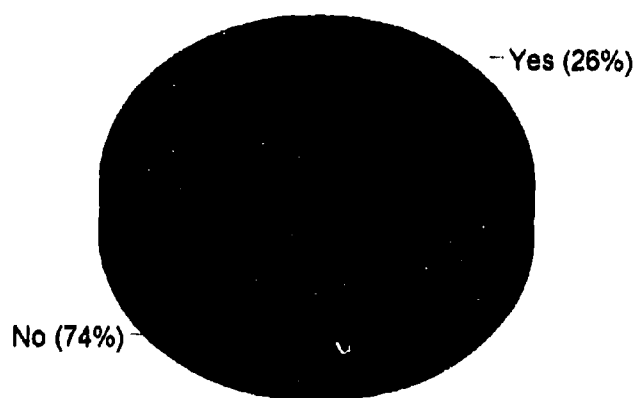
**(includes undergraduate courses)**

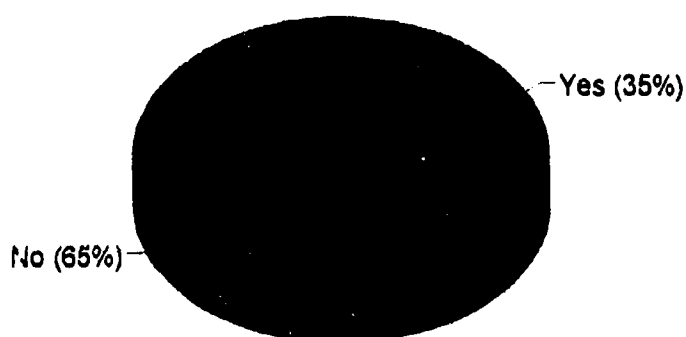
The number of females holding a Master of Education Degree is extremely low, 5% compared to 34% of the males. This wide range shows that women are behind males when taking higher degrees in the field of education. The data suggests that the interest is not present or the women have less time than the males to commit to advancing educationally by taking Master's degrees.

The interest in administrative courses is most relevant for this study. FIGURES 7 and 8 show the courses taken in aid of this professional interest.

**FIGURE 7 : HAVE YOU TAKEN ANY ADMINISTRATIVE COURSES?**

**(Females)**



**FIGURE 8 : HAVE YOU TAKEN ANY ADMINISTRATIVE COURSES?****(Males)**

The interest in administrative courses show the males have taken a greater number of administrative courses. This is found also throughout the literature. Women do not take as an active interest in administration as the men. This is verified through the data in this study.

The administrative courses taken reveal the potential desire to pursue administration at some point in the educator's career. TABLE 5 displays the information collected from the educators.



**TABLE 5 : THE COURSES TAKEN IN ADMINISTRATION IN LUNENBURG  
AND QUEENS COUNTY.**

**FEMALES**

<b>Administration Courses</b>	<b>12%</b>
<b>Leadership Courses</b>	<b>5%</b>
<b>Supervision</b>	<b>5%</b>
<b>Administration Block</b>	<b>0%</b>
<b>Other</b>	<b>9%</b>

**MALES**

<b>Administration Courses</b>	<b>25%</b>
<b>Leadership Courses</b>	<b>9%</b>
<b>Supervision</b>	<b>20%</b>
<b>Administration Block</b>	<b>3%</b>
<b>Other</b>	<b>11%</b>

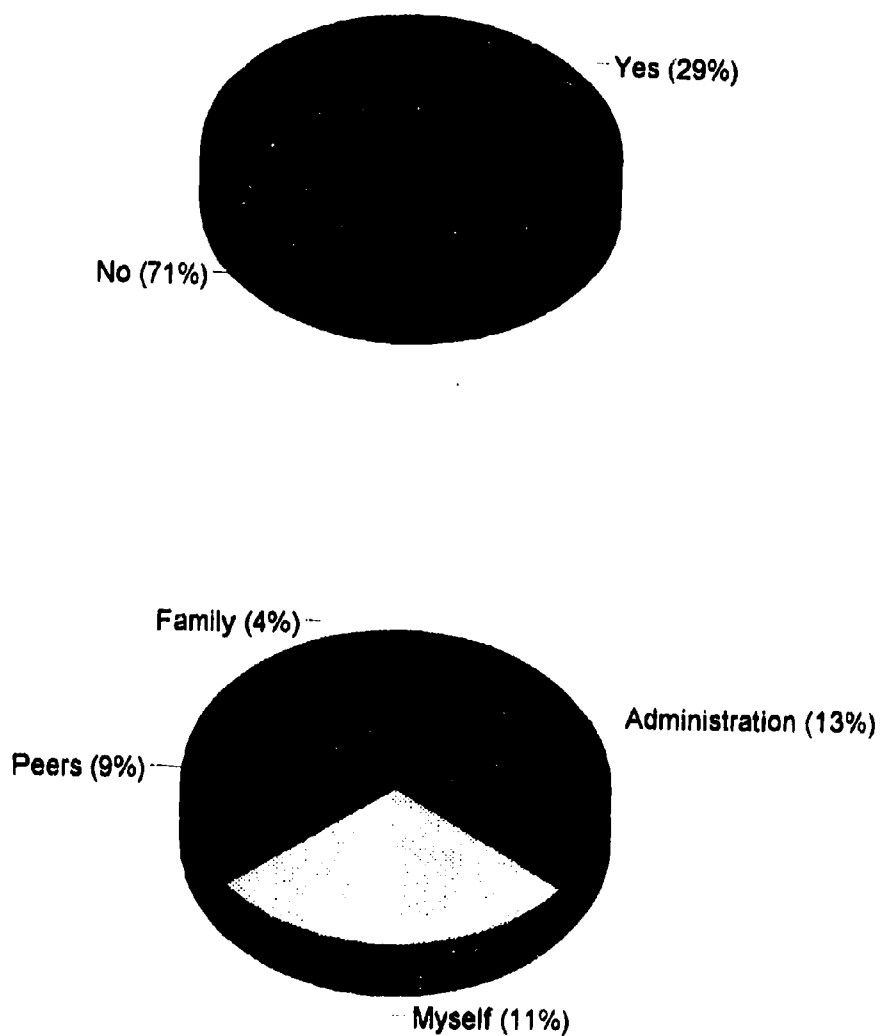
It is important to note that only 12% of the women are interested in administration compared to the 24% men. Women have a distance to go to attain equality and possible interest in educational administration.

FIGURES 9 and 10 show the response to the question, "Have you considered administration, and who has most influenced you?". This question connects with the above questions and tables for in depth study as to whether males and females consider administration in the same way.

The interest in discovering who most influenced the educators to pursue administration is important to see who really encourages educators into this direction of education. The discoveries are interesting.

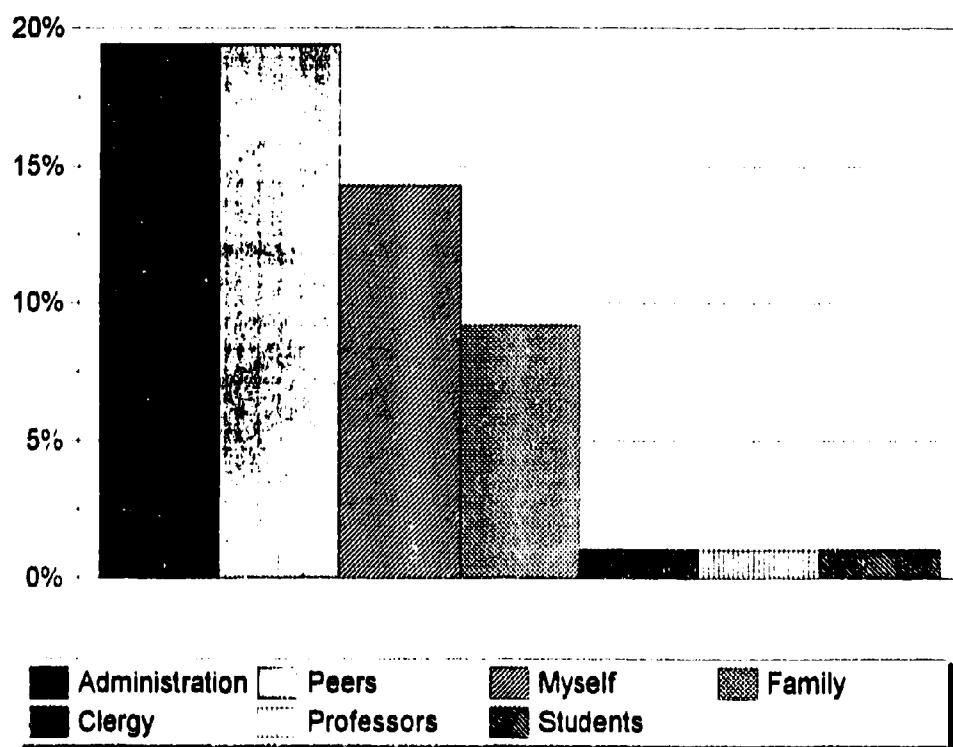
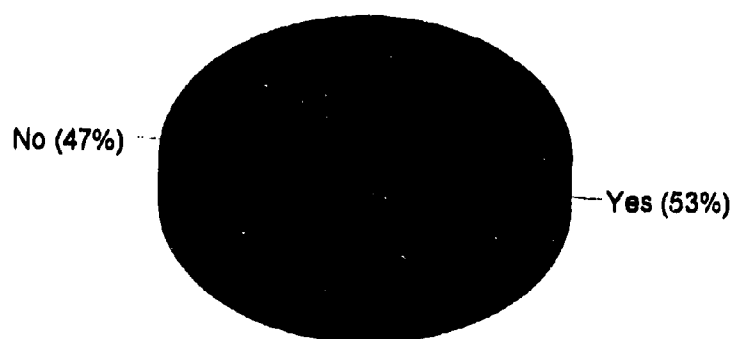
**FIGURE 9 : HAVE YOU CONSIDERED ADMINISTRATION AS A CAREER  
AND WHO MOST INFLUENCED YOU?**

**(Females)**



**FIGURE 10 : HAVE YOU CONSIDERED ADMINISTRATION AS A CAREER  
AND WHO MOST INFLUENCED YOU?**

**(Males)**



Conclusions to be drawn from these figures reveal that men have considered administration 24% more often than women. The factors that appear to influence the females are administration, the women themselves, and peers. The males are influenced too by administration, peers, and men themselves. There is very little difference in the influencing factors between the males and the females.

### **SUMMARY**

There is a substantial number of women who have taken or who are currently taking education courses. Women showed that there is a desire to develop professionally in education. The number of women interested in educational administration is far less than the females interested in education courses such as curriculum courses.

The females in the study are not as interested in administrative courses for a variety of reasons. This is clearly displayed in *Section 3* of this chapter. Those women who are interested in administration have been influenced by other administrators or by self-motivation. Women, it appears, are not strongly encouraged to seek administrative roles as compared to their male counterparts. Therefore, there are fewer females taking courses in administration. The literature collaborates these findings in the two counties.

### **SECTION 3: ATTITUDES TOWARD ADMINISTRATION AND QUALITIES NECESSARY FOR ADMINISTRATION**

This section surveyed the population to discover what the males and the females felt were qualities necessary to become an administrator. The factors that help women, as well as males attain this goal are discovered in this section.

A list of qualities were provided and the educators were asked to rank them in order of importance from 1-10 with 1 being most important and 10 least important. The information in this section is crucial in learning the reasons females and males do pursue administration and the reasons why females and males do not pursue administration.

This section also presented some responses from educators to see what the major concerns are in this field of educational administration.

TABLE 6 and 7 show the rank given to a choice of ten important qualities for an administrator. The educators were asked to respond to a list of ten qualities. The number one was given to the most important quality and the number ten to the least important quality.

**TABLE 6 : WHAT DO YOU BELIEVE TO BE THE MOST IMPORTANT QUALITIES FOR AN ADMINISTRATOR?**

**(Females)**

<b>Rank</b>	<b>Quality</b>	<b>Average</b>
1	Human Relations	2.4
2	Integrity	3.5
3	Communication	3.5
4	Organization	4.5
5	Planning	5.6
6	Vision	6.4
7	Knowledge	6.4
8	Self Confidence	6.6
9	Persistence and Stamina	7.1
10	Political Astuteness	8.9

**TABLE 7 : WHAT DO YOU BELIEVE TO BE THE MOST IMPORTANT QUALITIES FOR AN ADMINISTRATOR?**

**(Males)**

<b>Rank</b>	<b>Quality</b>	<b>Average</b>
1	Human Relations	1.7
2	Communication	3.6
3	Planning	4.3
4	Integrity	4.3
5	Organization	5.8
6	Self Confidence	6.2
7	Knowledge	6.2
8	Persistence and Stamina	6.6
9	Vision	7.2
10	Political Astuteness	9.1

**This section also reveals the reasons why educators attain the qualities of administration. Are women prevented from trying to develop the qualities necessary to becoming an administrator? This section helps to explain why there are so few females in administration in these two districts.**

**Men and women feel that human relations, communications, integrity, organization and planning are the five most important qualities for an administrator. There was little difference in the ranking of the administrator qualities. Political astuteness was rated number ten on the list by both males and females. Both sexes feel the people skills are the most important qualities. This was also found in the administrative interviews that were conducted in both districts.**

**The following table is used to present the findings of who most encourages females to become administrators. The literature collaborates that women are influenced mostly by themselves. In Lunenburg and Queens Counties the findings were similar. In FIGURE 11 the female respondents were asked to explain in their own words what they felt were the most important qualities in administration. The greatest number of the answers that were recorded are listed below.**

**FIGURE 11 : WHAT HELPS WOMEN ATTAIN THESE QUALITIES?**

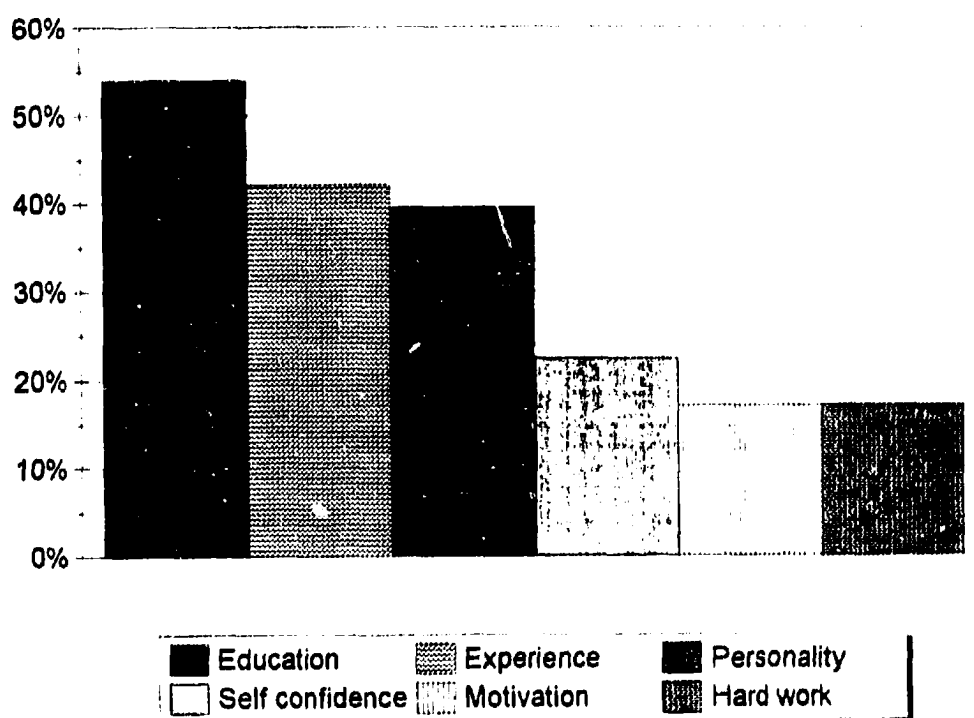
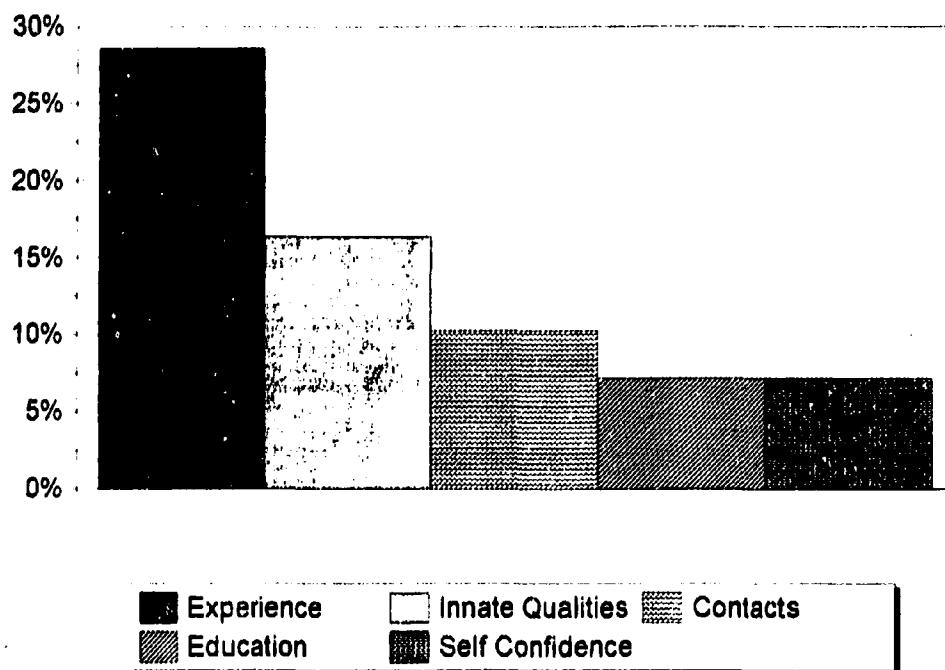


FIGURE 12 depicts the views of the males in the two districts and explains what helps men attain the qualities necessary for administration. The researcher was interested in finding out if the males/female answers would differ.

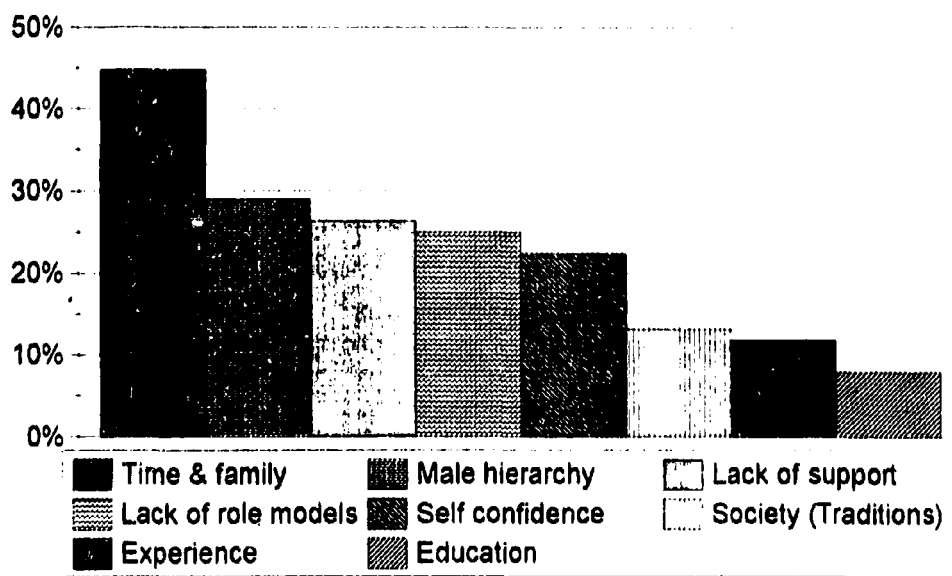


**FIGURE 12 : WHAT HELPS MEN ATTAIN THESE QUALITIES?**

Men and women both felt that education and experience were some of the most important qualities for administration. Women rated self confidence higher than the men. The males rated innate qualities (born with these talents) higher than self confidence. The male respondents did not refer to personality as an important administrative quality: women felt it should be rated fifth. The women do view some of the administrative qualities differently from men.

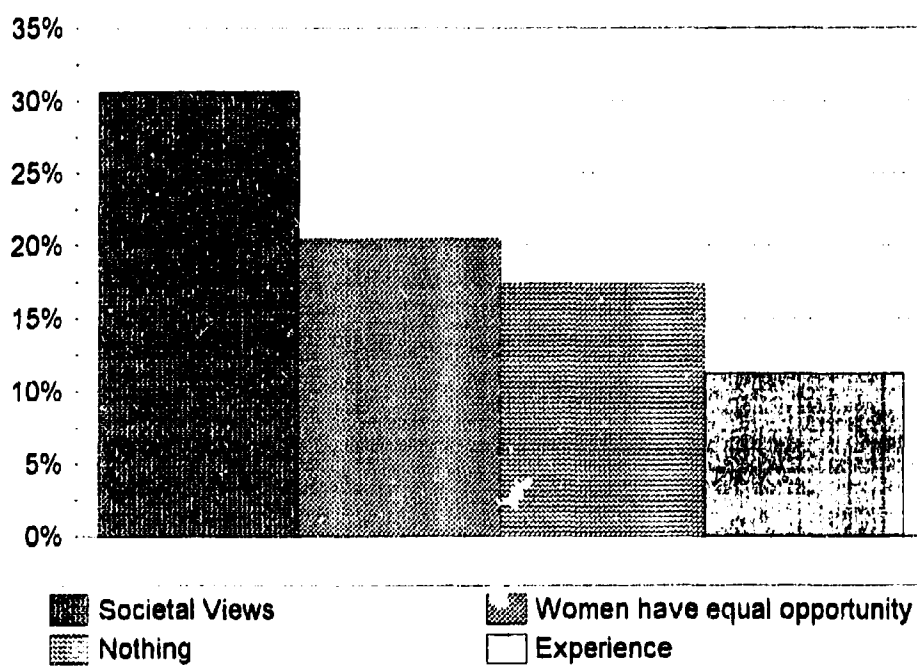
The female respondents felt that some factors do prevent women from reaching administrative positions. These factors were as follows in FIGURE 13.

**FIGURE 13 : WHAT PREVENTS WOMEN FROM ATTAINING THESE QUALITIES?**



The male respondents were asked the question; "Does anyone or anything prevent women from attaining the qualities necessary for administration?" The responses are listed below in FIGURE 14.

**FIGURE 14 : DOES ANYTHING OR ANYONE PREVENT WOMEN FROM  
ATTAINING THESE QUALITIES?**



**Responses from women showed what factors prevented them from reaching the qualities necessary for administration. Family and the time involved in this field of administration are not attainable for many women. The female lack of support, self confidence, experience, role models and society are all factors that prevent women from moving vertically in education according to the females in the study.**

Some of the men felt that societal views do restrict women. Many males mentioned adamantly that there is nothing that prevents women; they have equal opportunities to men. Clearly, there are differences with male views on this question. This contradicts the reality of women in administrative positions. Some of the literature collaborates this contradiction as well.

### **SUMMARY**

Women believe that experience and educational background of females are the key ingredients for achieving an administrative role. Personality was ranked as the third most important quality in the field of educational administration.

Women are prevented from seeking administrative roles because they are the primary care-givers in the family. Some males in this study support women in administrative roles, but other males do not. The male hierarchy still appears to be a powerful force in regard to women in administration. This ties in closely to the lack of support that women feel prevents them from pursuing administrative roles. The literature supports this study's findings.

Another strong prevention factor for women was the lack of role models for women. This factor, combined with the lack of female self-confidence, would be a major set back for women, when considering

administration.

Societal traditions are a factor. The traditionally rural nature of these two counties appear to be very active even to the present day in influencing women to remain out of administration. The data verifies this through the number of females who have taken administrative courses. The number is 50% lower than that of the males.

All these factors combine to create barriers for women in educational administration. Women face challenges that must be lessened before they can change the male dominated field of educational administration in these two counties.

#### ***SECTION 4 : INTEREST IN ADMINISTRATION***

The purpose of this section was to discover the interest of females in the field of administration, and the need to discover factors that encourage/discourage females to pursue educational administration. The study shows some important information relevant to the field of educational administration. Who really does influence females in the field of educational administration?

TABLES 8 and 9 state who influences women to become administrators.

**TABLE 8: WHO ENCOURAGES WOMEN IN ADMINISTRATION? A 1-6 rank scale was provided (1- most influential and 6- not as Influential)**  
**(Females)**

<b>Rank</b>	<b>Encouragement</b>	<b>Average</b>
1	Peers	1.8
2	In-School Administrators	3.1
3	Society	3.5
4	Central Office Staff	3.9
5	NSTU	4.2

The people who influence males are also important to note in order to compare both sexes for similarities and differences in educational administration in the nature and extent of this encouragement.

**TABLE 9 : WHO ENCOURAGES WOMEN IN ADMINISTRATION? A 1-6 scale was provided (1-most Influential and 6-not as influential)**  
**(Males)**

<b>Rank</b>	<b>Encouragement</b>	<b>Average</b>
1	Peers	1.6
2	NSTU	3.1
3	In-School Administrators	3.3
4	Society	3.9
5	Central Office Staff	4.8

The "Others," from the respondents are listed in TABLE 10 below.

**TABLE 10 : OTHERS THAT INFLUENCED WOMEN**

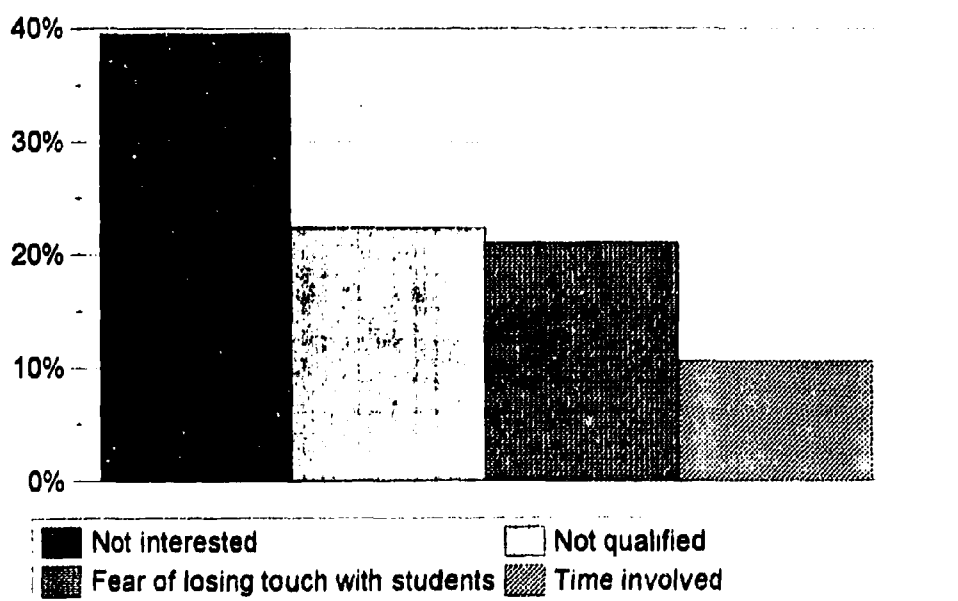
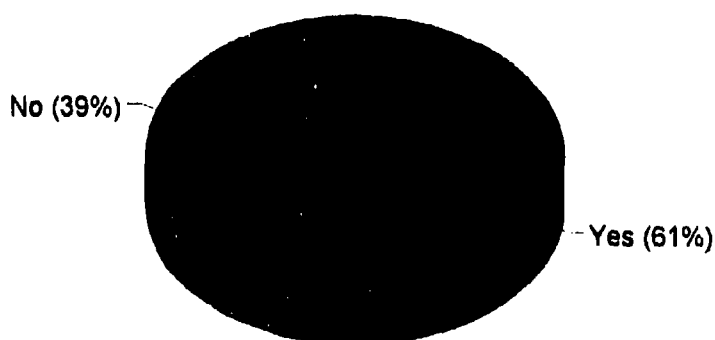
**Myself (personal desire to achieve success )      59%**

**Others that influenced females according to the males who responded  
were as follows:**

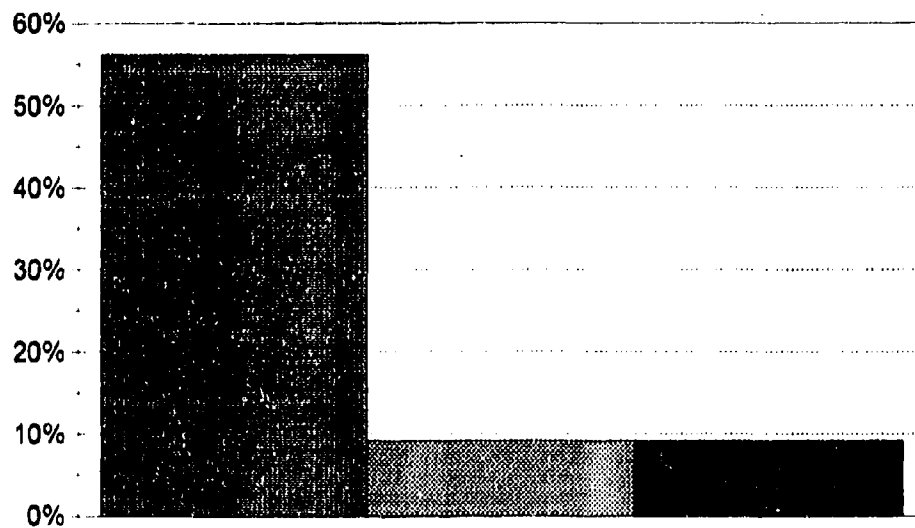
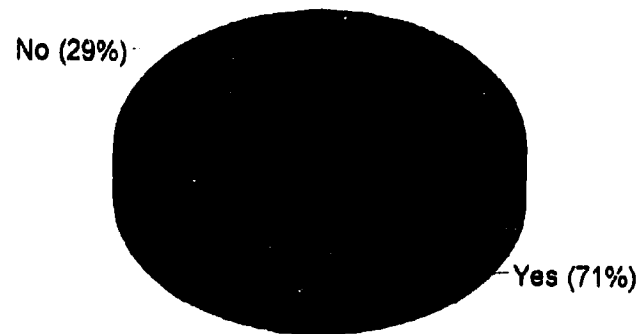
<b>1. Self Needs &amp; Personal Goals</b>	<b>21%</b>
<b>2. Self Motivation</b>	<b>10%</b>
<b>3. Family</b>	<b>10%</b>
<b>4. Women's Groups</b>	<b>6%</b>
<b>5. Affirmative Action</b>	<b>2%</b>

The males and the females indicated that peers are the most influential in encouraging females to follow a career in administration. In-school administrators rated high on the scale. Women rated the NSTU (Nova Scotia Teacher's Union) low and the males rated it high. The NSTU has a high number of males participating as members and executive. This may have reflected this view.

The following figures explain that women are not applying for administrative positions for a number of reasons. The reasons are as follows in FIGURES 15 and 16.

**FIGURE 15 : WOULD YOU APPLY FOR AN ADMINISTRATIVE POSITION?****(Females) Support Your View**



**FIGURE 16 : ARE MORE FEMALES NEEDED IN ADMINISTRATION?****(MALES) Support Your View**

Equal Opportunity    Role models for women    Not an issue

Some responses made by women in Figure 15 were: "We need more people in administration", "Gender should not be an issue". Many females fear losing the direct contact with children; therefore, administration is not of interest to some females. Many females felt that they were not experienced or qualified to administrate at this point in their careers. For other females, the time factor was an issue because of family commitments. Figure 15 displays this clearly from the study.

Other females stated that the opportunity to direct the school would be of interest. The view that women need more power and more role models was essential in this study. The issue of a need for role models appeared frequently in the female responses. This view was often directed toward the influence educators have on young students. Role models are as important for students, male or female.

The male version of this question is in FIGURE 16; it was vital to finding out whether the males perceive any problems in the field of educational administration for women. The males stated, in the study, that administration should not be a sex issue, rather it should be based on who is the most qualified. Some males felt there was a need to redeem the past prejudices that had occurred through such programs as affirmative action. The present situation according to some males is that there is a concerted movement to a more administrative male/female balance.

Still other males felt this topic was not an issue and others had no

comment. The figure that follows shows the male respondents' views.

Do women feel more females are required in educational administration? This question evoked significant results. Some views held by the females were that equal representation to the population was necessary in education. The desire to have administrators in education for the "right" reasons was also found. The need that an administrator must be a "people person" in administration in order to improve the field of education was noted in the study. The equal representation issue appeared in the female portion of the study and the male portion of the study. The need for female role models appeared continually throughout this study.

Females in the two counties commented that the field of administration is even more stressful than the classroom. Several comments from women were, "Women need to gain more power, and to encounter fewer sexist views," and "Women must be given opportunities to gain administrative experience in order to change the present situation." Many women do feel there is an imbalance in the field of educational administration. This was very evident in the data in the chart in FIGURE 15.

The final question asked in the survey was used to collect female responses to the question *Do we need more women in administration?* Responses to the question from the males was, *Do women have the same*

*administrative opportunities as men?* The responses are recorded in FIGURES 17 and 18.

**FIGURE 17 : DO WE NEED MORE WOMEN IN ADMINISTRATION?**

**(FEMALES) Support Your View**

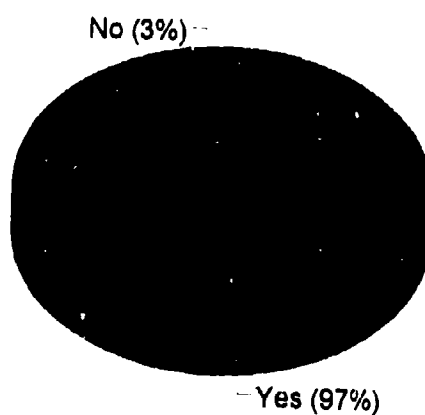
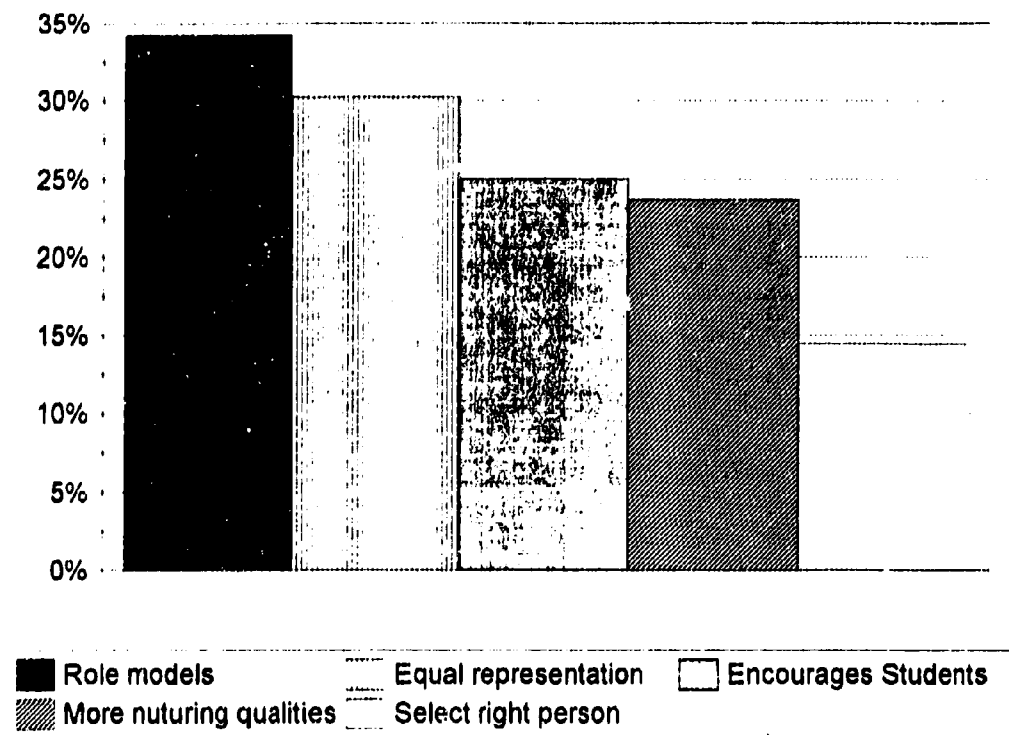


FIGURE 17 : CONTINUED

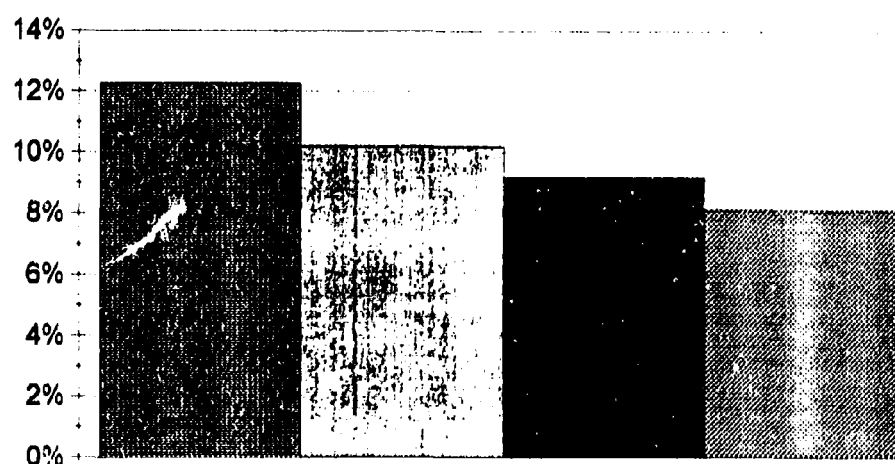
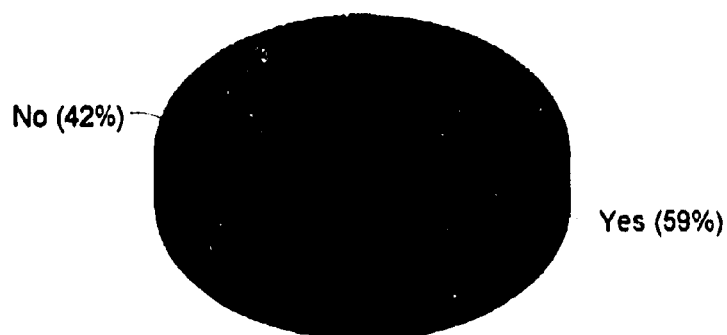


Women feel overwhelmingly that more women are needed in administration. There is a great need for female role models, and equal representation of males and females. The need to encourage students, especially female students was strongly emphasized by women. There is also a need to select the "right person" in administration. The females in these two counties hold some very strong views on this question.

The male view of females in administration is very important in the research. The discovery that there were different views to this question can be displayed in the comparison of FIGURES 17 and 18.

**FIGURE 18 : DO YOU FEEL WOMEN HAVE THE SAME ADMINISTRATIVE OPPORTUNITIES?**

**(MALES) Support Your View**



■ Women have an advantage these days    □ Not an issue  
■ Not given equal opportunity    ▨ Look at the old boys club

In FIGURE 18, some of the males felt that every woman had the right to apply for an administrative position: in fact, many men felt women now

had the advantage. The question asked by two of the respondents was, "Do women want to be in administration?" The "old boys club" was mentioned by several male respondents. This factor is still a concern in these districts. The females' home responsibilities were mentioned. Clearly, some chauvinistic traditions are present in both districts. Several comments made by males were, "Men do not want to work with females as supervisors."

Other comments made by the male population were, "there are probably as many bad female administrators as there are bad male administrators." "Women are not aggressive enough." This comment appeared several times in the study. Prejudice was a factor mentioned in both districts as well. The comments that held the highest percentage are displayed in FIGURE 18.

There is still a distance to go in bringing together a balance of the males and the females in educational administration. The responses in FIGURES 17 and 18 are evidence of this need for a balance. There is much to be done and things that can be done in these two counties are suggested in Chapter 5.

## **SUMMARY**

Women are not as eager to pursue positions in educational administration in our schools. There is work to be done to encourage more women to apply for administrative positions.

An overwhelming majority believe that there is a great need for women in all levels of administration. The 98% in favour of more females in administration was a very clear indicator that something must be initiated in education to combat this problem.

More role models could be one possible solution. Another solution is conscious equal representation to bring the administrative system into more balance. Affirmative Action programs are one means to reach this balance.

## ***SECTION 5: ADDITIONAL COMMENTS BY EDUCATORS IN THE STUDY***

The following comments were recorded verbatim from some of the respondents, both male and female educators, at the secondary and post-secondary levels. The comments were unedited for this study. The comments were divided into two groups for better understanding of the male and female view of the research on women in educational administration. The two groups were males and females in Lunenburg County and Queens County. For obvious reasons, not all comments were recorded in this section. There were many comments, but a sample will



display a well-rounded outline of the remarks that were received.

**TABLE 11 : SOME FEMALE COMMENTS ON EDUCATIONAL  
ADMINISTRATION**

- Appointment to administrative positions should not be based on gender.
- This survey has made me think about the problems that exist.
- We need more female administrators.
- What messages are we sending to our male and female students?
- There is a need for more courses in the local districts.
- There is a sad lack of female administrators in Lunenburg Co.
- There are out-of-date (sexist) ideas in our schools.
- Integrity and self worth are important for administrators.
- Women must be given opportunities to be administrators.

**TABLE 12 : MALE COMMENTS ON WOMEN IN ADMINISTRATION**

- Only one female superintendent in Nova Scotia-an embarrassment!
- Few women are interested in administration.
- Choose the best person for the job.
- It makes no difference if you are male or female you must be good.
- Administration is only one branch of education.
- Women are underrepresented in the system.

- Female role models are needed.
- Women's opportunities are better now.
- Female administrators still have a way to go to be accepted.
- Few females apply for administrative positions.
- Females do not have a chance at getting the position.
- Females have no desire to be administrators.
- There is nothing wrong with simply being a teacher.
- Sex is not an issue.
- More females are given the opportunity.
- Females should be selected only if qualified.
- Gender should not make a difference.
- Stereotypes exist.
- Administrative positions are given for the wrong reasons.
- Women would have less trouble dealing with people.
- I don't think a position should be given to a woman because she is a woman.
- Men are born with a Y chromosome; therefore, they are a better choice.
- Not an issue any more.
- Administrators should and must be appointed on qualifications and people skills, rather than on a political basis.

## **SUMMARY**

**Educators have shown from these comments that there is a desire to rectify some the underrepresentation of the past, but there is clearly dissention among educators, especially with male educators, about the need to change the present imbalance. The administrators interviewed in this study were somewhat supportive for more equality in educational administration positions.**

## **ADMINISTRATOR INTERVIEW RESULTS**

**The administrators' interviews that were conducted followed a similar question pattern to the large teacher survey sample in the two districts. There were ten interviews conducted in both counties with the same questions asked to both the male and the female administrators. The purpose was to discover if there were differences in views between the male and the female administrators and the male and female teachers of the two districts. Reasons for conducting the interviews were to discover any differences that might be present. The results of the interviews were that the teachers and the administrators held views that were close to each other. The views were important in establishing that administrators and teachers do hold very similar views about women in educational administration.**

**The interviewees were open to the questions posed to them from the**

researcher; however, some discrepancies were found. The female administrators were concerned with the small number of females in educational administration. The comments from the female administrators revealed a need to encourage more women into this area of education.

Some of the males who were interviewed felt changes were needed to open doors for more female applicants. Still other males felt there was very little that needed to be done in the area of women in education (they felt no concern in this area).

These findings reflected the views of the classroom teachers. There are many teachers and administrators who feel new policies and more communication will open possibilities for all people, especially females in educational administration.

Another issue raised in the interviews was the challenge for women to manage home life and work life. This appeared in all the interviews conducted. This view was also noted among many of the teachers.

The interviews revealed that most administrators spend more time on professional commitments than do teachers in the classroom. Personal obligations were less emphasized for the administrators than the teachers. The reasons for this may be that many female administrators interviewed were 40 years or older and their families were more independent than those of the younger teachers. The need for independence is greater among administrators than teachers.

**The administrators tended to spend less time on household chores and more time in professional activities. Personal commitments were less numerous for administrators and most of the female administrators had no young children; their children were grown up or they had been divorced.**

**The male educators and the male administrators had similar personal and professional patterns. This was found in the Cochrane (1990) study in Nova Scotia as well. The difference found in this study was that women and men held similar degrees and other education courses.**

**The professional education of the ten administrators showed that the women were more likely to hold a higher degree than the male administrators. In several cases, the male held an administrative block program that was considered by some to be equivalent to the Master of Education degree. In other cases, the male held a degree comparable to the female.**

**Much of the current research states that women will hold a degree that is comparable or better than that of their male counterparts before entering administration. The study showed there is no significant difference in credentials between men and women once they reach senior levels of educational administration. Both men and women are capable and have potential to be effective administrators.**

**The requirements according to the study include the following:**

- 1. 60% held a Master of Education Degree**

**2. 20% held no degree beyond a Bachelor of Education degree**

**3. 20% held an Administrator's Block Program**

**The concluding comments by the administrators interviewed were similar to those given by teachers, both male and female. This consistency of data supports major concerns that are present among many males and many females in educational administration.**

### **SUMMARY**

**Administrators replies supported the major findings of the teachers' study. A balance is required to get females on track with men in educational administration. There is much work to be done. The traditions in these counties are slowly starting to change. This is especially prevalent in Lunenburg County. This year, 1994-1995, has seen more females appointed as principals. One female was appointed to a junior high school and another female was appointed principal of the largest high school in the Lunenburg district. These are major moves for women in administration in Lunenburg County. Many female administrators and educators feel this is long overdue. The female role models are now in place for changes to occur in the future, but much more can be done in this area.**

## **SUMMARY OF RESULTS**

**Careful review of the data from the survey distributed and the interviews conducted established patterns that are of significance. There is clear evidence to indicate that many women have a different career interest from their male counterparts. The number of women taking education courses and administrative courses today tells us that the tide is slowly moving for females who are interested in educational administration.**

**The lifestyle of the female teacher may also differ from that of the male teacher in these two counties. Evidence shows that women are working more and more outside the home. Working outside the home changes the family structure that has traditionally ruled many rural areas, including Lunenburg and Queens Counties. It appears that the female in her family role is still dominant. Therefore, career interests are sacrificed, or women have two careers, full-time home and full-time job.**

**The lack of role models is a concern for females considering a future in educational administration. More women are being hired in these positions in Lunenburg County. This is a beginning and will give young women the necessary role models. Female students will need continued encouragement to seek leadership careers in educational management.**

**In this study, educational administration was perceived by men and women somewhat similarly. Both sexes believed that administrative**

responsibilities mainly involved getting the job done. There was importance placed on administration as management or getting the job completed in a certain amount of time. This view was held by both male and female educators. There is a need to see administration as leadership, beyond good management. This was not a strong factor found in the replies from those interviewed.

Effective management demands a great deal of knowledge of education and the disciplines. Time management was a concern to those surveyed in the study. Both males and females stated that educational administration requires even more time than the current position they now hold. The teachers spend extensive time on a multitude of planned activities. This was also reiterated by the administrators who were interviewed.

Women in this study expressed a great concern about doing the teaching job well and this was expressed throughout the two districts. The females' dual role of the care-giver and teacher is a concern stated by female educators. The women surveyed are carrying a dual responsibility-home and work. The survey found many of the male administrators commented that they had little to do at home and this was the reason they could pursue administration and other courses for further study.

Whether women work outside the home or not, the responsibility of the home is the priority of women. As administrators, the men and the



women appeared to share the same responsibilities. At home the work is not balanced. A number of the female administrators mentioned this when interviewed. Female educators felt the demands of the job were great, and educational administration would only compound the problem. Stress was mentioned more often by female educators than by the males.

The personal interest of women in administration is evident, but for many is currently unattainable for a variety of reasons. Many of the female educators in the survey commented on a personal interest in becoming an administrator. The current system was not an encouraging system for women, according to the women surveyed.

The self confidence of women was also mentioned by both the males and the females in the study. There appears to be lack of self confidence among the female educators.

In this study, men and women were asked about the personal qualities of an administrator. There were little differences between the sexes. The most important differences were as follows: women have been defined by their roles as wives and mothers and by the cultural image of their sexuality. Most women who face the dual role of educator and mother, find it difficult to advance. Males did not mention the conflict with home and work, but many female educators did suggest their concern for this conflict.

It was confirmed repeatedly by the females that there is a lack of

women in educational administration. Many of the females in the study feel there is a need for a change in the numbers of women in educational administration. The survey revealed that some men feel that there has been a change in the system and women do have more opportunities than ever before. Women still feel outnumbered, especially those currently in administration.

Still there are males who feel women do have something to offer to administration and women should be encouraged to follow their goals. Many males and females feel that this opportunity needs to happen for women in educational administration, and Chapter 5 discusses some of the recommendations for improvement in the counties of Lunenburg and Queens.

## **CHAPTER FIVE: SUMMARY AND RECOMMENDATIONS**

### **SUMMARY**

The results of chapter four are similar to and corroborate with other studies carried out on the topic of women in educational administration. Women in administration is a debated subject in the field of education. Women are trying to change and some men are aiding in the struggle for change. From the results of this study, it is clear women have come a distance, but there is still a great distance to go to attain a greater balance of males and females in educational administration.

This chapter will look at ways to attain the desired balance in educational administration.

### **BARRIERS**

The conclusions reached in this study of rural southwestern Nova Scotian suggest the educators' views coincide with the literature findings. Women's issues and interests are not always taken seriously by the male counterparts. This was reiterated in the male survey component and in several interviews conducted. The understanding and support for women issues are not always present in these two counties. There is work to be done to create a collaborative working environment that does not draw

from 50% of the male pool, but rather from 100% of the female and male pool. The statistics are clear that more men are entering educational administration than women.

The statement offered in the study by many of the male respondents that women have the same educational administrative opportunities may not be completely true. There are many barriers that block a woman's desire to work in educational administration. Many of those barriers were discussed in Chapter 2. The findings in this study show there are barriers women face in order to reach the top. The number of females applying to higher educational positions proves this barrier does exist in these two districts. This point was made by educators throughout the study. Another fact that supports this: one administrator's statement that no females were applying for administrative positions. This suggests there is something askew in educational administration in these counties.

Sexual discrimination is perhaps one of the most serious problems in higher education today. This discrimination is serious because it cuts the potential numbers of competent people to 50% of the educational pool, excluding many females. There are statistics that support this information time and time again in the research. The Canadian Teachers Federation (1993) study is an example that presents sexual discrimination as a barrier.

### **YEARS OF EXPERIENCE AS AN EDUCATOR**

The time a female educator has committed to her profession influences the desire to move into a different career path. The closed door does not encourage women to seek new positions. The desire to leave or remain in the same position seems to be more the norm in these two rural counties, according to the comments collected from the females in this study. It appears women have learned that the best place for the woman is in the classroom. This point appeared continually throughout the survey.

It is clear that the teaching profession is aging. Women face many obstacles as the number of years as an educator grow. Society needs to be more aware that women have a role to play in education and the office is another one of these roles.

### **FAMILY COMMITMENTS**

The family and work life may act as a deterrent for improving women's qualifications. The work-role conflict that many women face is a deterrent to advancement in educational levels. By the time family pressures ease, women may consider the investment in advanced education no longer justifiable in terms of career advancement.

Family roles are traditional in these counties. Women are still the primary care givers and much of their time is committed to this role. Statistics across Canada prove this frequently. Females in Lunenburg

County appear to find the restrictions of family slightly more of a barrier than compared to the national studies. The findings in this more recent study discovered women still to hold similar views toward family obligations. Many female educators found the dual role of care-giver and teacher challenging enough, and many females do not wish to become administrators.

### **CAREER ASPIRATIONS**

Women are interested in careers. Administration may not always be the choice for females. Many females truly desire the classroom, while other females would like a chance to decide. The "open door" may not be as open as females would like. The statistics of the number of females in administration are proof of this in both Lunenburg and Queens County.

The gender differences in holding advanced degrees (Master Programs) may be influenced because women are somewhat delayed in the child-rearing years, and an interest in educational administration may not be possible until they are older. The motivation for some teachers to increase their qualifications stems in part from an interest in enhancing their "promotability," although women in this study appeared to be less likely than men to pursue educational administration as their field of advanced education.

The time restrictions of young female educators must be noted as a

possible reason for few female applications in administration in these two districts. Women are the main care givers and the time required in this role restricts the time given to career interests. This was present in many of the remarks of the females in both of the districts.

Some females in Lunenburg and Queens County appear qualified educationally. The interest in administration is not necessarily present. The 29% of interested females rated low to the 53% of males interested in administration. Many females see the administrative positions as unattractive and too restrictive with many school tasks. Many women prefer the classroom to the administrative areas.

Overall, the females seem to prefer teaching to administrating. This appears to fit the national findings. Women need more encouragement to pursue this area of administration. The rural counties and their traditions must be noted as a possible reason as to the lack of interest in this area of administration. The traditional ties were commented on by some of the teachers and administrators in both districts. These rural traditions of many years pose a barrier to a more advanced or urban view that women do make good administrators.

#### **PEERS AND OTHER ADMINISTRATORS**

The individuals who provide encouragement to women to pursue educational administration are not completely known. Females receive

some encouragement from colleagues and educational leaders, but much of the encouragement comes from within the individual herself. The study found 59% of the women surveyed felt this way.

A support system is required to eliminate the "glass ceiling" that women are facing. Present administrators and educators could work together to develop a plan that would support women interested in administration. It appears there is a current underlying support system for males (the old boys club). Why not a support system for females?

### **FEMALE MENTORS**

Many programs are now in place in various parts of the world to help women gain the self confidence they seem to lack. Mentoring is a good example for providing this opportunity. The aid given to women encourages them to become confident and assured of their capabilities. The importance of women mentoring women is a powerful concept.

Gilbert (1985) reported that, "The scarcity of female administrators and the absence of female mentoring relationships is potentially one reason women experience difficulty with career progression beyond mid-management" (p.127). Mentoring is viewed as a wave of the future for women to progress up the career ladder. Mentoring would be most successful if conducted women to women. The possibility does exist for women to be mentored by men; however, the research indicates that the



success rate is less than with same sex mentoring.

Women must be competent and be able to do the job. Mentorship can help women to attain this reality. Women must have confidence and a clear vision of where they see themselves and their schools heading. This can only be completed through hard work and support. A mentorship program could provide this chance for women to break the "glass ceiling."

Young women have more role models today to talk to. The present numbers may be small, but they can be effective. Women must learn to depend on each other and trust others to support them in pursuing educational administration. This is especially true of young female educators. The mentorship programs need to involve young teachers and the older, forty-something females. Many school systems involve young men and often neglect the involvement of young women. Both young groups have much to offer to educational administration.

#### **OTHER SUGGESTIONS**

The hiring policies and the job interviews themselves need to be more gender equal. Boards and administrators alike must ensure that women are present at meetings and interviews to allow fair and equal representation to take place. Many interviews at present are still conducted without a female present. The research indicates that an all male hiring committee will probably lean toward a male candidate who is

**much like themselves. Individuals must be hired according to their credentials. A gender equal selection committee could help to balance the present inequality on many interview panels in regions of Nova Scotia.**

## **RECOMMENDATIONS**

**The first recommendation offered from this study is that a systematic approach be undertaken to change the prevailing culture in educational administration. Concentrated action should occur on a variety of fronts, where there is leverage for change. For example, affirmative action programs could be used as the tool to encourage change.**

**The second recommendation is to develop a specific training program as a solution to involving more females in educational administration. This could be carried out through a summer institute program at the district or the university level. This would encourage women to assess and meet the expectations of work in administration. In particular, use could be made of female administrator. They could provide leadership and mentoring to young females.**

**The third recommendation is that more educational research be undertaken in the two districts. This could prove very useful for future change in these school districts. The need for talk and action must be defined for the purpose of deciding where education will lead in the years to come in the counties. An example of an initiative is the development of a resource book for educators, administrators, and students. This resource book would consist of ways to develop gender-free curriculum for female and male students.**

**The fourth recommendation is to develop programs at the county**

level to encourage more females to become involved in educational administration. Female educators need to be visible and encourage the female generations of female educators. There is a place for females in educational administration in current and future schools.

The fifth recommendation is a job shadowing program at the secondary and post-secondary level schools. An example of such an undertaking could involve female students job shadowing female administrators.

The sixth recommendation is to involve parents. Parents should be encouraged to become involved in school programs that would make parents aware of the underrepresentation of women in educational administration. Today, more than ever parents have a greater influence in our schools and the encouragement in such a program by educators could be a worthwhile exercise for all people involved in these districts.

A seventh recommendation is to make female administrators more visible to the public. Giving talks at school career days is one example. This could be similar to parent-teacher days, and this could prove to be a vital investment in the future involvement of females in educational administration.

The eighth recommendation is to provide training for self-development and self-confidence. This could be offered to both male and female educators and administrators. There is a need to be aware of the

environmental constraints. The challenge is to learn how these constraints may be converted into opportunities for women. Improved staff development is one way of increasing this educational involvement and creating possibilities from the awareness of the environmental restrictions (educational, political and social) for women and men.

The ninth recommendation is for women to take advantage of the current movement to a more collegial-style school environment. This could be a plus for women seeking a change in education. Women should be encouraged to participate in educational administration by way of changes in how schools operate. This could be achieved through providing more suitable working hours, administration training with a time management component, role adjustment, providing incentives, and/or offering family support.

The tenth recommendation is that programs be provided to improve the socialization of girls to become more career minded. Females have shown from this study that there are still areas that can be improved on by a change in attitudes and goals. Encouragement of women is necessary to become more actively involved in educational administration. What is really needed is a strong desire to provide equal grounds for women to enrol in educational administration programs that will get rid of the present patriarchal attitudes that dominate the system.

The Canadian Teacher's Federation (1993) stated,

**Attitudes and systems continue to be barriers to change. People who hold the power do not often willingly share it and may not help to make comfortable the lives of people who demand to share it. Action by decision makers is often too slow, reluctant, grudging, and inadequate. Government pronouncements are better than nothing, but what is needed, as we have always known, along with change of attitudes and systematic changes is most of all strong legislation, energetically enforced (p. 26).**

**Although the battle is not won, the perception that women need to adopt the male model of administration seems to be slowly changing, according to the views and comments from the surveys and interviews conducted. Women are discovering ways to integrate their female strengths into leadership roles, but the process is a slow one. The isolation felt by many women is a testament to this challenge. Today, the level of acceptance of female administrators' styles is becoming more valued in the more collegial-style school systems than in the past.**

## **CONCLUSIONS**

The survey revealed that women in the two districts feel there is a lack of female role models to encourage women to enter educational administration. Women in the survey expressed concerns about the present male hierarchy. Just as the "old boys club" exists in the districts according to some of the educators surveyed, so does the club exist in much of the educational research. Research carried out by Thrasher McGrath (1992) found that,

Relationships are critical to advancement, and being recognized as a member of the club is as important as hard work and competence. School boards select male members because they know so and so from a male organization. Often this individual is selected for a leadership position (p. 64).

Many women are now creating situations that allow them to volunteer and socialize with the club. The survey revealed that women do have qualities suited for educational administration. The "female advantage" as it has become called is being recognized in today's schools and classrooms. There is a need to listen and a need to nurture the human spirit. As school leaders move to site- based management, empowering educators to become involved in the educational process, leaders must let go of the traditional hierarchial structures. The inclusion of women in these structures will clearly be required.

Many women today feel they do have something to offer to

educational administration, yet only a few females lead the secondary and post-secondary schools of these two counties. Many women do feel that these districts will someday open the door a little wider, and allow females to work side by side with the males.

The belief that times have changed--that women and men are now working side by side in administrative positions may not be the case. Attitudes are slowly changing in these districts. The statistics prove this to us. To believe that the gender of the individual is no longer a relevant factor is sticking one's head in the sand. If legislation mandates females be given an equal chance, than this can only happen through such programs as Affirmative Action. Then, it must take place in Lunenburg and Queens Counties, if it is not at present.

There is a need for programs directed for women by the provincial and the federal governments. The policy decisions presented by government could help bring women into the mainstream of educational leadership at a provincial and a national level. Education and career opportunities for women should form a part of government decisions to correct the inequalities that have been allowed to occur. This could encourage women and provide the incentive for women to become more interested in educational administration. The affirmative action programs are a move in the new direction of change.

The data from this survey verifies that women are disadvantaged in



educational administration. The number of years women practice as teachers influences her desire for vertical movement into educational administration. The women are not as interested in administration in their younger years as they are in their later years because of the dual role factors discussed in this study.

The job aspirations of females clearly change as the family changes. The traditions of these rural areas present barriers found in the study. Peers have little influence on the career aspirations of women. Women appear to be intrinsically motivated according to this study, rather than peer-or administrator-encouraged.

Mentorship programs for females must become a part of the system in order to eliminate the present imbalance. For women to become actively involved in educational administration, the major policy should not be based on one gender only, rather a natural desire that recognizes the abilities of women to be equal to men.

There must be some policy that will regard women as equal to men in the field of educational administration. The Canadian Teacher's Federation repeats this need in the 1993 study.

Men must also help to share the household responsibilities in order to allow this to happen. Traditional and societal views must change in order to allow men to share in the role as primary care-giver. Currently, the imbalance is in many cases restricting the females chance for involvement

in educational administration.

Every educational organization needs to develop a culture that will allow women and men to work side by side in education. There is a need to diminish the scepticism among males about the progress of women in educational administration. The attitudes towards women in the administrative workplace must reflect positive acknowledgments of the talents and capabilities of women in management. A recruitment policy has to be an objective for the educational organizations.

The research reveals that administrators and educators are becoming more aware of the obstacles facing women in leadership roles. However, awareness without action will not allow equal representation for women to occur in the future.

By the year 2000, women may make a breakthrough. In the United States, according to Thrasher McGrath (1992),

Women now make up 40% of the managers, half of the accountants, one third of the computer scientists, and one third of the managers in advertising, marketing, and public relations. Similarly more women will be appointed as school superintendents in the decade ahead, opening tremendous career advancement opportunities to women in education (p.65).

Ella Flagg's 1909 prediction of a female monopoly of educational administration may never materialize, nor should it. However, women must be willing to work at attaining the goals they have set out for themselves in

their career paths.

Women are determined and ready to work with men to improve our schools throughout the world, more specifically in Lunenburg and Queens Counties. This is a goal that can be obtained now and in the years to come as we move into the twenty-first century.

The following statement of concern by a female educator from the Canadian Teacher's Federation (1993) seems to be an appropriate close to this study:

My concern is my dual role as a career person and a family person and a family member. I have a child whom I love dearly. However, I dearly love working and could not imagine being a full-time mother. I have come to grips with my guilt about these feelings, however, whether or not to have a second child is causing me considerable consternation. I feel selfish feeling that one child is sufficient and a second could thwart my career. I believe siblings are important but to the detriment of my career? My husband is an excellent support, but I still can't decide (p. 56).

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**APPENDICES**

APPENDIX A  
FEMALE SURVEY

**WOMEN IN ADMINISTRATION - SURVEY****Female Questionnaire**

A graduate student in Education is interested in discovering the views of women in Lunenburg and Queens Counties in the field of educational administration. Please answer the following questions.

1. Please circle your present teaching level.

Junior High   Senior High   Post-secondary

2. What is your present teaching assignment? (Course (s)/Grade Level (s) )
- 

3. Please state your subject (s) area presently teaching.

1.	4.
2.	5.
3.	6.

4. How many years have you been teaching?   Circle One.

0-5   6-10   11-15   16-20   21-25   26 and over

5. Have you taken any education course (s) since you began teaching?  
Yes   No

State the education course (s) taken if applicable.

1.	4.
2.	5.
3.	6.

6. Have you ever taken any administrative course (s) ?  
Yes   No

**State the course (s) taken in administration if applicable.**

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

- 7. Have you ever considered being an administrator? Yes No**  
**Who most influenced you?**

- a) family  
 b) Administration  
 c) peers  
 d) others (specify) \_\_\_\_\_

- 8. What do you believe are the most important qualities necessary to be an administrator? rank 1-10, 1 = most important to 10 = not as important**

- |       |     |  |
|-------|-----|--|
| _____ | 1.  | Communication (oral, written, listening)   |
| _____ | 2.  | Human Relations (empathy, interpersonal relations, motivation, human development, conflict management) |
| _____ | 3.  | Integrity  |
| _____ | 4.  | Knowledge  |
| _____ | 5.  | Organization   |
| _____ | 6.  | Persistence and Stamina  |
| _____ | 7.  | Planning (analysis, implementation, evaluation)  |
| _____ | 8.  | Political Astuteness   |
| _____ | 9.  | Self Confidence  |
| _____ | 10. | Vision   |

- 9. What helps women attain these qualities in administration? (note question 8)**

- 10. What prevents women from attaining these qualities? (note question 8)**

11. Who do you believe encourages women to become administrators?  
rank 1-6, 1 most influential to 6 not as influential

\_\_\_\_\_ 1. In-school Administrators  
\_\_\_\_\_ 2. Peers  
\_\_\_\_\_ 3. Central office staff  
\_\_\_\_\_ 4. Society  
\_\_\_\_\_ 5. NSTU  
\_\_\_\_\_ 6. Others (specify) \_\_\_\_\_

12. If you were given the opportunity to be an administrator would you choose to apply for a position? Why or why not?

13. Do you need more women in administration at the secondary and post-secondary levels? Support your view.

14. Any additional comments would be welcomed on this topic.

APPENDIX B  
MALE SURVEY



## ADMINISTRATION - SURVEY

### Male Questionnaire

A graduate student in Education is interested in discovering the views of men in Lunenburg and Queens Counties in the field of educational administration. Please answer the following questions. Your cooperation would be greatly appreciated.

1. Please circle your present teaching level.

Junior High   Senior High   Post-secondary

2. What is your present teaching assignment? (Course (s)/Grade Level (s) )

\_\_\_\_\_

3. Please state your subject (s) area presently teaching.

1.	4.
2.	5.
3.	6.

4. How many years have you been teaching?   Circle One.

0-5   6-10   11-15   16-20   21-25   26 and over

5. Have you taken any education course (s) since you began teaching?  
Yes   No

State the education course (s) taken if applicable.

1.	4.
2.	5.
3.	6.

6. Have you ever taken any administrative course (s) ?  
Yes   No

**State the course (s) taken in administration if applicable.**

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

- 7. Have you ever considered being an administrator? Yes No**  
**Who most influenced you?**

- a) family  
 b) Administration  
 c) peers  
 d) others (specify) \_\_\_\_\_

- 8. What do you believe are the most important qualities necessary to be an administrator? rank 1-10, 1 = most important to 10 = not as important**

- |       |     |  |
|-------|-----|--|
| _____ | 1.  | Communication (oral, written, listening)   |
| _____ | 2.  | Human Relations (empathy, interpersonal relations, motivation, human development, conflict management) |
| _____ | 3.  | Integrity  |
| _____ | 4.  | Knowledge  |
| _____ | 5.  | Organization   |
| _____ | 6.  | Persistence and Stamina  |
| _____ | 7.  | Planning (analysis, implementation, evaluation)  |
| _____ | 8.  | Political Astuteness   |
| _____ | 9.  | Self Confidence  |
| _____ | 10. | Vision   |

- 9. What helps men attain these qualities in administration? Explain your views.**

- 10. Does anything or anyone prevent women from attaining these qualities? Yes No Support your view.**

11. Who do you believe encourages women to become administrators?  
rank 1-6, 1 most influential to 6 not as influential

\_\_\_\_\_ 1. In-school Administrators  
\_\_\_\_\_ 2. Peers  
\_\_\_\_\_ 3. Central Office Staff  
\_\_\_\_\_ 4. Society  
\_\_\_\_\_ 5. NSTU  
\_\_\_\_\_ 6. Others (specify) \_\_\_\_\_

12. Do we need more women in administration at the secondary and post-secondary levels? Support your view.

13. Do you feel women have the same administrative opportunities as men?      Yes      No      Support your view.

14. Any additional comments would be welcomed on this topic.

**APPENDIX C**

**ADMINISTRATOR'S INTERVIEW SCHEDULE**

**INTERVIEW QUESTIONS****B. JOSEPHSON****Date:****Time:**

1.   **Name:**  
      **Position:**
2.   **Years as an Administrator:**  
      **When did you become interested in Administration?**  
      **What age?**
3.   **Years as a Teacher:**
4.   **Subjects Taught:**
5.   **What Program or Degree did you attain to become an Administrator?**
6.   **What administrative courses or education courses were most applicable for administration?**
7.   **Who most influenced you to become an administrator?**
  - 1.
  - 2.
8.   **What in your opinion are the most important personality qualities for an administrator?**
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.

9. **Should women be encouraged to pursue administration? Explain.**
10. **In your opinion what influences/encourages women to pursue the field of administration?**
11. **What, if anything, prevents women from pursuing an Administrative position?**
12. **Is there a need for equality in Administration in the secondary/post-secondary system and how can this be attained? Explain.**
13. **What can you do to improve the number of females in the administration in the secondary/post-secondary level?**
14. **Any additional comments in regards to females in administration?**

**Females only: Did you have a mentor in education and would you consider mentoring?**

**APPENDIX D****WOMEN IN EDUCATION QUOTATION**

## **WOMEN IN EDUCATION QUOTATION**

**Source: World Yearbook of Education 1984 Women and Education. (1984). London, Kagan Page.**

**Our data revealed that the age at which individuals attain the principalship and the length of time it took them to become a principal were both influenced by the sex factor: over twice the proportion of men as women were under 36 years of age when they first became principals and over four times the proportion of men than women became principals within 10 years after they became teachers.**



**APPENDIX E**

**COMMENTS FROM FEMALES IN LUNENBURG COUNTY 1993**

**COMMENTS FROM FEMALES IN LUNENBURG COUNTY 1993**

**Additional comments from Females in Lunenburg County were as follows:**

- **Administrative positions should not be based on gender.**
- **What messages are we sending to our students?**
- **We need more females in administration!**
- **This survey made me think about this area of education.**
- **There is a sad lack of females in administration in Lunenburg County.**
- **More courses are required in Lunenburg County for teachers**
- **Men do administration on Lunenburg County even if they are not qualified.**
- **It is time to get rid of the male hierarchy !**

APPENDIX F

THE WORLD BANK - PERMISSION LETTER

**The World Bank**

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT  
INTERNATIONAL DEVELOPMENT ASSOCIATION

1818 H Street N.W.  
Washington, D.C. 20433  
U.S.A.

(202) 477-1234  
Cable Address: INTBAFRAD  
Cable Address: INDEVAS

March 9, 1995

Ms. Belinda Josephson  
P. O. Box 498  
Bridgewater, Nova Scotia  
Canada B4V 2X6

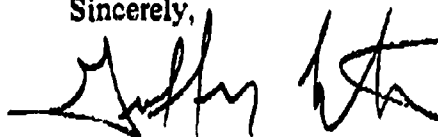
Dear Ms. Josephson,

Thank you for your letter. The Office of the Publisher is pleased to grant you permission to reproduce the figure entitled "Female Labor Force Participation Rates 1960-1980," on pages 148-149 of *Comparative Social Data* (World Bank, 1983) in your doctoral thesis. There will be no fee.

Note that this permission is nonexclusive and for one-time use only; the World Bank retains all rights. Please give an appropriate citation acknowledging the World Bank as the source.

Again, thank you for your interest.

Sincerely,

A handwritten signature in black ink, appearing to read 'Geoffrey Eaton', with a long horizontal line extending to the right.

Geoffrey Eaton  
Rights & Permissions Editor  
Office of the Publisher  
Washington, DC

**APPENDIX G**

**THE NOVA SCOTIA WOMEN'S DIRECTORATE**  
**PERMISSION LETTER**

Nova Scotia



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**Department of  
Human Resources**

PO Box 943  
One Government Place  
1700 Granville Street  
Halifax, Nova Scotia  
B3J 2V9

902 424-4131

Our file no:

Belinda Josephson  
P.O.Box 498  
Bridgewater  
NS  
B4V 2X6

March 10, 1995

Dear Ms. Josephson:

With respect to your telephone call of March 9, this letter indicates the permission of the Women's Directorate to reproduce from your graduate thesis sections of the publication: **Women in Nova Scotia: A Statistical Handbook**, published by the Nova Scotia Women's Directorate in 1990. As noted in the preface to the publication, users are encouraged to reproduce graphic material from the handbook as they see fit, with acknowledgement of the source requested.

Best of luck with your studies, and we will look forward to seeing your thesis.

Yours sincerely

A handwritten signature in black ink, appearing to read "C.F. Corston".

Christine F. Corston  
Program Information Officer  
Women's Directorate