WOMEN IN EDUCATIONAL ADMINISTRATION; AN INTERNSHIP REPORT

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Women in Educational Administration;
An Internship Report

by

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ABSTRACT

The role of the female administrator is indeed a challenging and multi-faceted one. Various barriers exist to female administrators being adequately represented in administrative positions both at the school and district levels. This internship examined the roles and responsibilities of the female school administrator and chronicles the challenges the female administrator faces on a daily basis. In addition to chronicling those experiences at the school level, this report also examines the literature on women in school administration and what it suggests needs to be done in order to increase female representation in educational administration.

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I owe a great debt to the principal for her continued support and interest in my success. She gave me her full cooperation and guidance. Without her, my experience would not have been as fulfilling or educational. The staff of the school also showed me much support and kindness and for that I thank them.

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CHAPTER ONE

OVERVIEW OF INTERNSHIP REPORT

Rationale for Internship Option

To complete the requirements for a Master of Education degree (Educational Leadership) I have chosen to do an internship. This route was selected for the purpose of allowing me to work side by side with administration in an analysis of administrative duties, while at the same time providing me with some valuable practical experience.

As a woman aspiring to achieve promotion into an administration position, focusing my internship on the female principalship was not a difficult decision. Being aware that the majority of administrative positions are held by males, I was interested in trying to understand why.

I had no experience as a high school principal and had been absent from the high school scene for approximately three years (working at the College level). I was therefore concerned with re-familiarizing myself with the school environment while at the same time gaining some invaluable experience that would provide a first hand view of the daily life of the female principal. Choosing the internship route for the completion of a Master of Education program enabled me to achieve this practical experience in an administrative setting.

The Internship Setting

The setting chosen for the internship was a rural high school on the Northern Peninsula of Newfoundland. The school has a population of 222 students with 14 full time and 4 part time staff, as well as 2 student assistants.

The selection of this particular school was made on the basis of acquiring sufficient knowledge and research information on my chosen topic, "Women in Educational

Administration". The principal of the school had a reputation for professionalism and was well known in the area as a principal to be admired and emulated. She had been a leader in creating an effective school. The principal expressed great interest in my proposal and was willing and eager to help me undergo a valuable internship experience.

On-site Supervision

The principal and vice-principal supervised me throughout the period of the internship. The university supervisor, Dr. Jerome Delaney, initiated ongoing discussions between the three. Much positive feedback and encouragement were provided by all three individuals. I engaged in many telephone discussions with Dr. Delaney, as well as sending frequent e-mail messages.

Internship Activities/Experiences

The internship focused on the role of the female administrator and the challenges she faced while trying to gain an understanding of this female administrator's extra responsibilities of maintaining a balance between career and family. The internship permitted me to achieve practical experience by becoming part of the administrative team and developing leadership skills through observation of the interaction and cooperation between staff and administration, and administration and students, parents, and the general public. Specifically, the internship involved the following activities/experiences:

1. The initial week of my placement was spent developing a working relationship with the staff and administration of the school. The principal introduced me to each staff member and explained the purpose of my placement at the school.

2. I accompanied the principal as she progressed through each day. This allowed me to become aware of the many roles and responsibilities of the principal and to observe how the principal effectively dealt with the daily problems/tasks that arose. This close observation of the principal helped me realize what was necessary to become an effective leader.

3. I assisted administration in the planning of staff meetings and time tabling for the new school year.

4. I attended all staff meetings. Through these meetings, I became familiar with issues of concern common to any high school. I observed how staff and administration worked together to develop a plan of action and to solve problems. I also attended district principals' meetings scheduled by the school board with guest speaker, Dr. Jean Brown.

5. I attended many meetings of the school councils and participated in discussions related to the creation and opening of a new school complex for the year 2001. This new school will accommodate students from Kindergarten to Level III.

6. Observation of the principal during classroom instruction was performed bi-weekly.

7. I closely reviewed the detailed school profile, prepared by the principal, in order to acquire information on the school's mission, goals, progress, and plans for the future. I also reviewed such documents as the school's discipline policy, the board's new teacher evaluation policy, and several documents related to the school council and school committees.

8. I focused on how the principal kept the lines of communication open and how student participation was encouraged. This was done through observing the principal in action dealing with the various constituent groups such as teachers, parents, students and support staff.

Method of Self Evaluation

During the internship, my main objectives were to observe and participate in the afore mentioned experiences. I was able to gain a clearer understanding of the role of the female administrator and the many challenges and sacrifices of those who must maintain a balance between career and family. To personally evaluate my progress, I kept a weekly journal of what I learned, experienced, and accomplished. Frequent discussions with the principal helped me remain focused and on task.

Research Component

The research component required an examination of the literature to discover why so few women have advanced into administrative positions. Specifically, an examination of women's place in educational administration was conducted through a review of what research reveals about how far women have come, the barriers to advancement and overcoming these barriers, the leadership style of women, and the relationship between work and family.

Limitations of the Report

The reflective journal, chapter three, is an informal record of what was experienced and learned during the internship. Participation in certain school events allowed me access to confidential information, sometimes of a sensitive nature. The original agreement with the principal explicitly acknowledged my duty to keep certain issues confidential. Therefore, some experiences have been omitted from this report for reasons of anonymity and confidentiality.

Through job shadowing the principal, I gained invaluable experiences. However, my presence at the school may have interfered with or altered certain situations. As a participant observer, I am aware that reactions to the principal and the principal's reactions to certain situations may have been influenced by my presence.

Organization of the Report

Throughout this report, there is a combination of theory and practice. Chapter one provides an overview of the report and is written in the first person. Chapter two is the literature review which examines the research on women in educational administration. It is written in the third person although personal experiences gained throughout the internship are integrated into the text at certain points. Chapter three is the reflective journal and relates personal experiences encountered on a weekly basis. It is therefore written in the first person point of view. The journal helped me remain focused and allowed an evaluation of these experiences.

CHAPTER TWO

WOMEN IN EDUCATIONAL ADMINISTRATION

Introduction

In 1909, Ella Flagg Young, superintendent of Chicago public schools, made her now famous prediction:

> In the near future, we 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 (McGrath, 1992, p. 62).

However, ninety years later, women still remain underrepresented in administrative positions, even though teaching remains a predominantly female profession. Men still remain in charge as the major decision makers in the education system (McGrath, 1992).

It appears that for too many years women's voices have been silenced, or not heard, because of the presumption that women's lives and work consists of the mundane and the ordinary. Since the late 19th century women in education have dominated by sheer numbers, but never in administrative positions (Dunlap & Schmuck, 1995).

A popular rationalization for hiring men rather than women as principals is that men are supposedly better suited to be principals. However, studies conducted by Fishel and Pottker (1974) have shown that the characteristics that make a successful leader are not gender-linked.

Some change has taken place but change is difficult and women continue to fight to move into higher managerial positions. An appropriate motto for the women who have become school

administrators during the last century might well be "A wild patience has taken me this far" (Rich, cited in Shakeshaft, 1987, p. 9). According to Shakeshaft (1987), it is only through dedication, persistence, and energy that women have advanced in a world that often undervalues what they can contribute. The myth of female inferiority must become shattered if real change is to occur.

Historical Perspective

Historically women have been ignored as potential leaders. Until the early twentieth century, women's gender was used to disqualify them from participating in political affairs, and for a long time their ability to collaborate for political and social action was stifled by their own acceptance of the society's narrow definitions of women's roles and abilities (Burstyn, 1980).

Education was seen as appropriate for males, particularly upper-class males, so they could take their rightful place in the public sphere of society. No formal education was seen as necessary for the female whose place was in the private sphere of society (Schmuck, 1996). It was not until the 19th century that some formal education was available to females in the United States and other western countries. With the rise of the industrial revolution and changes caused by industrialization, there was a need for a more educated labour force. Schooling became a popular theme (Burstyn, 1980; Schmuck, 1996).

Between 1820 and 1830, growth in industry and business provided male teachers with more lucrative job opportunities. It was the opening of these new employment opportunities for men, increased industrialization and urbanization, and population growth in the United States that lead both to a need for more teachers and to a shortage of male teachers. Men now used teaching as a stepping-stone to another career. School teaching provided visibility to men who aspired to

careers in law, commerce, or the ministry. Young men often taught for a short time only to acquire money needed for college (Shakeshaft, 1987).

It was during this time that women gained acceptance into teaching, not because their skills were recognized, but because they were needed to meet the labor shortage (Mahoney, 1993; Shakeshaft, 1987). The following passage from an 1838 issue of the Connecticut Common School Journal supports this research:

> How shall we get good teachers for our district schools, and enough of them? While we should encourage our young men to enter upon this patriotic, and I had almost said, missionary field of duty, and present much higher inducements to engage them to do so, I believe . . . that there is but little hope of attaining the full supply . . . from that sex. This will always be difficult, so long as there are so many other avenues open in our country to the accumulation of property, and the attaining of distinction. We must . . . look more to the other sex for aid in this emergency . . . (Galludet, cited in Shakeshaft, 1987, p. 25).

Once women gained acceptance into the teaching profession, attempts were made at keeping them in classroom teaching positions, possibly because teaching was considered only a temporary stage in women's lives (Mahoney, 1993). The idea was that preparing women to be teachers would help them become self-supportive if they were unfortunate enough to lack the support of husbands or fathers (Schmuck, 1996). Such leaders as Catharine Beecher and Emma Willard believed that teaching was a proper sphere for a woman and that it prepared her for the work of marriage and motherhood. Women were seen as nurturers, using their maternal instincts in a natural extension from home to school and back again. Whatever their reasons, these women set the stage for women to become teachers (Shakeshaft, 1987).

Despite the fact that women were thought to be suited to enter the teaching profession, from the beginning, they were treated less favorably than were men teachers and worked under conditions of overt discrimination. Women were paid considerably lower wages than men, they were registered in pension plans inferior to those of men, and they were obliged to perform extra duties such as lunchroom supervision, while men were not. "Women were identified by their sex, whereas men were acknowledged for the roles they played" (Shakeshaft, 1987, p. 26). Despite all of this, women flocked to teaching. The most compelling reason was that it was better than the alternative of complete dependence on their families (Grambs, 1976; Mahoney, 1993; Shakeshaft, 1987).

It was during the early years of the 19th century that Susan B. Anthony argued that female education should not only serve to make them better wives and mothers, but should be the forefront in bringing about women's equality in the workplace. In 1904, Margaret Haley, founder of the American Federation of Teachers, argued against the idea where female teachers were considered as mere puppets to carry out the orders of those in authority, primarily male (Schmuck, 1996).

Between 1820 and 1900, a handful of women served in administrative positions. In the first decade of the twentieth century, a larger number of women began to move into administration. Between 1900 and 1930, women primarily occupied the principalship in elementary schools. However, gains that were made by women in administration during the first three decades of this century were not sustained after 1930. The number of women in administration began to decline. The idea of male dominance created beliefs about women that both men and women accepted. Negative attitudes toward women were a constant barrier.

Women were thought to be incapable of discipline and order, primarily because of their size and supposed lack of strength. Also, women usually left teaching for marriage and were looked upon unprofessionally because of this, despite the fact that laws in many communities forbade married women from continuing to teach (Shakeshaft, 1987).

Patricia A. Schmuck (1996) and Charol Shakeshaft (1987) attempted to discover why female representation in school administration so significantly decreased between 1920 and 1970. They attributed the decline to several important social events:

1. The 19th amendment granting women's suffrage saw many women switch from the Federation of Women's Clubs, an organization with feminist goals, to the League of Women voters, a group that was not identified with women's issues. This signalled the end of a strong women's movement and a strong force of support for women in administration thus vanished. The second women's movement did not start until the 1960s, and in education not until the 1970s.

2. The GI Bill, passed after World War II, provided men with funds for their education. Many men, who otherwise would not have pursued a college degree, became teachers in an effort to move across class lines. Once again, a social class distinction arose between men and women educators, lower-class men became teachers, joining the middle and upper-middle class women already there. Teaching became a mobility ladder for men; for women it was one of the few occupations available.

3. Urbanization of society led to school consolidation. The 1950s saw several small school systems consolidated into one large one. This practice resulted in women administrators losing their positions to men in the new structure.

4. The literature of leadership that emerged saw educational administration established as a separate domain from teaching. The focus of leadership studies was on men who were chief executive officers in business, industry, and the military. "Men manage and women teach" (Tyack & Hansot, cited in Schmuck, 1996, p. 342) became an accepted philosophy in education. By 1975, women administrators in public schools were on their way out.

Women began to recognize their under-representation in the management of a field they dominated by numbers. By the early 1970s, the second women's movement was in full swing. Gender equity became important and pressure was put on the American Congress to deal with gender inequity in public education and Title IX became the outcome. It was with the passage of Title IX that the women's movement began to take on strength. Research on women in administration began to take form (Schmuck, 1996; Schmuck, 1995).

Financial support by the Women's Educational Equity Act Project (WEEA), begun in 1976, and project AWARE (Assisting Women in Research and Education), under the Ford Foundation, provided seed money for many women organizations to begin. Because of their combined efforts and the efforts of other advocacy groups, support for women in administration grew and the vanishing woman in educational administration took on personal meaning for many women educators who actively worked to shift the balance (Schmuck, 1995; Schmuck, 1996; Tinsley, 1986).

Research indicates that while some change had taken place, women still did not have an equal place as decision makers in the education system (Mahoney, 1993). Yet, the number of women in administration had increased since the second Women's Liberation movement (beginning in the 1960s) but one could still see an under-representation of females in

administrative positions. The percentage of women in school administration today is still far less than that of men (Clarke, 1998).

Statistics

Based on Statistics Canada data for 1995-96, the percentage of administrative positions, including principals, vice principals, and department heads held by women varied significantly both by level and by province or territory. Administrative positions held by women in elementary-secondary education ranged from 41.8 percent in the Northwest Territories to 26 percent in Newfoundland. As shown in Chart A, as well as in Table 1 (see Appendix), the percentage of women in administrative positions at the elementary level was much higher than those at the secondary level in all provinces and territories for which data were available. One can see a similar pattern when looking at the representation of women in teaching positions. Women held 77.5 percent of teaching positions at the elementary level compared to only 45.6 percent at the secondary level for Canada as a whole, excluding Quebec (Take another look at our schools, 1999).

As shown in Chart B (see Appendix) the majority of female elementary-secondary educators are teachers. The proportion of female full-time elementary-secondary educators employed as principals was only 2.4 percent in 1995-96, well below the 8.4 percent of male educators employed as principals. Also, 4.1 percent of all female full-time elementary-secondary educators were department heads compared to 10.4 percent of males, and 2.2 percent of female full-time educators were vice-principals compared to 4.9 percent of male educators. Women educators are still holding less than half of the administrative positions (Take another look at our schools, 1999).

When examining Chart C (see Appendix), it is evident that there is room for improvement in female representation in administrative positions, especially at the secondary level and for the position of principal. Only 34 percent of the principal positions at the elementary level were held by women in 1995-96, with just 19 percent of this same position at the secondary level held by women. Although women accounted for half of the vice principal positions at the elementary level, they held only 29.1 percent of these positions at the secondary level. Similarly, 63.5 percent of department heads positions were held by women at the elementary level compared to 36.6 percent of that same position at the secondary level. It is clear that female representation in the three examined positions falls short of the share of teaching positions accounted for by women at both the elementary and secondary level. Men continue to control the majority of management positions in a female dominated profession (Take another look at our schools, 1999).

In Newfoundland alone, in 1996-97, only 25.5 percent of the administrative positions were held by females when 60 percent of classroom teachers were female (Clarke, 1997). Table 2 (see Appendix) clearly shows that, in 1997-98, females held the majority of teaching positions but fell short in administrative positions. Only 93 females held the position of principal as compared to 295 males with 0 female directors as compared to 10 males. Women remain under-represented in school administrative positions, even though they are the majority in this profession (Clarke, 1998).

What has caused this imbalance and what has kept women from taking their equal place as administrators and decision makers in the education system? I will attempt an answer to these questions by thoroughly examining the barriers faced by women in the past, as well as in today's society.

Barriers to Administration

As historical record has shown, women have always been second choice in the selection of school leaders. The barriers today are not much different than the barriers that kept women from becoming school administrators in the past (Shakeshaft, 1987).

An abundance of literature indicates that the socialization process of females does not prepare them to aspire to attain management careers (Clement, 1980; Mahoney, 1993). Elaine Slauenwhite and Richard Skok, in a 1991 article in "The Canadian School Executive", said women have been socialized not to pursue a higher education, since society tends to believe they do not require as high an education as men. They continue, "Textbooks, the nature of teacher-student interaction, and the different treatment that girls receive in comparison to boys - all condition women to be cooperative, nurturing, and dependent. This stereotype is approved by society, and it is difficult for a woman not to conform" (cited in Mahoney, 1993, p. 11). Women seldom receive feedback throughout their early schooling that is related to task performance in contrast to task-oriented feedback received by boys. Women receive what is described as person-centred feedback, comments about their looks or their personality (Clement, 1980).

Kathryn Whitaker and Kenneth Lane, in a 1990 article in "The Education Digest", suggest that society's attitude towards appropriate male and female roles is an obstacle. "Men are socialized to persevere and seek professional success while women are socialized to nurture and support others as they assume the traditional role of mother and caretaker of the home" (cited in Mahoney, 1993, p. 11).

Ponder and Fagan (1984), in response to this issue of socialization, have said that Newfoundland has traditionally been a male-dominated society and there may indeed have been

some form of socialization which makes it inappropriate for women to apply for senior administrative positions. The percentage of women enrolled in graduate studies has dramatically increased but their numbers in administrative positions remain low. Attributed to this socialization process of females has been the creation of such psychological barriers as low self-image, lack of confidence in their qualifications and experience, and lack of motivation or aspiration (Mahoney, 1993; Shakeshaft, 1987).

The role conflict of motherhood and career has also been identified as a barrier to women's entry into administrative positions. Women who chose to have children are often pursuing tenure during the peak of their childbearing years. Therefore, they interrupt their teaching careers to have families and this results in them having less seniority on average than their male counterparts. This may account for why women take two to ten years longer than men to achieve promotion and tenure. The career path of a man, however, is seldom interrupted by family commitments and responsibility, thus enabling him to move into administration earlier in his career (Hensel, 1991; Mahoney, 1993; Ponder & Fagan, 1984).

Gender discrimination remains a reality faced by women. Although employment equity programs have been put in place, hiring practices still tend to be highly subjective and directed at those who appear to fit into the 'old boys' network. When largely male selection boards and superintendents have to choose between a man and a woman, both equally qualified and competent, it is more likely the man will be chosen. Studies tell us that people tend to hire those like themselves. Thus, males hire males (Shakeshaft, 1987; Mahoney,1993; McGrath, 1992).

Despite changes in the law and the recent efforts to promote equity issues, the presence of gender discrimination is still documented (Shakeshaft, 1987; McGrath, 1992). Cheryl

Kristjanson, in a 1992 article in the MTS "Equality in Education Journal", remarks that while institutions can be mandated to hire women, they cannot be mandated to accept them (Mahoney, 1993).

Most school people do not consciously discriminate. Shakeshaft (1987) however, would argue that there is evidence that gender discrimination operates on a subconscious level. For instance, he says that research has shown that women have traditionally had little support, encouragement, or counseling from family, peers, superordinates, or representatives of educational institutions to pursue careers in administration.

Statistics clearly show that when women do obtain administrative positions, they are most often as teaching principals or principals of small elementary schools. An examination of the Education System Directory, 1998-99, for Newfoundland and Labrador schools confirms this position in this province. Women have made small gains in their movement into administrative positions at the intermediate or high school level.

What this research suggests is that women's under-representation in educational administration is not attributable to a single factor. Rather, it appears to be a complex, multi-faceted phenomenon.

Overcoming the Barriers

Women are still experiencing discrimination and numerous difficulties in their attempt to secure leadership positions in which they make major decisions. Advocacy groups, legislation, and affirmative action plans have helped but gender discrimination still exists. Researchers have pointed out a number of key aspects that need to be in place if gender is to become irrelevant in the selection of school administration (Mahoney, 1993; Shakeshaft, 1987).

One of the most important factors in overcoming the barriers to administration is to become fully trained and prepared for the role as principal. University training at the graduate level is a must. Women must develop leadership skills, they must have a definite career plan, they must acquire good interpersonal skills, they must develop communication skills so they can handle themselves in the most difficult of situations, they must be flexible and they must have solid academic credentials (Mahoney, 1993; Shakeshaft, 1987). It has also been suggested that mentoring is important. Women need mentors as role models and advisors. The number of women administrative professors at the university level still remains small (Mahoney, 1993; Shakeshaft, 1987).

Some researchers suggest that there needs to be a system of networking where women can compete with the 'old boys' network and that it is time for women to begin an 'old girls' network where a large system of contacts can learn about job availability and learn about how other women handle similar administrative situations. Such groups as the National Council for Administrative Women in Education and the Northwest Coalition of Educational Leaders Inc. (NCEL) in the United States, have provided women with both support and a network, developing job sharing newsletters, as well as systems for finding out about districts in which there are job openings (Mahoney, 1993; Shakeshaft, 1987).

Tinsley (1986) suggests that women can only be moved into administrative positions with the commitment and active involvement of governing boards. He professes that only when those in positions of authority actually make the appointments into management will the number of women in administrative positions increase. Those in positions of power must make public their commitment to the advancement of women. Tinsley notes that women must also make a

commitment to advancement. They must have the willingness to pursue graduate studies and to take risks.

Mahoney (1993) expresses the concern that all women do to gain administrative positions may well be in vain if negative attitudes toward women remain unchanged. Many feel that the best place to begin to change these attitudes is in the school. Teachers and administrators must be made aware of sexist attitudes, teaching materials, and teaching strategies that limit female students and students must be allowed to learn and grow in an educational environment that is non-sexist (Shakeshaft, 1987).

Finally, women must be allowed to attain leadership roles and they must learn to use their strengths to enhance their effectiveness (Mahoney, 1993). We continue to hope that all will come to realize and accept the contributions women can make in leadership positions.

Work/Family Relationship

Little research has been devoted to the subject of women administrators who also have major home/family responsibilities. Studies have confirmed that career women increasingly are married women and mothers. However, they often wait until late in their lives for marriage and a family, and often marry a fellow professional (Villadsen & Tack, 1986).

Having a career is not easy for some women who are both wives and mothers. Working mothers are nothing new but what is new are mothers who work at a career away from the home. Having a career requires an investment of emotional and intellectual energy over a long period of time and this investment often creates conflict between a woman's married/family role and her job role (Bogdan, 1980; Villadsen & Tack, 1986).

The career woman's decision to have children does not follow the typical pattern. The arrival of a child has a major effect on the professional woman. Therefore, she is often reluctant to have children at all and if she does, she will wait until her late twenties or early thirties (Villadsen & Tack, 1986). Nearly one-half of the women who stay in academe remain either single or childless (Hensel, 1991).

Women who are managing a career and family are aware that conflicts exist and often experience stress in trying to balance both. This is understood when one realizes that women who work outside of the home continue to retain many of the household responsibilities. If women are to manage both, they must develop coping strategies. Through a study conducted by Villadsen and Tack (1986), a number of coping strategies developed by women for managing their home/family life and careers were identified.

Compartmentalization of their time was found to be essential. The women attempt to ensure that their work responsibilities do not infringe on their home life and vice versa. The key to maintaining balance was said to be organization and basic to organization was delegation. Shared responsibility must take place between all and duties must be disbursed to husbands, children, extended family members, household helpers, and sitters. Most women interviewed indicated that whoever got home first or who had the most time attended to household chores (Villadsen & Tack, 1986).

The women studied indicated that their household standards had to be lowered; there simply was not enough time to be concerned with such trivial issues as having everything spotless. Less priority had to be given to household chores in order to deal with matters of more pressing concern (Villadsen & Tack, 1986).

Women also indicated that they must make sacrifices if they were to cope with their dual roles. Writing for publications and continuing education were often delayed. Women set their priorities and were willing to sacrifice professional development in order to cope with the other demands of their time. Good friendships and social contacts were often sacrificed. Women stated that they did not have time to entertain and attend social functions (Villadsen & Tack, 1986).

Educational administrators who are married with children must find the energy, the fortitude, and the justification for maintaining the balance between being wife, mother, housekeeper, and professional woman. In maintaining this balance, they need to develop coping strategies and continually have to make sacrifices. Married women with children can be successful if given the opportunity. According to Villadsen and Tack (1986), qualified women are multi-talented and society can only benefit from their leadership.

Gender and Leadership

Although males continue to dominate school administration, females have gradually but steadily moved into administration positions in the past twenty years. Since about 1990, there has been a rapidly growing debate about whether females and males lead differently (Mortz & McNeely, 1998; Owens, 1995).

There is literature that suggests women leaders behave in the same ways as men leaders, that there are little, if any differences between the ways females and males lead. However, it has been argued that this literature does not extend itself beyond the world of the white male, that this literature looks at the ways men manage and then asks, "Do women do these things, too?" Not surprisingly, they do. These studies have only viewed women within a male framework and

therefore, it is no wonder that few differences between male and female school administrators are discovered (Shakeshaft, 1987).

However, there is also an abundance of literature that has presented research which does find gender differences. This literature on differences focuses on such aspects as leadership, morale, student-teacher performance, work environment, conflict resolution, and decision making. A review of the literature indicates that women are better suited for leadership in educational administration (Shakeshaft, 1987).

Leadership

Research has shown that women principals use democratic practices more frequently than do men. Eagly, Karau, and Johnson (1992) reviewed fifty studies and found that women principals tend to lead in a more democratic and less autocratic style than male principals and tend to be more task oriented than their male counterparts. Similarly, Grobman and Hines (cited in Ponder & Fagan, 1984) found that female principals employed democratic leadership behaviors twenty-two percent more often than male principals did. Kobayashi (1974) and Morsink (1970) (cited in Ponder & Fagan, 1984) also perceived female principals to be significantly more task oriented than the male principals.

This democratic leadership, which "involves the group in policy-making decisions, allows for individual or group creativity and initiative, demonstrates respect for the dignity of the individual or the group, and fosters two-way communication between leader and the group" (Hare, cited in Tibbetts, 1986, p. 177) is considered by many to be the way organizations should be lead (Grobman & Hines, 1956; Hare, 1966; Lupini cited in Tibbetts, 1986; Aburdene &

Naisbitt, 1992; Chase, 1995; Helgeson, 1991; Pounder, 1990; Shakeshaft, 1987; Tannen, cited in Mortz & McNeely, 1998).

Morale

According to Shakeshaft (1987) "women spend more time with people, communicate more, care more about individual differences, are concerned more with teachers and marginal students, and motivate more". Therefore, "staffs of women administrators rate women higher, are more productive, and have higher morale. Students in schools with women principals also have higher morale . . . " (p. 197). Fishel and Pottker (1973) and Grobman and Hines (cited in Tibbetts, 1986) also suggest that both teacher and student morale are better in schools headed by women.

Student-Teacher Performance

Data indicate that, on the average, students and teachers perform at a higher caliber in schools administered by women rather than men (Gross & Trask, cited in Grambs, 1976; Clement et al., cited in Tibbetts, 1986). Shakeshaft, 1987, reports that teaching and learning are the major foci of women administrators and therefore, academic achievement is higher in schools and districts in which women are administrators. It is argued that women administrators, not only emphasize achievement, but coordinate instructional programs and evaluate student progress. In knowing the academic progress of their students, helping new teachers and supervising all staff, women create an environment more conducive to learning, one that is orderly, safe, and quiet (Shakeshaft, 1987).

Work Environment

Studies on males and females find that women conduct more unscheduled meetings, monitor less, take fewer trips away from the building, and observe teachers more often. They have better and closer communication with the teachers and maintain a more closely knit organization (Tibbetts, 1986; Shakeshaft,1987).

Not only do women administrators interact more frequently than men with teachers, parents, and women, they also exhibit a different style of interaction, one which is less formal (Shakeshaft, 1987). Helgesen (cited in Riehl & Lee, 1996), in observing women leaders, found that women placed a high priority on maintaining positive relationships among workers, and they were likely to find ways to share information with others in their organization and beyond.

Fauth (cited in Shakeshaft, 1987) has found that women view the job of principal as that of a master-teacher or educational leader, whereas men more often view the job from a managerial-industrial perspective. Women are more concerned about the individual student, about the academic achievement of students, and more knowledgeable about curriculum, and tend to value the productivity of their teachers (Shakeshaft, 1987). Women appear to favor people-oriented projects more than men and derive more satisfaction from supervising instruction, whereas men derive greater satisfaction from administrative tasks (Gross & Trask, cited in Shakeshaft, 1987).

It was found that parents looked more favorably on schools with women principals, were more involved in school affairs, and approved more often of the learning activities and outcomes in the schools headed by women (Tibbetts, 1986).

Conflict Resolution

Studies of women and men find that women approach conflict resolution somewhat differently than men. Marshall and Mitchell (cited in Riehl & Lee, 1996), suggest that women demonstrate a greater ability to resolve conflicts and to be somewhat less likely to invoke hierarchy and dominance in solving conflicts with students. Women are more likely to withdraw from conflict or use collaborative strategies, whereas men use authoritarian responses more often. An angry female was evaluated as more effective than an angry male in resolving conflictual situations (Shakeshaft, 1987). Studies have led to the speculation that schools with female leaders tend to have less disciplinary problems and less violence (Mahoney, 1993; Shakeshaft, 1987).

Decision-making

A number of researchers have found that women are perceived as being more democratic and participatory than are men in their approach to decision making. They use more cooperative planning strategies in meetings and, much more than men, use coalitions to reach their desired goals. They encourage participation from all in the decision making process. Women leaders allow everyone's voice to be heard and are less concerned with the formal hierarchy in the decision-making process (Shakeshaft, 1987).

Literature on the subject of gender and leadership indicates that many women possess numerous qualities that are most effective in developing good, sound leadership in schools. Terms such as nurturing, sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodating are often used when referring to women administrators, and interestingly, these also tend to be the terms that are increasingly associated with effective administration (Mahoney, 1993).

Tibbetts (1986) argues that women often make superior principals because of such factors as: (1) Women principals have far more teaching experience than do male principals and (2) in order to get an administrative position in the first place, a woman has to be so much better than a man.

However, what one needs to realize is that men can sometimes be superior to women, especially in fields where they have dominated, and that in the field of education, women's "climbing scars endow them a richness of experience few men can match" (Collins, cited in Tibbetts, 1986, p. 19).

Conclusion

Through careful review of the literature, it becomes apparent that gender is an influencing factor in women's movement into educational administration. Traditional deterrents to hiring women as high school principal and superintendent still apply. Concern about women principals handling discipline still exists. Likewise, doubts about the woman's ability to manage continue to be perceived as barriers to employment of women in higher administration. A major obstacle of women comes from role stereotyping.

Real change will only take place with long-term commitment. Good leadership is not gender specific and the qualities, skills, and expertise of all, regardless of gender, must be appreciated. Changing attitudes toward women is an important task and this attitude change must first begin within ourselves (Logan & Scollay, 1999). Information, awareness, organization, political pressure, and the demands for change can alter the social biases about the valued attributes of our educational leaders. If gender is no longer a criterion, perhaps competence will become the valued attribute (Schmuck, 1980).

Educational administration faculties must step forward in the advancement of gender equity through training and influence with the public and with the persons who hire principals and superintendents. They can be a strong force that promotes attitude change outside as well as inside the university setting (Logan & Scollay, 1999).

Tingley (cited in Logan & Scollay, 1999) states that "Clearly, we have not drawn educational leadership thus far from the widest ranks of the best and the brightest (p. 121). The point she makes is that the search for school administrators is "carried out with tunnel vision that sees only white males as viable candidates for these positions" (Logan & Scollay, 1999, p. 121). To solve the problems of today's schools will require the brightest and best of our profession. This search must not be limited to gender stereotyping. "To find the best leaders for our schools and school districts requires a search that must be equally inclusive of all educators - women as well as men" (Logan & Scollay, 1999, p. 122). This can only happen when those selecting our school leaders realize that leadership is not gender specific.

CHAPTER THREE

INTERNSHIP EXPERIENCES: A CRITICAL, REFLECTIVE JOURNAL

Chronological Journal

The following journal is an informal record of my experiences and activities as an intern. The journal allowed for personal evaluation whereby each week's experiences were analyzed. It enabled me to remain focused and directed my attention in a positive manner. Evaluating each week's events enabled me to judge my success at accomplishing my initial goals and objectives. This journal writing has proven to be a great means of self evaluation and a task that allows for self improvement.

Week 1 (April 12-16, 1999)

This first week gave me an opportunity to familiarize myself with the principal's schedule as a teaching administrator. We discussed her role as supervisor/mentor and what I had hoped to accomplish during my ten weeks. The principal closely reviewed my proposal and we discussed the goals and objectives of my internship, as well as what activities I would become involved in over the next ten weeks. We discussed certain issues of concern and any changes that needed to be made.

Having known the principal for many years, I immediately felt comfortable and welcomed into the school. Early in the week, the principal familiarized me with such important documents as the School Policy and Procedure Handbook, Board Policies, and the School Profile. Throughout my internship, I became quite familiar with each of these documents. The principal also gave me a number of interesting articles related to the female principal. I spent the latter part of this week reading through these articles and familiarizing myself with school policies.

It did not take long before I soon realized the range of the principal's responsibilities. She was constantly dealing with issues ranging from sending memos to staff to dealing with problems related to programming to planning the Grade XII graduation. She was also involved in a number of committees (Liaison, Student Council, Graduation, Sunshine Club, etc.) which took up a lot of her evenings. She was quite visible throughout the school and certainly had everything under control.

Week 2 (April 19-23, 1999)

During this week, preparations for the Grade 12 graduation were in full swing. Seating arrangements had to be made, caps and gowns arrived and had to be fitted, selection and rehearsal of hymns for Church needed to be done, and much more. I was asked to help with the many preparations and spent much of my time attending meetings with the graduation committee to discuss and finalize details.

A major issue this week was teacher allocations. The principal was informed, by the school board, that the school would lose 0.5 time Distance Education Chemistry and 0.25 Challenging Needs C. This would cause only minor disruption in the planning for next year. Due to the retirement of one staff member, no regular staff would be lost. The principal discussed with me the issue of teacher allocations and how this could cause chaos within a school and the community. Examples from previous years were discussed.

This week also found me covering a few classes for an absent staff member when no substitute teacher was available. This is another of the many duties of the principal. I volunteered to help and in turn obtained some valuable classroom experience.

Week 3 (April 26-30, 1999)

Top priority this week was the Grade 12 graduation on Friday. The principal and I spent much of the week attending to final preparations. The school was involved in the safe grad (drugs and alcohol free) program. The celebrations/ceremony took place in the school gymnasium and games and activities were arranged until 6:00 am, when a big breakfast was served to everyone. Parents, teachers, and students participated in the games and everyone had a fun time.

On Tuesday morning, I participated in a forum on youth violence (attended by the entire school). The presenter was a police officer from Toronto and he discussed gangs and youth crime, with the use of some graphic videos. Student behavior was superb. I noticed that the principal did not once sit down but continually walked around the gymnasium to make her presence known to the students. Complete control was maintained. This reinforces what I have clearly seen in my short three weeks here, and that is a successful principal must be visible throughout the school at all times.

It was during this week that I observed my first principal-student meeting. The principal had to deal with three students who were involved in bullying and using inappropriate language. The students involved were called to her office for discussion. I was able to sit in on these discussions. She dealt directly with the issues and made it quite clear that their behavior was not accepted at this particular school. She let the students know exactly how she felt about their behavior. The principal let nothing go unnoticed, no matter how trivial. She faced every problem head on and this, I feel, is why behavior problems at the school were at a minimum.

Week 4 (May 3-7, 1999)

This was quite an interesting week. To start, the principal had to deal with the problem of a 'cherry bomb'. These bombs are home made contraptions constructed with thumb tacks and caps. One such bomb "went off" on a school bus. The child was reprimanded, the parents were contacted, and a local RCMP officer was notified. With the permission of the parents, the RCMP officer spoke with the child and explained the seriousness of such an act. A letter was also sent to parents/guardians informing them of what had happened and asking them to explain to their children the seriousness of making such bombs.

On the evening of May 4, I attended a public school council meeting. To prepare for this meeting, I reviewed what was known about the new school complex. The agenda included staff allocations and the new school complex for September 2001. Approximately twenty-two people were present with no school board members in attendance. The public were informed of the losses incurred by the school and that these losses would not negatively affect the school being able to offer the same academic program in September. Parents were content with this fact. Their major concern was issues regarding the new school complex (e.g. catchment area, configuration of school, physical site, etc.). The area of dispute was the proposed size of the new school. According to measurements, the classrooms and hallways would be smaller than those in the present school. The public also pushed the issue that there were no allowances made for in-migration. There was a consensus on location for all agreed that the new school should be located near the present site. These concerns would now be taken by the chair and presented at the school board meeting on May 12.

The middle of the week saw the principal take a child to the hospital for x-rays on his leg. The results showed that the student had two broken bones. The parents were immediately called

upon the initial reporting of the child hurting his leg. They were informed that the child would be taken to the hospital. The principal left the hospital and returned to school only after she had spoken with the parents informing them of what was happening. During her absence, I covered the office and any calls that were received.

The major disturbance of the week was rumors of drugs (oil and weed) around the school. This all came about from an incident where a student informed the principal that she could smell smoke in the girls' washroom. Upon investigation, the issue of students smoking drugs around the school arose. Two students anonymously supplied the principal with names of those who were involved. She was very disappointed and hurt by this information but immediately dealt with the problem. She called an emergency staff meeting at 3:00 pm where she informed staff, and she then called the RCMP officer, and informed the school board. The school board informed her of her legal rights as principal of the school to do a search of the property. She was concerned that she had no evidence but was told that all she needed was suspicion. After a visit with the officer, she conducted a search of six students' lockers, joggers, and jackets. Nothing was found. Parents were then notified of the search and she received full support. An information letter was also prepared and sent to parents and guardians. It was believed that these actions would deter students from bringing any drugs on school property.

This week was certainly a learning experience. I became aware of the process of notification and inclusion in times when the principal must act on a very delicate matter. I learned of the many talents needed to be a successful administrator and of the many different roles played. I also saw, first hand, how exhausting the job can be. I was grateful to have been involved in discussions with the officer, parents, and the school board for I learned how to address parents concerns.

Week 5 (May 10-14, 1999)

As a follow-up to last weeks episode with the search of six lockers, the officer was invited into the school to give a presentation on the physical, emotional, social, and legal consequences of using drugs. He completed a presentation with each homeroom. The school's efforts with respect to maintaining a drug free educational environment were ongoing.

The principal and I took a few minutes at the beginning of the week to discuss what it really meant to be a principal. I had seen, in my short time there, the everyday challenges she had to face and how she dealt with numerous issues on a daily basis. I was given a list of principal duties, according to the Schools Act, and she certainly went above and beyond what was expected. I have seen that things had to be dealt with immediately, that there was no time for procrastination.

On Wednesday evening, I accompanied the principal to a Joint School Council Meeting. The Director, Assistant Director of Finance and Administration, and three councils representing three local schools were present. The purpose of this meeting was to again discuss the new School Complex proposed for September 2001. The three councils presented issues that had been of concern at the last public council meeting. The common concern was the proposed size of classrooms, hallways, and school in general. There was also concern regarding busing primary/elementary students with high school students. Parents were adamant about keeping busing separate. This committee would now forward what had been presented to the board and this information would be used to make decisions regarding the new school.

Week 6 (May 17-21, 1999)

This week began with me accompanying the principal to a School Complex Committee meeting. In attendance were school board members, local principals, and the Committee Executive. The purpose of the meeting was to have sub-committees disperse in groups and discuss such issues as program requirements, special provisions, learning area requirements, auxiliary area requirements, and general requirements in relation to the new school. These sub-committees, chosen on the grounds of having representation for primary/elementary classrooms, junior high/senior high/distance education classrooms, student support, and technology, were then to report back to the committee. I, of course, followed the principal into the sub-committee which was to deal with concerns for junior high/senior high/distance education classrooms. Our sub-committee was quite productive. It was decided that the new school should have a minimum of seventeen classrooms. The minimum acceptable size and other concerns such as lunch scheduling were also discussed.

The next day the principal wrote a letter informing parents/guardians of what had been discussed at last night's meeting and informed them of the date when the next meeting would be held. She was constantly keeping all concerned parties informed of the happenings in and around the school.

During this week, I learned how difficult program scheduling could become. The school was currently running on a fourteen day cycle with five one hour periods per day. There was an enormous amount of work to be done before programming could be finalized.

During midweek, I assisted the principal in preparing for a staff meeting. We planned what steps needed to be taken so the meeting would be kept on task. I prepared the room for the meeting and made sure that necessary items were written on the board. The purpose of the

meeting was to address challenges faced by students and staff in District #2. The staff were asked to prioritize aspects under each challenge. The end results would show the priorities/concerns of the staff with regards to such challenges as leadership issues, teacher and student issues, finances, and structural/physical/demographic issues. The meeting ran smoothly and everything was accomplished in approximately one hour.

I also spent this week helping the yearbook committee get pictures of all teams, committees, staff, and coaches taken. Organization and cooperation proved to be the key to successful completion of this particular task.

Week 7 (May 25-28, 1999)

This week, I was introduced to programming. The principal briefed me on what was required to develop a course schedule for the 1999-2000 school year. Much strategic planning is required for all students must be able to register for required courses and all must have a course in each slot for which they can register. I worked with the principal, meeting with senior high students, and pre-registering them (tentatively) for the upcoming school year. Certain scheduling problems did arise so we went back to work and made changes. We continued to meet with students until the course schedule was finalized. This took quite a bit of maneuvering courses and staff. The major problem I saw was that the school was understaffed. More teachers were required if a variety of courses were to be offered and if certain courses were to be offered in different slots. However, this is what our schools have to deal with. We no longer offer Art, Music, Home Economics, Industrial Arts, and many schools have lost their Physical Education teacher. This is unfortunate for all students are not mathematically or scientifically inclined and these students should be given equal opportunity to increase their skills whether that is in Art or

Music or other non-academic courses. It would appear that students are the losers in government's great plans for reform and school improvement.

Grade six orientation also took place this week. Administration welcomed them to the school and introduced them to the rules and expectations of the school. The students remained in the school, attending regular grade seven classes for the entire day. I stayed close by to help with any problems that arose. Things went very well.

Week 8 (May 31-June 4, 1999)

This was a big week for me. I accompanied the principal to District Principals' meetings and again saw the many expectations of the principal. I appreciated the School Board's permission to attend. The meetings ran two full days from 8:30 am to 5:00 pm and many important issues were covered.

The agenda for day one was the District Education Plan. Dr. Jean Brown presented a review of the process and also engaged all to participate in an education activity called the "Change Game". This brought to the forefront the reality and difficulty of trying to implement change. The "New Accountability Act" (which is being legislated by government) was mentioned and principles to govern strategic planning were discussed. Principals worked in groups noting their individual staff meeting on Challenge priorities. Priorities were ranked and submitted to the Board. I learned a great deal about the district's plans for the future.

Day two began with a presentation on district finances, and personnel and program issues. Nothing new surfaced. As usual, money was short and no new money was available for substitute teachers and various other resources. This caused a heated discussion about what our schools needed and about the small budget under which our schools were expected to operate. Briefings

from program specialists also took place. The day ended with the director bidding farewell to all as he had accepted a new position with another school board.

These meetings were very educational and my attendance provided me with an invaluable learning experience. I became aware of the various issues of concern for principals and of what changes they would like to see take place. Principals often grew frustrated by things beyond their control (e.g. lack of resources and funds) but continued to work and fight very hard for the success of their schools.

Week 9 (June 7-11, 1999)

Many different issues were on the table this week. A new student inquired about enrolling for September. A report on students who would be exempt from final exams had to be completed. Students had to be matched with teachers who would act as their advisors for the upcoming year. Administration worked on the School Report for 1998-1999.

During this week, I again accompanied the principal to another new School Complex Committee meeting. There were so many committees working on this new school that I could hardly keep them straight. We broke into our sub-committees and discussed what was needed in the new school with regards to space, science equipment, the special needs room, and so on. We then reported back to the entire group. This would be the final meeting of committees related to the new School Complex for this year. The principal's time had certainly been taken up with all these committee meetings and many evenings had been lost during a busy time of the year.

The big event of this week and of the school year was "Recognition Day" and this took place on Friday. The purpose of this day was to acknowledge all sports and clubs, coaches and sponsors, and to acknowledge those who had won awards in writing and math competitions. Athletes of the year awards (junior girl and boy, senior girl and boy) were also presented. When

recognized all had to proceed on and off the stage. A big dinner followed (planned by the school council) and everything went wonderfully. Student attendance was nearly one hundred percent and they thoroughly enjoyed the day. This is the first time that I had seen or experienced such an event and I thought it was a brilliant idea. Students achievements and participation (whether in sports or academics) were recognized and coaches/teacher sponsors were appreciated for their volunteer time. Everyone was given a moment of thanks and recognized for their accomplishments.

Week 10 (June 14-18, 1999)

This was my last week at the school and I can certainly say that my experience there was most exhilarating. I was very lucky to have had such a great principal to work with and such an encouraging and supportive person. Time went rather quickly and I was involved in many expected and unexpected experiences. This was exam week at the school and I helped to supervise exams in the gymnasium. The principal and I also spent much of the week working on the timetable for next year. Senior high was relatively easy for we had completed this previously but slotting junior high courses was quite the task. We had to make sure that no one teacher was teaching two courses in the same time slot and that each time slot had scheduled classes. This was a new experience for me and was not easy. I had seen the slot board before but had no idea how it worked or how to organize it so that it accommodates all students and staff.

Conclusion

After completing my internship, I spent some time reflecting on the past ten weeks, thinking about my research, experiences, and how I could relate all I had learned in my report. I realized that this was an impossible task for I had learned more than I could have imagined and more than I could ever put into words. I can only say that my internship experience was very

successful, fulfilling, educational, and excellent by all standards. I gained practical experience and developed professional skills that can only enhance my career. Having had such an exceptional principal to work with has allowed me to make mental notes of how to successfully deal with delicate matters. I am aware that leadership is not a science and that I can not copy my supervisor's actions or reactions. I do know that knowledge, however, is power and the more I learn about dealing with situations the better principal I can become.

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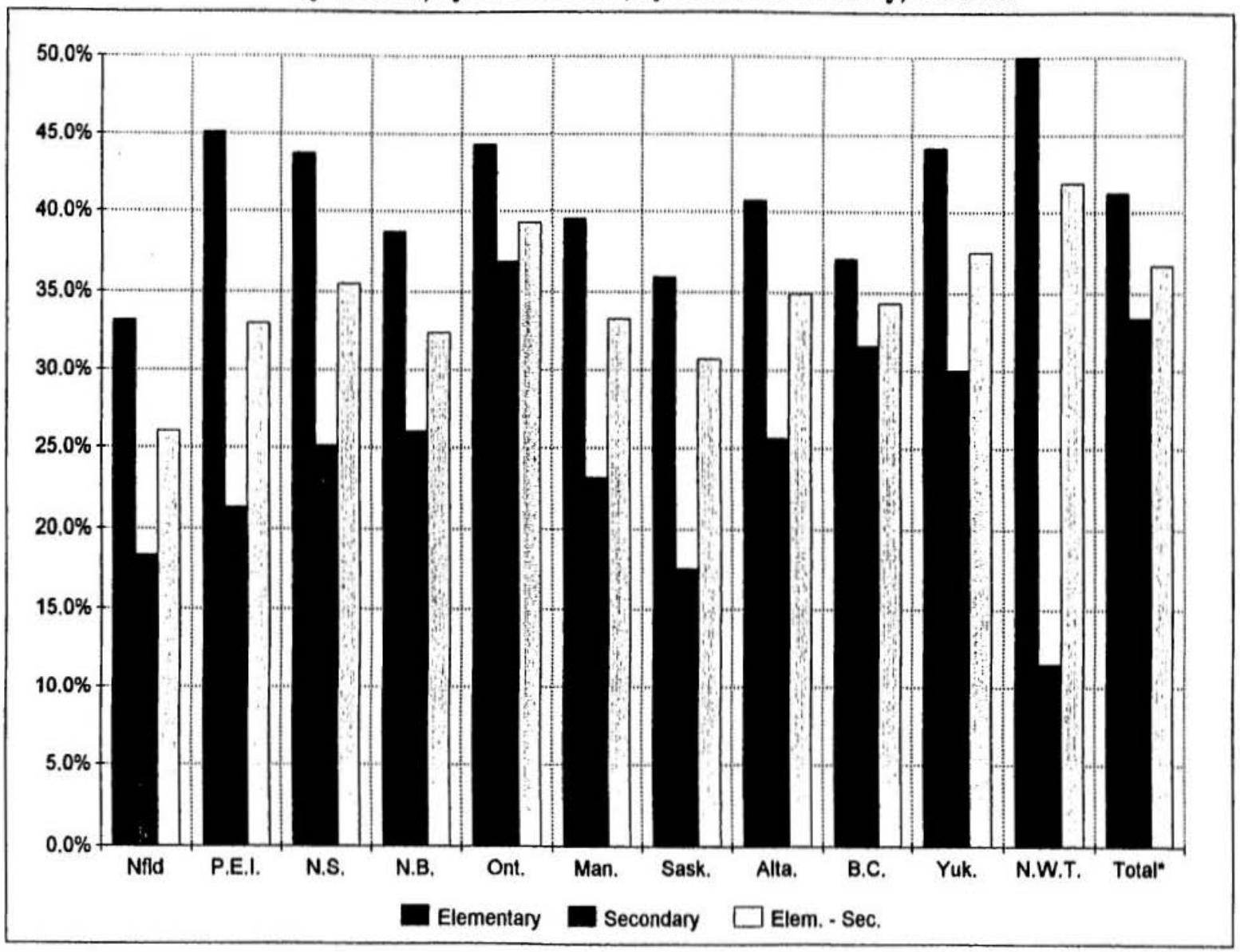
Appendix

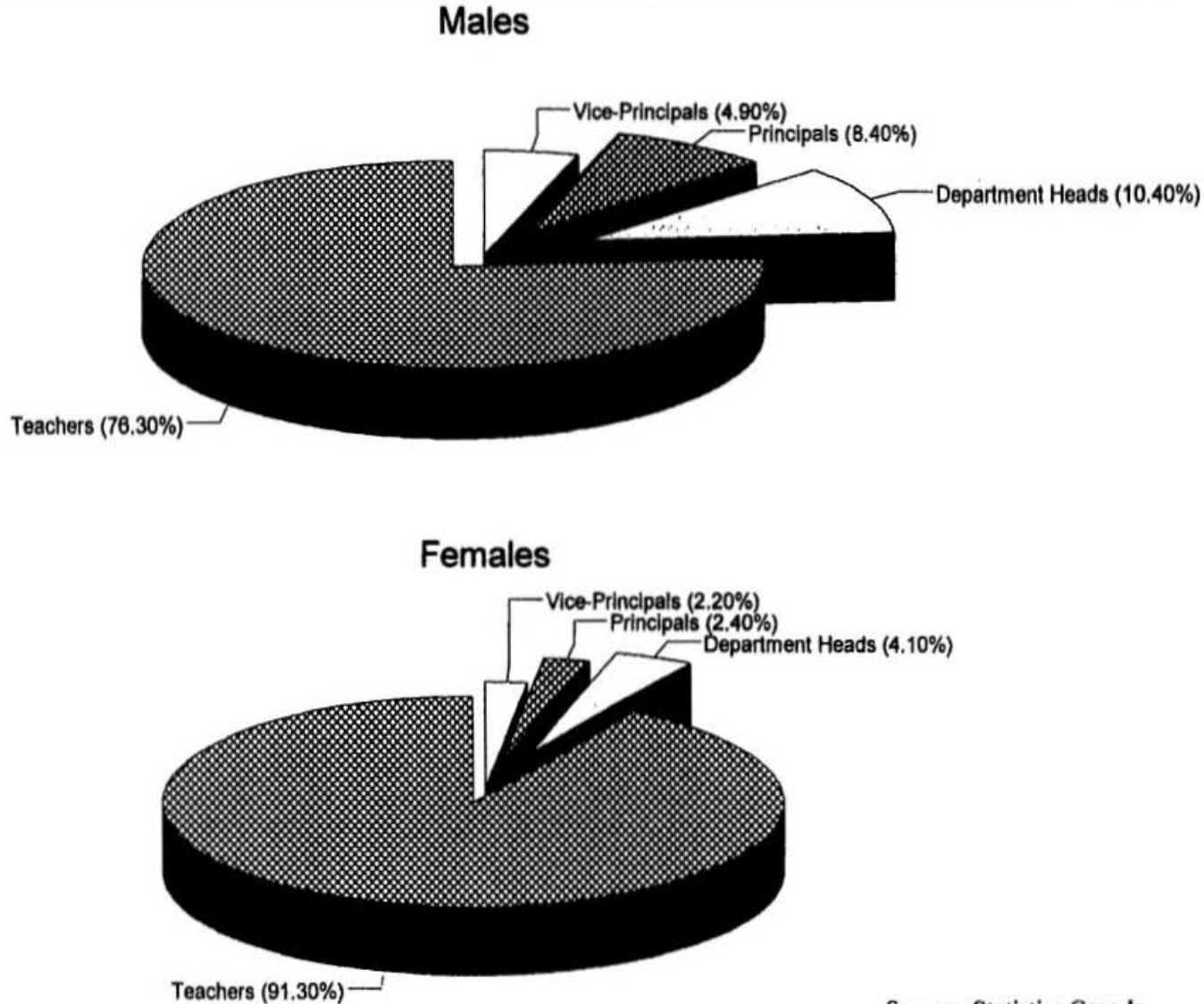
Chart A. Percentage of Full-Time Public School Administrative Positions Held by Women, by School Level, by Province/Territory, 1995-96.



* Represents Canada Total excluding Quebec for which data is unavailable.

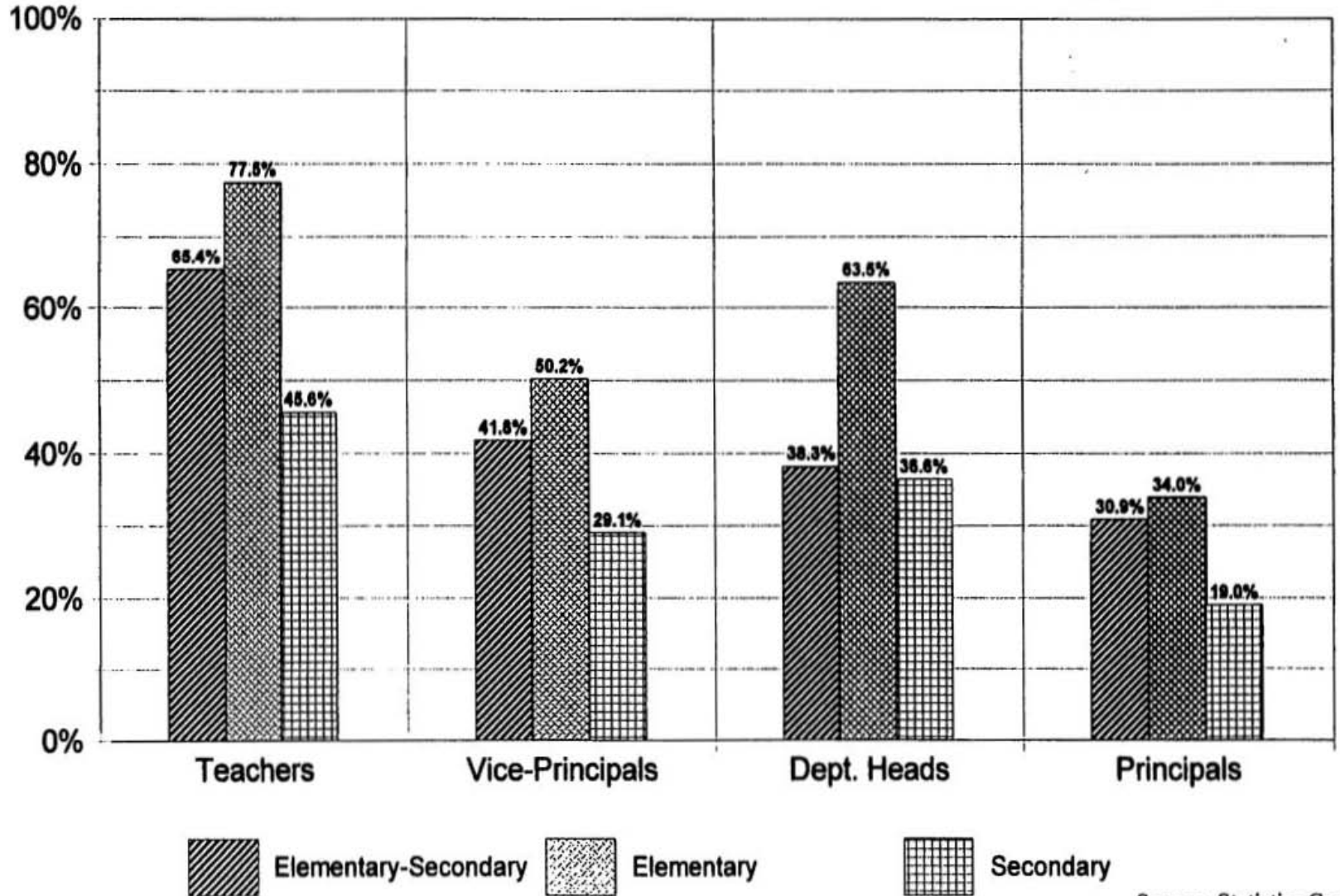
Source: Statistics Canada

Chart B. **Percentage Distribution of Full-Time Elementary-Secondary Educators, by Sex and Position, Canada (Excluding Quebec), 1995-96**



Source: Statistics Canada

Chart C. Women Account for Greater Share of Full-Time Educator Positions at Elementary Level, 1995-96, Canada (Excluding Quebec)



Source: Statistics Canada

TABLE 1

Women as Percentage of Full-Time Public Elementary-Secondary School Teachers and Administrators by Staff Position, by Level, and by Province/Territory, 1995-96

Level/Position	Nfld	P.E.I	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Yuk	N.W.T	Total *1*
Elementary *2*													
Teacher	70.1%	75.9%	78.2%	83.2%	NA	79.3%	71.7%	73.3%	76.5%	75.9%	77.4%	74.4%	77.5%
Principal	26.0%	41.7%	36.6%	30.9%	NA	36.9%	36.9%	31.8%	31.2%	29.0%	37.5%	45.5%	34.0%
Vice-Principal	46.5%	45.8%	54.1%	48.9%	NA	54.9%	48.7%	42.6%	46.6%	43.1%	60.0%	60.0%	50.2%
Department-Head	30.4%	66.7%		57.9%	NA	65.0%	33.3%	65.4%	69.3%	61.7%			63.5%
Total Administrators	33.2%	45.1%	43.7%	38.7%	NA	44.3%	39.5%	35.9%	40.7%	37.1%	44.1%	50.0%	41.2%
Total Educators	**65.6%**	**72.4%**	**74.4%**	**78.3%**	**NA**	**76.2%**	**68.4%**	**68.0%**	**71.9%**	**71.4%**	**73.3%**	**72.0%**	**73.7%**
Secondary *3*													
Teacher	39.9%	46.7%	45.5%	48.2%	NA	48.1%	38.5%	43.0%	45.3%	40.0%	52.2%	50.2%	45.6%
Principal	14.8%	9.1%	14.4%	21.6%	NA	27.1%	16.8%	8.5%	12.5%	11.9%	20.0%	7.7%	19.0%
Vice-Principal	9.0%	15.8%	24.4%	23.4%	NA	36.7%	26.9%	20.7%	23.6%	23.8%	26.6%	15.4%	29.1%
Department-Head	23.3%	35.3%	34.7%	29.0%	NA	37.8%	25.8%	23.4%	34.9%	36.1%	33.3%		36.6%
Total Administrators	18.3%	21.3%	25.1%	26.0%	NA	36.9%	23.1%	17.5%	25.6%	31.6%	30.0%	11.5%	33.4%
Total Educators	**35.4%**	**43.2%**	**43.2%**	**44.8%**	**NA**	**45.4%**	**36.9%**	**39.7%**	**42.7%**	**38.0%**	**47.6%**	**46.4%**	**43.0%**
Elementary & Secondary *4*													
Teacher	59.1%	63.3%	63.5%	69.2%	NA	67.3%	59.6%	64.1%	65.9%	61.6%	68.6%	69.2%	65.4%
Principal	23.1%	28.6%	30.5%	28.4%	NA	34.9%	32.4%	28.0%	27.1%	26.3%	34.5%	39.2%	30.9%
Vice-Principal	32.6%	37.7%	41.8%	38.4%	NA	47.3%	38.7%	36.5%	38.1%	35.8%	47.1%	46.5%	41.8%
Department-Head	23.9%	30.8%	34.4%	31.0%	NA	38.7%	26.4%	29.9%	0.449	38.6%	33.3%		38.3%
Total Administrators	26.0%	33.0%	35.5%	32.4%	NA	39.3%	33.3%	30.7%	34.9%	34.3%	37.5%	41.8%	36.7%
Total Educators	**54.3%**	**59.2%**	**60.4%**	**64.5%**	**61.0%**	**63.0%**	**56.9%**	**59.6%**	**62.1%**	**57.0%**	**64.0%**	**66.5%**	**61.3%**

1 Canada total excludes Quebec for which data is unavailable.

2 The elementary level is based on the Statistics Canada's international definition 14E which includes grades K to 6.

3 The secondary level is based on Statistics Canada's international definition 14E and refers to grades 7 and above.

4 The combined elementary-secondary level figures also include "Not Reported" and "Board Level" educators. The "Not Reported" [2,916] and "Board Level" [1,829] educators totaled 4,745 or 2.2% of all 216,252 educators in the nine provinces excluding Quebec in 1995-96.

Source: Statistics Canada

Table 2. Full-time Equivalent Teachers and Administrators by Position and Gender, 1997-98

Position	1997-98 Male	Female	Total
Director	10	0	10
Assistant Director	17	5	22
Human Resource Manager	9	2	11
Program Specialist	35	15	50
Principal	295	93	388
Vice-Principal	198	80	277
Classroom Teacher	1637	2617	4254
Department Head	216	73	289
Special Education Teacher	183	382	566
Teachers for Severely Mentally Handicapped Students	34	207	241
Teachers for Severely Physically Disabled	4	36	40
Itinerant Teachers for the Hearing Impaired	6	9	14
Itinerant Teachers for the Visually Impaired	4	7	11
Guidance Counsellor	80	84	164
Specialist	185	159	343
Educational Psychologist	14	21	35
Speech Pathologist	2	34	36
English Second Language Teacher	0	3	3
Cooperative Education	3	2	5
French Federal	3	4	7
Miscellaneous	23	10	33
Total	**2958**	**3843**	**6799**

Source: Statistics Canada