

THE STATUS OF WOMEN IN  
EDUCATIONAL ADMINISTRATION:  
A COMPARATIVE ANALYSIS OF  
VARIABLES BY SEX AND BY  
RANK

CENTRE FOR NEWFOUNDLAND STUDIES

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GOSSE







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THE STATUS OF WOMEN IN EDUCATIONAL ADMINISTRATION:

A COMPARATIVE ANALYSIS OF VARIABLES

BY SEX AND BY RANK

by



Stella-Marie (Rideout) Gosse

A Thesis submitted in partial fulfillment,  
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to:

SHERRI-LYNN,

MICHAEL, and

RICHARD

Stella-Marie

#### ABSTRACT

A profile of women in educational administration was drawn from among the total population of teachers in Newfoundland and Labrador (1973-74) and set against a status profile of the male administrators in the province. Categorization by denominational systems in this preliminary survey resulted in the selection of the largest denominational system for an in depth study.

This problematic probe, conducted through questionnaires and interviews, consisted of a comparison of women principals with men principals and women teachers with women principals in an effort to determine what barriers, if any, contributed to there being no more than 44 female principals administering 407 schools of more than one classroom. Also questioned were school board superintendents and male teachers. Frequency tabulations, percentages, and statistical testing were included in the processing and analysis of data, along with summaries of both free-response answers and interview recordings.

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

1. Women teachers are not sufficiently competitive.
2. Women principals trail their male colleagues in certificate grade qualifications.
3. Generally, women obtain principalship status as a result of many years of teaching which is eventually recognized by their school boards.
4. Boards generally prefer women only for primary schools. Males are preferred to a greater extent for high schools, both for



teaching and for administration.

5. Women are not preferred as principals by teachers to the extent that males are, but they are preferred to a greater extent by teachers who have worked with female administrators.
6. Superintendents, principals, and teachers agree that there are fewer women principals simply because women do not wish to become principals. This is seen as the effects of traditional practices which lead to a conditioning of acceptance of the social order.
7. Women teachers compare favorably with women principals on all relevant characteristics except years of teaching experience.
8. For women teachers and women principals, career breaks and maternity leaves are not significantly related to professional status, nor are family size and professional work load.
9. Women principals feel very strongly that women are capable administrators, that discipline is the least real barrier, and that more effort should come from women themselves as well as from the 'system' to make administration more accessible to women. Discrimination is fairly high on their list of reasons for the low profile of women in educational administration.
10. While lay women are confined to small schools teaching lower grades, women of religious orders have acquired status more equivalent to that of their male colleagues, signifying that opportunity is an important factor to women proving their ability to administer schools of all sizes and all grades.

Follow-up studies might be extended to include the sexist discrimination in the schools and to include internal barriers to achievement in women themselves.

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Dr. K. Wallace, Department Head, is to be thanked for suggesting a probe into this particular area of study, an original for our province; a study which I have found both interesting and challenging. Also, thanks to my all-male colleagues on the 1973-74 graduate program who accepted me as a "person"; helped me think and work without sexist discrimination; who offered literature; discussed with me the problem to be studied, helped me with the sampling procedures, and encouraged me when the going sometimes became rough.

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I wish to dedicate the results of my effort to three little people whose names appear just inside the front cover.

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## CHAPTER I

### THE PROBLEM AND ITS SIGNIFICANCE

#### INTRODUCTION

In Newfoundland, as in Canada in general and in the United States of America, classroom teaching appears to have been traditionally considered a female occupation with approximately two-thirds of the teaching force made up of women.<sup>1</sup> Despite this fact, men have been dominant in positions of prestige, power and influence.<sup>2</sup> Similarly, school boards have been dominated by males, with male superintendents, and there has been a tendency to give administrative jobs to men.<sup>3</sup> Even the phenomenal use of the pronouns "she" and "he", used to differentiate the teacher and the principal, affirms the paucity, or virtual nonexistence, of women in upper echelon educational administrative posts.

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<sup>1</sup> Province of Newfoundland. Historical Statistics of Newfoundland and Labrador, I (St. John's: Queen's Printers, October, 1970), p. 98; Sybil Shack, The Two-Thirds Minority (Toronto: The Governing Council of the University of Toronto, 1973); Jean Noll Zimmerman, "The Status of Women in Educational Administrative Positions Within the Central Offices of Public Schools" (unpublished Doctoral dissertation, Temple University, 1971), p. 1; Albert H. Yee, "Are the Schools a 'Feminized Society'?" Educational Leadership, XXXI (November, 1973), p. 130.

<sup>2</sup> Laura T. Doing, "What Do These Women Board Leaders Want For Schools -- and For Women?" American School Board Journal, CLX (March, 1973), p. 38.

<sup>3</sup> Ibid.



Although more women, proportionately, are being drawn into today's labour force, they are declining in school administration, and their role in leadership and management is decreasing in fields other than education.<sup>4</sup>

It is not so much the actual facts that perpetuate this retrograde situation of women in education, and in the work world in general, as it is the assumptions and attitudes prevalent in society which make more difference than all the material things which may be bestowed or withheld; And these attitudes of distinction, unconscious or implied, begin at birth.<sup>5</sup>

The dominant position bequeathed to the male by tradition appears to be maintained more by custom and by pressure of public opinion than by male desire to suppress woman as less than equal. Society's over-emphasis on distinct sex differences, and the use of this as a tool for segregation, is equally tragic with women attempting to minimize the difference by trying to become more like men, accepting the traditional masculine scale of values as the human scale. White suggests that the latter was the great blunder of the women's rights movement of the past century -- and men get cheated too.<sup>6</sup>

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<sup>4</sup>Charlene T. Dale, "Women Are Still Missing Persons in Administrative and Supervisory Jobs," Educational Leadership, XXXI (November, 1973), p. 123; Association of Teachers in Technical Institutions, Education, Training, and Employment of Women and Girls (London: Association of Teachers in Technical Institutions, 1970).

<sup>5</sup>Willystine Goodsell, The Education of Women (New York: The McMillan Company, 1923), p. 74.

<sup>6</sup>Lynn White, Jr., Educating Our Daughters (New York: Harper and Brothers, 1949), p. 39.

To deny that women, generally, appear more timid in exerting verbal influence in high places, are less demonstrative of a broad intellect, and are ill-prepared for powerful administrative leadership, would be to deny the effects of social conditioning over eons of time. But, to affirm that women are inately inferior and without the inherent aptitude to forge ahead in the traditionally "man's world," would be to ignore recordings of women who have struggled to make their mark in government and in education. In Canadian education we have such women as Marie de l'Incarnation, (Quebec) and Marguerite Bourgeoys (Acadia) who pioneered education in parts of seventeenth century Canada; <sup>7</sup> Martha Hamm Lewis (New Brunswick) who fought for the opportunity to attend normal school in 1849; <sup>8</sup> and Vera Perlin (Newfoundland) who pioneered educational opportunity for mentally handicapped children in her province. <sup>9</sup>

While the traditional "family" woman, confined solely to home responsibilities, had less contact with business and legal matters, and less opportunity to exert her influence in community leadership, at home she was clever at catering to the male-ego, and ruled by "seeming to obey." <sup>10</sup> White likens the apparent display of masculine superiority merely to the "spreading of the peacock's tail," <sup>11</sup> as opposed to offensive

<sup>7</sup> Shack, op. cit., p. 49.

<sup>8</sup> Ibid., p. 51.

<sup>9</sup> Frederick W. Rowe, The Development of Education in Newfoundland (Toronto: The Ryerson Press, 1964), p. 191.

<sup>10</sup> White, op. cit., p. 22.

<sup>11</sup> Ibid., p. 44.

and deliberate selfishness.

Despite a reasonable distribution of mental and physical equality between the sexes,<sup>12</sup> traces of past traditions still permeate many of today's assumptions and attitudes to contribute to the perversity of modern thinking and practices. Though the "liberated" woman is no longer relegated solely to the home, she trails her male colleagues in the academic arena.

Goodsell, in considering the social handicaps which have unquestionably played their part in determining the relatively meagre achievements of women in intellectual, artistic, and professional fields, cites Elizabeth Woodbridge to present an important aspect of the matter. She claims that it is a "general lack of expectancy" which is more responsible than education and wealth. Males are not so handicapped; they are expected to be mobile upward.<sup>13</sup>

At the University of Wisconsin, the teachers sampled in a study by Warwick, and referred to by Zimmerman, stated that women were not encouraged to apply or prepare for administrative positions, an opposite stand from that taken by the administrators in the same study.<sup>14</sup> Grobman and Hines stated that school board preference for men rather than women principals seems to indicate that board members think men are, per se, better principals, simply because they are men. They found no evidence to support the assumption that men make better principals. On the con-

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<sup>12</sup> Ibid., p. 39.

<sup>13</sup> Goodsell, op. cit., p. 74.

<sup>14</sup> Zimmerman, op. cit., p. 128.

trary, they found that women principals operated democratically 22 percent more often than men, and they outranked men in terms of parental approval of the schools they led.<sup>15</sup>

While the gap, in numbers, between men and women as classroom teachers still exists in favour of women in Newfoundland schools, a preliminary survey reveals the imbalance for women in administration in those schools.<sup>16</sup> Drawing profiles for women in educational administration in the schools of Newfoundland and Labrador and attempting to answer the question of why the profiles are so low, is the crux of this study.

#### STATEMENT OF THE PROBLEM

The problem of this study was to examine the status of women in educational administration in Newfoundland and Labrador generally and specifically to focus on the status of women in, and to determine barriers, if any exist, for women aspiring to, and obtaining, administrative positions in the Integrated School System.

More specifically the study was designed to answer the following questions:

1. Are women over-represented in the teaching profession but under-represented in administrative positions as evidenced by an analysis of:

<sup>15</sup> Hulda Grobman and Vynce A. Hines, "What Makes a Good Principal?" Bulletin of the National Association of Secondary Principals, XL (November, 1956), pp. 5-16.

<sup>16</sup> Information by telephone, Registrar, Department of Education, St. John's, Newfoundland, 1973-1974 school year; The Newfoundland and Labrador Schools Directory, 1973-1974.

- a) the proportion of teachers who are women;
  - b) the proportion of central office personnel who are women;
  - c) the proportion of principals who are women?
2. Is the representation of women in administrative positions related to:
- a) the denominational system in which they work;
  - b) membership in a religious order?
3. In the Integrated School System, is the representation of women in administrative positions related to:
- a) Age;
  - b) marital status;
  - c) professional certification;
  - d) years of teaching experience?
4. In the Integrated School System, what differences, if any, exist between male principals and female principals in terms of:
- 
- a) age;
  - b) marital status;
  - c) professional certification;
  - d) years of teaching experience;
  - e) size of school, grades taught, and sex of teaching staff;
  - f) location and teaching time previous to appointment?
5. In the Integrated System, what differences, if any, exist between women teachers and women principals in terms of:
- a) years of teaching experience;
  - b) professional certification;
  - c) aspirations, as indicated by their desire for:
    - (1) study leave;

- 7
- (ii) study;
  - (iii) promotion;
  - d) professional work load as indicated by hours of school work per week;
  - e) number and ages of dependent children;
  - f) family responsibilities, as indicated by:
    - (i) requests for maternity leave;
    - (ii) other family reasons?
6. In the Integrated System, what relationships, if any, exist between the area of professional training and experience and the type of school in which principals are assigned?
7. In the Integrated System, do superintendents express any preferences for males or females when hiring administrative personnel for the following schools:
- a) primary;
  - b) elementary;
  - c) high?
8. In the Integrated System, what are some of the reasons perceived by men and women in the teaching profession as being barriers to women occupying positions in school administration?

#### PROCEDURES

The general procedures followed in the conduct of the research being reported included the following:

1. A review was made of the current literature on the status of women in the labour force generally and in educational administration in particular.

2. Interviews were conducted with a select group of women principals in Newfoundland schools and with others who had significant information on the status of women in educational administration in Newfoundland.

3. The following directories were obtained from the Department of Education and the Denominational Education Committees:

- 1) The Newfoundland and Labrador SCHOOLS DIRECTORY,
- 2) Integrated Education Directory for Newfoundland,
- 3) Roman Catholic Education Directory for Newfoundland.

From these directories it was possible to sketch a profile of the representation of women in educational administration in Newfoundland schools by denominational districts, size of school, and grade levels taught. This examination also directed the choice of a particular district for close study through questionnaire survey procedures.

4. Questionnaires were designed to solicit information from the following groups of educators in the Integrated School System:

- 1) Superintendents;
- 2) The total population of women principals;
- 3) A random sample of men principals;
- 4) A random sample of men teachers;
- 5) A random sample of women teachers.

Copies of these questionnaires can be found in Appendix B.

5. The principal method of research used in this study was the survey method which yielded descriptive data which were used for analysing patterns and trends in the characteristics of educational administrators.

6. Conclusions were drawn from the organized data, and recommendations were made in accordance with those conclusions.

### DELIMITATIONS

1. Although all school districts in the province were included in the preliminary survey, only those districts within the Integrated School System were included in the in-depth questionnaire survey.

2. Because a one-room school is referred to as "sole-charge" and because the preliminary survey revealed the fact that there was no woman high school principal, only principals in schools with two or more classrooms and with grade levels below Grade X were included in the questionnaire survey.

3. Personnel employed during the school year 1973-74 who met the requirements as outlined were included in the study.

4. Because of the difficulty of constructing a basically new type of study, time limited the possibility of identifying for inclusion such administrators as vice-principals, department heads, supervisors, and assistant superintendents.

### LIMITATIONS

1. Since the research instruments have had limited trial runs, some respondents might have encountered difficulties in responding to some of the items in these instruments.

2. The data gathered through the questionnaire survey are valid to the extent that the respondents were able and willing to provide accurate data.

### TERMINOLOGY

#### Certificate Grade

Certificates to teachers designated as Certificate I, Certificate



II, . . . Certificate VII correspond, approximately, to the equivalence of years completed at a university, in the Faculty of Education. Teachers' salaries are determined largely on the basis of Certificate Grade.

#### Denominational Education Committees (D.E.C.'s)

Committees have been established in a Church-State partnership in education such that they were established by the different religious denominations but were given well-defined legislative powers and responsibilities. Each Committee represents one religious denomination, or a group of denominations. The Denominational Education Committees are:

- a) The Integrated Education Committee (i.e., group composed of the Anglican Church of Canada, the United Church of Canada, the Salvation Army, and the Presbyterian Church in Canada);
- b) The Roman Catholic Education Committee;
- c) The Pentecostal Assemblies Education Committee.

Each Committee has organized for the operation of its school district(s) within the Province of Newfoundland and Labrador. Generally, each district has an appointed District Superintendent for its School Board.

#### Educational Administrator

An educational officer responsible for the management or direction of an educational establishment or system or an administrative unit of it is an educational administrator. In this study, the term refers primarily to the school principal.

#### Public Schools

Although maintaining an essential denominational character, the

regular day schools are financed largely from public funds and are therefore considered to be public or denominational schools; the terms are used interchangeably in this study.

#### Superintendent

A District Superintendent of Schools is the professional advisor to the School Board to which he has been appointed. He is the chief administrator of all public schools which operate under the direction of his/her Board.

#### Uncertified

Licences to teachers designated as "A" Licence, "B" Licence, "C" Licence, and "P" Licence rank below Certificate Grade I and were generally granted to teachers in the Province of Newfoundland and Labrador for short term summer training programmes, a practice which no longer exists.

### SIGNIFICANCE OF THE STUDY

A perusal through school statistics, and through literature that has been written on education and teachers, gives indication that, in numbers, women dominated the teaching profession in all of English-speaking North America. Such sources (identified in other parts of this study) also indicate that, ironically enough, women are relatively few, or conspicuously absent, in administrative roles. Only a small percent make it as school principals, and fewer as superintendents of predominantly male boards. Most of these women teachers can be found in the elementary schools which are managed by male principals; and this status pattern is fairly consistent throughout the United States and the Provinces of Canada. But while numerous studies and articles testify to the expressed

concern of our southern neighbours, few studies have been done in Canada, and practically nothing has been done for the Province of Newfoundland and Labrador. That this situation warrants some attention is the concern of this study. Can we afford to nurture educational goals and policies that prevent optimum utilization of all human resources?

Looking realistically at numbers, the financial and human input into education in Newfoundland over the past quarter century have made phenomenal climbs, from 2,387 teachers with a median salary of \$976 (1948-49)<sup>17</sup> to 7,105 teachers with a basic salary scale which runs from \$5,142 to \$15,437 for certified teachers (1973-74).<sup>18</sup> Estimates of the budget from the Province's Minister of Finance in April, 1974, included \$198 million for education, of which sum approximately \$86 million was expected to be used for teachers' salaries.<sup>19</sup> For each year of this twenty-five year span, women have made up the majority of all teachers in the Province. Figures from the Office of the Registrar at the Department of Education disclose the fact that for the 1973-74 school year there were 7,105 teachers of whom 3,865 were women. Further investigation and computation of data reveal the facts that a) less than 30 percent of the principals are women; b) less than 20 percent are lay women; and c) less than 13 percent of the principals are lay women in

<sup>17</sup> Province of Newfoundland. Historical Statistics of Newfoundland and Labrador, op. cit., p. 98.

<sup>18</sup> Teachers' Salary Scale, April 1 - March 31, 1975, Department of Education.

<sup>19</sup> Minister's announcement to the people of Newfoundland, April, 1974; News Media: TV, Newspapers.

schools which are above the one-room non-competitive status.<sup>20</sup>

The myopia of perpetuating women obscurity in decision-making positions in education's male-oligarchy is, undoubtedly, a luxury that the Province of Newfoundland and Labrador can ill afford. Especially is this true when one considers the value of the educational dollar in respect to the possible loss in the failure to utilize all the talent pools from which intelligent, productive, creative and effective administrators might be found. In the situation which is prevalent in Newfoundland's educational practices, no matter how good women teachers become, the ideas that have kernelled in the minds of those classroom teachers, if they stand any chance of germinating and developing into accepted policies, must be filtered up through to male superiors. Often, the original contributor's identity becomes unrecognizably blurred by the process through which her idea has to climb on its journey up through the bureaucratic organization.

It is of significance to make this study an attempt to analyze the situation of women teachers in the public schools of Newfoundland, and to try so determine the real barriers for capable women who might otherwise be in educational administration. Are women less qualified in professional certification? If so, do family responsibilities inhibit the growth of this aspect of their professional qualifications? Do women teachers suffer from discriminatory prejudices and practices by those who hire and promote professional line and staff personnel? Do women teachers lack ambition and aspirations? If so, is this a result of

<sup>20</sup>The Newfoundland and Labrador Schools Directory, op. cit.

social conditioning and/or a lack of an awareness of their own potential worth?

One disadvantage of being a woman is that there is no positive support for women built into the system. The system lets women "fall by the wayside . . . without seeing this as a tragedy, without seeing it as a loss. Instead, we see it as the normal run of things."<sup>21</sup> The importance of role models for girl students is overlooked; they need to see women working together as intellectuals among intellectuals:

Universities with their resources have a particular responsibility to examine, analyze and criticize the values and goals of society. They have, however, left unchallenged society's views of women. Moreover, they tend to perpetuate them and in so doing they have not served their students nor society well. . . . If the fact is that women of capability and experience do not exist in sufficient numbers, then as academics, who strive for truth and objectivity, we should look for the factors which consistently militate against women who are suitable for responsible positions.<sup>22</sup>

These references to students in graduate schools translate the anomaly of being woman in a man's world. Such attitudes and practices extend into the teaching profession, as will be brought out in this study. This study represents the first formalized attempt to acquire data on teachers in the public schools of Newfoundland and Labrador for the purpose of assessing the situation of women teachers in respect to their status in educational administration. It is intended that the results will be useful in: 1) promoting an awareness among educators, in

<sup>21</sup> Greer Litton Fox, "The Woman Graduate Student in Sociology," Women on Campus: 1970, A Symposium, ed. Louise C. Coent (Michigan: The University of Michigan, Ann Arbor, Oct. 14, 1970), p. 33.

<sup>22</sup> Norma Bowen, "The Academic Woman," University Affairs, XIV, No. 6 (July, 1973), pp. 2-3.

general, of this possible waste of human resources by their ignoring the "two-thirds" minority situation; 2) arousing women teachers to an awareness of their potential worth, and towards their educational responsibilities to function as participants in this social war for change.

We have only begun to appreciate the complexity of the issues involved and in each new study as many new questions are raised as have been answered. It is clear from all we have said that despite the recent emphasis on a new freedom for women, a psychological barrier continues to exist in otherwise achievement-motivated and able women to prevent them from exercising their rights and fulfilling their potential, even if they are aware that it is happening and are angry about it. It seems that . . . unless ways are found to prevent the motive to avoid success from being aroused, and to keep its influence at a minimum our society will continue to suffer a great loss in both human and economic resources.<sup>23</sup>

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<sup>23</sup>Elizabeth Douvan, "Internal Barriers to Achievement in Women: An Introduction," Women on Campus: 1970, A Symposium, ed. Louise G. Coent, op. cit., p. 33.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

This chapter is a review of what has been studied, researched and written in reference to the role of women as leaders in the United States of America, in Canada, and in the Canadian Province of Newfoundland and Labrador. The main focus of this review is on the educational aspect of the female role, from the girl's cradle days through school to the teacher's desk, and climaxing with special emphasis on the status of the woman principal. The review is an attempt to show the relative position of the sexes and to examine the problem of assigning arbitrary roles which reflect not their own personalities, necessarily, but society's ideas of what they should be.

### HISTORICAL VIEW OF THE STATUS OF WOMEN

#### Flicking Through History

The status of women has undergone many changes within the past century or so. Smaller families, urbanization, labor-saving devices, and a societal change in the attitude toward women workers in general has given women the time and the impetus to get out of the home.<sup>24</sup>

Though more of today's women are working outside the home, they are declining, proportionately, in positions of prominence.<sup>25</sup> The only

<sup>24</sup> Zimmerman, op. cit., p. 13.

<sup>25</sup> Association of Teachers in Technical Institutions, op. cit., pp. 1-7.

variable that can fully explain this discrepancy is sex.<sup>26</sup> This has given rise to much concern which spans the strata of society from the home up to the White House.<sup>27</sup>

One major factor attributed to the activated concern for the working woman's status is the awareness and recognition of important contributions made by women during times of labour needs, especially during World War II, and the automatic "drop" when males (e.g., servicemen) needed jobs.<sup>28</sup> Since World War II, women's role in educational leadership has been tapering.<sup>29</sup> Williams refers to the militant attitudes of today's women as necessary to the cause of the social war in a changed and changing world.<sup>30</sup>

The Royal Commission on the Status of Women recounts incidents from the past to reveal barriers for women aspiring to higher educational status. The following story is typical:

For example, in 1849, a young woman applied for admission to a school for teachers in New Brunswick. After being refused repeatedly, she appealed to the Lieutenant Governor and

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<sup>26</sup> Anne-Marie Henshel, Sex Structure (Don Mills: Longman Canada Limited, 1973), p. 5.

<sup>27</sup> Mary Nixon, "No Females Need Apply: Fact or Fiction?" Teachers' Association Magazine, LII (January-February, 1972), pp. 11-14.

<sup>28</sup> Elizabeth Koontz, The Best Kept Secret of the Past 5,000 Years: Women Are Ready for Leadership in Education (Bloomington, Indiana: Phi Delta Dappan Educational Foundations, 1972), pp. 16-17; 26-27.

<sup>29</sup> Dale, op. cit., p. 123.

<sup>30</sup> Eva Williams, "Pushing Out the Walls," Women in Action (Michigan: Ann Arbor, March, 1969), pp. 17-20.



obtained an Order in Council which granted her admission. The principal of the school set up special rules governing her conduct. She had to wear a veil, enter the classroom 10 minutes before the other students, sit alone at the back of the room, retire before the lecture ended, and leave the premises without speaking to the male students.<sup>31</sup>

The Commission also reports that, in the past, "some universities had required women to have a higher academic standing than men for admission to certain faculties . . ."<sup>32</sup>

Goodsell indicates similar discrimination in an incident where a woman who had earned the right to distinction for educational achievement was obliged to forfeit the honor simply because she was female. In 1890 Cambridge University conferred the title of Senior Wrangler, highest rank in the honors examination in mathematics, on the man next in line. To do otherwise would imperil the social order, for the highest rank was earned by a woman, and there was no precedent at Cambridge, at the time, for bestowing such an honor on a woman.<sup>33</sup>

White, writing on the heels of World War II, stoutly renounces an educational system which stifles the intellectual growth of the woman. She does so on the grounds that we must educate not only to achieve success in building careers and families but likewise for success in meeting, handling, and transcending tragedy. She refers to the possibility of future catastrophe (war . . .) when women more than men will

<sup>31</sup> Report of the Royal Commission on The Status of Women in Canada (Ottawa: Government of Canada, 1970), p. 164.

<sup>32</sup> Ibid., p. 171.

<sup>33</sup> Goodsell, op. cit., p. 22.

need inner strength to survive nobly.<sup>34</sup>

Basha and Rowe, reporting on interviews with senior Newfoundland women who had been in education, refer to one teacher's initial salary as being \$4.60 per month (1916). Prior to finishing a degree at Columbia University, this teacher taught school in St. John's and attended Memorial College in the evenings after the school day had ended. The fee wasn't much, but then, she "couldn't afford much."<sup>35</sup> When asked how she had felt when men teachers received higher wages than the women teachers, this retired teacher replied: "I don't think we had any feelings about it in those days. We just took it for granted that this was our lot in life, and that was what the Board gave."<sup>36</sup> Asked how she had felt when the women were teachers and the men got the administrative jobs, she expressed a similar acceptance:

There weren't so many administrators in those days. There was a Superintendent of Education and an Inspector. There was the principal of a school, if it was a high school. There were no others except for the School Board and that was made up of local people in the community, headed by the clergymen of the denomination.<sup>37</sup>

Another interviewee, formerly from England, agreed that it was so to an extent, that most administrative posts in the educational sphere had been granted to men: "However, I was principal of a school here in

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<sup>34</sup> White, op. cit., p. 126.

<sup>35</sup> Rosemary Basha and Gaynor Rowe, "The Place of Women in Newfoundland's Society from 1900-1930," private papers, Dr. K. Matthews, Department of History, Memorial University of Newfoundland, December, 1973.

<sup>36</sup> Ibid.

<sup>37</sup> Ibid.

town (St. John's) for a number of years. I had male teachers, and I never had any trouble."<sup>38</sup> As for the salary, this former principal reports that the country was poor, so they didn't really care about the pay.<sup>39</sup>

Yet another interviewee, and formerly one of Bishop Spencer's roster of women principals, made two points in reference to the past:

The men usually got the administrative positions. One reason given for this was that men were more stable. Once a woman got married, it wasn't likely that she would go on teaching.

There was a belief at that time that an elementary teacher didn't need much education. A high school teacher or a principal would need a higher education. As there were mostly men going to Memorial College, they received the administrative positions more quickly than women.<sup>40</sup>

Another interviewee referring to Bishop Spencer College, established by the Anglicans in 1845 as a girls' high school, commented: "St. John's parents would send their daughters to receive the special stamp of the school . . . even when not Anglicans themselves. . . . Women could be more influential in schools for girls."<sup>41</sup>

#### Woman -- The Lesser Sex?

"If Jesus wanted people to be equal, he would have had six men and six women apostles."<sup>42</sup> This quote was the reaction of a legislator in Montana to the United States Congress approval of an Equal Rights Amendment to the Constitution (March, 1972) which would make the two

<sup>38</sup> Ibid.

<sup>39</sup> Ibid.

<sup>40</sup> Ibid.

<sup>41</sup> Ibid.

<sup>42</sup> Legislator in Montana, as reported by Alexandra McGhee, Women in Today's World (Portland, Maine: J. Weston Walch, 1974), pp. 56-57.

sexes equal before the law.<sup>43</sup>

Back in 1852, a newspaper editor attempted to write an editorial on "How did woman first become subject to man as she now is all over the world?": "By her nature, her sex . . . doomed to subjection; but happier than she would be in any other condition, just because it is the law of her nature."<sup>44</sup>

In 1847, a woman writing advice for young girls had this to say:

Always bear in mind that boys are naturally wiser than you. Regard them as intellectual beings, who have access to certain sources of knowledge of which you are deprived. . . . Consider the loss of a . . . party, for the sake of making the evening pass pleasantly for your brothers at home, as a small sacrifice.<sup>45</sup>

Another woman writer adds support to this somewhat unpopular suggestion of inferior status: "Men are strong, intelligent and imaginative; women are weak, dumb, and uningenious . . . lumps of stuffed human skin pretending to be thinking human beings."<sup>46</sup>

Goodsell (1923) refers to the sex division of society into a producing and consuming group. He cites President Hyde to describe how in education as in industry and in politics:

. . . Our aim henceforth should not be towards a stupid equality, with interchange of imitated functions, but toward differentiation -- giving as far as possible the direction and control of economic production to strong and forceful men, and the superintendence and ministry of consumption to wise and gentle women; giving for the most part the hard, dry task of scholarly investigation and formulation to the absorbing and protracted toil of men, and the appreciation of

<sup>43</sup> McGhee, *Ibid.*, p. 56.

<sup>44</sup> *Ibid.*, p. 12.

<sup>45</sup> *Ibid.*, p. 41.

<sup>46</sup> *Ibid.*, p. 71.

results and the impartation of established knowledge to the quick wits of women; giving the strife and turmoil, the compromise and diplomacy of politics to the firm will and sound judgment of men, and the things that make a country worth dying for to the warm hearts of women.<sup>47</sup>

Goodsell himself tends not to agree with this overemphasis on sex role differentiations that segregate boys and girls into different streams of education and different classes at school; and the segregation of women into ignorant, reproductive femme and the sexless, celibate college marm. The latter myth encourages a strange misogam to permeate the university campus. For the college woman who is physically capable and intellectually fit, and who wishes to choose the effeminate role, the barriers should be removed.<sup>48</sup>

Goodsell's demands for equality of educational and vocational opportunity for the sexes stem from his observation of the increasing numbers of women workers which is ever so much more evident today, in the third quarter of the century than in the first.

#### Sexism and the School

The whole education of women ought to be relative to men. To please them, to be useful to them, to make themselves loved and honored by them, to educate them when young, to care for them when grown, to counsel them, and to make life sweet and agreeable to them . . . these are the duties of women at all times and what should be taught them from their infancy.<sup>49</sup>

Not only does the above quote convey the beliefs and attitudes of Rousseau's time relative to the education and subjugation of women,

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<sup>47</sup> Goodsell, op. cit., pp. 102-103.

<sup>48</sup> Ibid., pp. 51-52.

<sup>49</sup> J. J. Rousseau, in Emile, as cited by McGhee, op. cit., p. 50.

but it also reflects traces of the second-class status of women and girls still prevalent in today's society, not only in formal education but in society at large. Just as sure as education begins at birth, with the family in the home, so does discrimination against girls (dolls, teacher role-play for girls; tools, doctor role-play for boys).<sup>50</sup> This continues, to some extent, throughout public schooling, and even into the vocational world.<sup>51</sup>

Subconsciously, or otherwise, we are aware of the fact that girls get different treatment than boys and are, therefore, discriminated against. But educators are slow to recognize and to work for the removal of this discrimination in our schools where, according to Schafer, discrimination flowers.<sup>52</sup> Schafer emphasizes the point that what students are taught from an early age by their parents as well as through television and other means, is reinforced in texts currently used in schools. Whereas girls play stereotyped roles as passive, submissive and fragile characters, the males are bold, daring, strong and capable of solving problems.<sup>53</sup>

Doing refers to the home-and-fireside image of the woman's role in history and in society. She also refers to school textbooks, at all levels. She makes the accusation of their doing injustice to the majority

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<sup>50</sup>Koontz, op. cit., p. 37.

<sup>51</sup>Association of Teachers in Technical Institutions, op. cit., p. 11.

<sup>52</sup>Juliet Schafer, "A Walk Through the Backyards of the Teaching Profession Where Discrimination Flowers," Manitoba Teacher, LII, No. 2 (February, 1974), p. 5.

<sup>53</sup>Ibid.

of women by either ignoring or demeaning them. Mother is more often in the kitchen than in the office or the laboratory. Doing claims that since today's woman is as likely to be found wielding her influence in the business, professional or political world as she is in the kitchen manipulating a cookie cutter, the textbook writers are too slow in recognizing this; they are failing to portray the woman in other roles.<sup>54</sup>

Lambert, in discussing those "packages" of activities which give children sex role imagery, refers to the conditioning effect. He claims that they are learning about the social order, which in time will appear to them to be the natural social order in the sense that they will come to take it for granted as the framework within which they will think and act. From this frame of reference, injustice exists only when the woman's legitimate claim to the rights that are peculiarly her respective lot is not honored.<sup>55</sup>

Given this kind of psychologic, a woman who aspires to lofty success in the business or academic world is not wronged when she is discouraged or denied the opportunity of advancement. Her rights are relevant to her role, and her role is defined by her legitimate functions in the natural social order. Furthermore, reasoning in a circular fashion, we know what her legitimate functions are in life from the evidence of her peculiar temperament and psychology.<sup>56</sup>

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<sup>54</sup> Doing, op. cit., p. 39.

<sup>55</sup> Ronald D. Lambert, Sex Role Imagery in Children: Social Origins of Mind (Ottawa: Studies of the Royal Commission on the Status of Women in Canada, 1971), pp. 8-10.

<sup>56</sup> Ibid., p. 11.

Lambert refers to Kammeier who posits in his studies two dimensions of the feminine role and includes statements which reflect the typical traditional conceptions of the feminine role:

Female role behavior

In marriage, the husband should make the major decisions.

English is a better major for a college girl than economics.

Female personality traits

Women are more emotional than men.

Men are more inclined toward intellectualism than women.<sup>57</sup>

From such premises, claims of discrimination against women are basically in error. The woman teacher who aspires to an administrative position is seeking what is foreign to her state.

Times, and modes of thinking, have changed over the past century and are still changing, but, as Koontz suggests, it might be necessary to objectively investigate "the thousands of ways our society molds, restricts, and perhaps even deforms the growth of the child as a human being."<sup>58</sup> Under such childhood discriminatory conditioning, "Can women hope to reach the top of the administrative levels in these areas (i.e., teaching)?"<sup>59</sup>

Shack comments on the practice of hiring personnel for high schools:

Why am I concerned that there are so few women in the high schools? . . . Girl students . . . are left with the impression that women teachers are not good enough for the high schools, and so their opinion of themselves as young women is

<sup>57</sup> Ibid., p. 15.

<sup>58</sup> Koontz, op. cit., pp. 38-09.

<sup>59</sup> Ibid.



affected. If twice as many men as women are masters of their subjects, then women cannot be as smart as men. The school seems to prove the point by its staffing policy.<sup>60</sup>

One major undertaking directed toward changing those questionable practices has been carried out by the British Columbia Teachers' Federation. In January, 1974, the Task Force established to investigate sex discrimination in education in British Columbia presented their report to the Honorable Eileen Dailly, Minister of Education, on behalf of the BCTF. Following are several of their recommendations:

#### Textbooks

That the Department of Education immediately establish a committee at both elementary and secondary levels to examine all prescribed textbooks for evidence of:

- a) sex stereotyping;
- b) women's contributions to society; and
- c) changing roles of women and men.

That the Department of Education inform textbook publishing firms that for all subject areas textbooks will be sought that do not discriminate on the basis of sex, race, creed, or ethnicity.

#### Curriculum

That the Department of Education ensure that 1) the Local and Provincial Curriculum Committees analyze and amend all courses of study to include a more contemporary picture of women, and 2) where applicable the history of women's struggle for equality, their contributions to society, and present status be included in revised curricula.

That in accordance with the Human Rights Act, the Department of Education should notify all local school boards that all courses, programs, activities and clubs should be open to all students, with no division as to sex.<sup>61</sup>

Howe complains of the practices of practically all subject area teachers (English, Science, . . .) and uses examples to illustrate her

<sup>60</sup> Shack, op. cit., p. 81.

<sup>61</sup> Task Force, "The Status of Women in Education" (British Columbia Teachers' Federation, January, 1974), pp. 3-7.

reasons. The woman who talks to her class on the pre-Civil War period without ever mentioning the fact that many of the abolitionist leaders were women, and that, later, they became leaders of the nineteenth-century women's movement perpetuates the official silence on the history of women and continues to deny to women a sense of their past achievement. It is an idiocy to confine girls to cooking and sewing when all of us need auto mechanics, carpentry, and electronic skills for survival in a technological world. Howe climaxes with a quote:

Textbooks should treat women as the equals of men. Although in the past women were regarded as inferior, they were not and are not inferior people. The sexist attitudes of the past should not be reflected in current publication.<sup>62</sup>

Shack comments on the bias of school subjects:

Recently secondary schools have recognized the injustice of predetermining girls' and boys' interests . . . (but) . . . the incidence of enrolment in other than the expected programs is small . . .<sup>63</sup>

The Report of the Royal Commission on the Status of Women makes the point that:

By the age of two, children are able to distinguish between male and female roles. By the time a girl starts school she has a relatively clear idea of what is considered feminine and knows what kind of behavior is expected of her as a girl. . . . Parents must realize the importance of expanding the horizons of their daughters and learn to respect their aspirations and encourage their initiative.<sup>64</sup>

O'Donnell concludes an article on sex bias in textbooks:

<sup>62</sup> Florence Howe, "Sexism and the Aspiration of Women," Phi Delta Kappan (October, 1973), pp. 99-103.

<sup>63</sup> Shack, op. cit., p. 62.

<sup>64</sup> Royal Commission on The Status of Women in Canada, op. cit., p. 175.

Using textbooks that are biased presents limited role models to female students which could affect their goals and aspirations. Policies and standards used in the evaluation and selection of textbooks should be reviewed and revised to eliminate this bias.<sup>65</sup>

Some concern for the "gentle" half of the Newfoundland population has been aroused. On May 10, 1974, the Newfoundland Status of Women Council met with sympathetic Manpower and Industrial Relations Minister Joe Rousseau and presented a proposal to have the provincial government amend the Human Rights Code to better protect the rights of women. Items discussed included the prohibition of sex discrimination, appointment of women to higher government civil service positions, and day care.<sup>66</sup>

Though not directly related to school practices as outlined earlier, this initial effort to obtain equality of status could be the spring seed which germinates and later blossoms for the Newfoundland Teachers' Association, the Department of Education, and finally puts color into the Newfoundland curriculum.

#### CURRENT ROLE OF WOMEN IN EDUCATION

##### Who is the School Administrator -- A Man or a Woman?

In school administration women are in the minority as this review indicates. Whenever women principals are discussed the descriptive term "elementary" dominates. This is because so few women principals administer the high schools.

<sup>65</sup> Richard W. O'Donnell, "Sex Bias in Primary Social Studies Textbooks," Educational Leadership (Washington: ASCD, November, 1973), pp. 137-141.

<sup>66</sup> The Evening Telegram (St. John's, May 13, 1974), p. 5.

Milanovich, a former American elementary school principal, reported in 1966 that although there are seven women to every man teaching in the (American) elementary schools, few women occupy positions of principalships.<sup>67</sup> Hoyle, reporting from Texas in 1969, claims that although only twelve percent of the teachers in the elementary schools are men, sixty-nine percent of the elementary principals are men.<sup>68</sup>

On the Canadian scene, Hersom looks at statistics for one of Alberta's urban public school systems in which six of the 141 schools were administered by women in the school year 1970-71. Of this system's large central office staff, there were no women holding a rank higher than that of supervisor. For the Roman Catholic separate school system in the same city there was a greater proportion of women in administrative positions. There were twenty-four women principals in seventy-six schools. She points out that this undoubtedly reflects the history of using members of women's religious orders to staff those schools.<sup>69</sup>

What Hersom found to be the case for one school in Alberta tends to reflect the provincial trend as shown by Nixon. She reports that in 1971, while sixty percent of the Alberta teachers were women only four percent of these women were principals or vice-principals. Of the forty percent men teachers, twenty-three percent were principals or vice-

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<sup>67</sup> Anthony Milanovich, "Gentlemen Before Ladies?" New York State Education, LIV (December, 1966), pp. 18-19.

<sup>68</sup> John Hoyle, "Who Shall Be Principal -- A Man or a Woman?" The National Elementary Principal, XLVIII (January, 1969), p. 24.

<sup>69</sup> Naomi Hersom, "1990 Forecast: Cloudy and Unsettled for Women in Administration," Challenge, X, No. 2 (1971), pp. 12-21.

principals.<sup>70</sup>

Of the total teaching force for Manitoba, the ratio of men to women in administrative positions for 1967-68 gives an indication of the status of women teachers in that province:<sup>71</sup>

<u>Position</u>	<u>Men</u>	<u>Women</u>
Elementary School Principal	342	130
Elementary School Teacher	1,431	4,651
Junior High School Principal	12	1
Junior High School Teacher	405	352
Secondary School Principal	145	16
Secondary School Teacher	1,529	864
Subject Supervisor	35	14
Superintendents	37	0

In Newfoundland, approximately 55 percent of the teachers, as surveyed in this study (1973-74; Chapter 4), are women, but only 28.6 percent of the principals are women. Again, the proportion is weighted in favor of women in religious orders, especially in larger schools and where higher grades are taught.

Who is the school administrator in Newfoundland? If you refer to the superintendent, you ask for a man, definitely. If you ask for a high school principal, it's most likely a man; an elementary principal, more likely a man; a primary school principal, likely a woman, as revealed in the Schools Directory, and reported in detail throughout this study.

#### High School? Where is Ms. Teacher?

Shack refers to the lack of women teachers in the high schools, and its resulting consequences:

<sup>70</sup> Nixon, op. cit., pp. 11-14.

<sup>71</sup> The Royal Commission on the Status of Women (Government Documents, M.U.N. Library Microfilm, reel 5).

We are more likely to get excellence if we have a larger pool of talent to draw from. If two-thirds of high school teachers come from one-third of the total teaching force, obviously we must be passing up some potentially fine people, and the students suffer because of the loss. Secondly, some women with a contribution to make are deprived of the opportunity to make it; their talents are not being used, and that too is a shame.<sup>72</sup>

Shack's main aim in writing The Two-Thirds Minority seems to be to direct attention to the low status of women in Canadian education, especially in leadership roles.

Yee, on the other hand, in discussing the "feminized society" in American schools, uses a quote to illustrate the possibility that elementary schools are emasculating boys:

Boys and schools seem locked in a deadly and ancient conflict that may eventually inflict mortal wounds on both. In vastly disproportionate numbers, boys are the maladjusted, the inattentive, the rebellious. . . . The problem is not just that teachers are too often women. It is that the school is too much a women's world, governed by women's rules and standards.<sup>73</sup>

Yee refers to the need for a balance in the numbers of male and female teachers, as opposed to the idea that teaching does not offer men the stature of a fully legitimate male role in which men teachers become more mobile-minded, thinking mostly of administrative careers.<sup>74</sup>

#### Women on School Boards

School Board membership seems to be mainly a man's sphere. Doing, past president of the Texas Association of School Boards, and

<sup>72</sup>Shack, op. cit., p. 81.

<sup>73</sup>P. O. Sexton, in "Schools Are Emasculating Our Boys," as cited by Yee, op. cit., p. 128.

<sup>74</sup>Yee, op. cit., pp. 128-129.

herself a school board member (in '73), claims that women don't have to be battle-axes to make a mark in education. She then sketches the expressed attitudes of eight other "very important" (U.S.) boardwomen, of which a few are included here:

The textbook image of women should change, and we should change it.

Women have a long way to go to win equal opportunity in school administration.

If women are to compete with men, they must "accept" being recognized on their own merit.

Why should I have trouble with a male superintendent? I hired him.

Politics may be a man's game, but any woman can play it.

Boardwomen interviewed by Doing were unanimous in their assertion that women should not be denied policymaking posts on the basis of sex, neither should they be given such posts 'because' of their sex. Four referred to the lack of women in educational administration as not necessarily the result of a masculine put-down, but more likely a feminine failure to step up.<sup>75</sup>

#### Who is to be School Administrator?

While Hersom ('71) referred to the future forecast as being cloudy and unsettled for women in administration,<sup>76</sup> Taylor ('63) attempted to express a positive view of women in school administration and lists several successful women as examples. They range from district superintendent (five listed) and chief superintendent of schools (Montana) to

<sup>75</sup>Doing, op. cit., pp. 34-40.

<sup>76</sup>Hersom, op. cit., p. 12.

college president/(Barnard College, New York City).<sup>77</sup>

In Canada women have travelled up the hierarchical ranks to include a provincial Minister of Education (B.C.). A British Columbia Task Force makes the following recommendation to their Minister of Education which implies that those recruiting help decide the answer to the question "Who is to be the School Administrator?": "That the Department of Education discuss with the superintendents and school boards present policies and practices of placing women in administrative positions, with a view to ensuring equal opportunity."<sup>78</sup>

#### POSSIBLE BARRIERS TO WOMEN IN ADMINISTRATION

##### Preferences of Employers, Teachers and Students

Studies have explored the attitudes expressed by others toward women in educational administration. Such studies have run the gamut from the students to the school boards. They result in a controversial issue.

Milanovich queried hundreds of students in the U.S., and they showed a preference for male principals. After hearing their reasons, Milanovich concluded that men principals were liked better for their permissive and easy-going manners; that principals with low standards might not be giving enough help and direction to teachers.<sup>79</sup>

<sup>77</sup> Harris Taylor, "Women in Administration," American School and University, XXXVI (December, 1963), pp. 21-23.

<sup>78</sup> Task Force, op. cit., p. 11.

<sup>79</sup> Milanovich, op. cit., p. 18.



Milanovich also makes the claim that:

On too many occasions, school boards and superintendents of schools in New York State have deliberately bypassed well-qualified female candidates and have endorsed young men with obviously limited -- and in some instances doubtful -- qualifications. These employing officials have at times candidly stated their fondness for male principals. . . .<sup>80</sup>

Grieder makes the assumption that administration seems to be a man's field because the membership of boards which appoint superintendents and principals is eighty-five percent male ('64). He then ponders the question of whether administration is an art, a science, or a combination of both, and asks why women cannot master its secrets, whatever it is, as well as men. Grieder concludes his article this way: "In education an important source of administrative personnel is being neglected, and research is needed to find out why, and what can be done."<sup>81</sup>

Hersom refers to a study (Poteet's) of the criteria used for selecting public elementary school principals in the State of Texas in which 269 superintendents responded to a questionnaire which asked, "All qualifications being equal, would you prefer a male or a female principal?" The replies from 262 superintendents (98 percent) indicated they preferred males.<sup>82</sup>

On the contrary, Taylor refers to evidence which seems to support a preference for women and not men when filling elementary school principalships. In fact, he claims, "one could build a positive case here

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<sup>80</sup> Ibid., p. 19.

<sup>81</sup> Calvin Grieder, "Must Education Ignore Women Administrators?" The Nation's Schools, LXXIII (May, 1964), p. 8.

<sup>82</sup> Hersom, op. cit., p. 14.

for preferring women (for elementary principalships).<sup>83</sup> Taylor then refers to the favoritism factor:

Since there is an increasing number of school districts in which there are no junior or senior high school principals who are women, more and more men school teachers will never have the experience of working with a woman administrator, and the atmosphere of disfavor is nurtured. A vicious cycle seems to be in the offing.<sup>84</sup>

Zimmerman refers to Barter's Wisconsin study on sex preferences for administrators. Of the teachers surveyed, women were more favored toward women principals than the men teachers, but men teachers who had had experience with women principals had favorable attitudes toward them.<sup>85</sup>

Warwick's Wisconsin study showed that while male professional personnel evidenced neutral to favorable attitudes toward women in administrative positions, female professional personnel showed favorable attitudes.<sup>86</sup>

In New Jersey, Krause's survey, referred to by Zimmerman, showed that favorable attitudes increased with the number of years of experience.<sup>87</sup>

A study by Grobman and Hines showed that women principals ranked

<sup>83</sup> Taylor, op. cit., p. 22.

<sup>84</sup> Ibid.

<sup>85</sup> Zimmerman, op. cit., pp. 31-34.

<sup>86</sup> Eunice B. Warwick, "Attitudes Toward Women in Administrative Positions as Related to Curricular Implementation and Change" (unpublished Doctoral dissertation, The University of Wisconsin, 1967), p. 110.

<sup>87</sup> Zimmerman, op. cit., p. 34.

significantly ahead of men as democratic leaders; scored higher on effectiveness; acted situationally more often than men; won parents' approval on discipline more than men principals. They conclude:

Employing authorities have been . . . lax in failing to keep to the fore the really important functions of the schools and of the principals. Much employing has been done on the basis of hunch or incorrect surmises about what a principal should do or should be, rather than a thoughtful analysis of what basically they want the school to be.<sup>88</sup>

From research findings, Hoyle concludes that "there is probably no reason to prefer men principals."<sup>89</sup>

#### Do Women Teachers Have Low Job Aspirations?

Since women make up the major portion of the teaching force in North America, why is it that they hold so few administrative positions in contrast to their male counterparts? Are they victims of the natural social order referred to earlier, or would low leadership aspirations be an innate female characteristic? Literature reports vary.

Barbara Sizemore, chief administrator (superintendent) of the 214 school system in Washington, D.C. (1973), claims that sex discrimination is faced by any woman applying for an administrative post, but stresses the point that, "More women have to apply -- we're certainly going to be discriminated against because of our sex; but if we don't apply, they'll think we don't want the job."<sup>90</sup> Ms. Sizemore's appointment was the result of a month-long selection process which included scores

<sup>88</sup>Grobman and Hines, op. cit., p. 16.

<sup>89</sup>Hoyle, loc. cit.

<sup>90</sup>Editorial, Educational Leadership, op. cit., p. 127.

of candidates and culminated in a public all-day interview with each of the finalists (all men except the winner).<sup>91</sup> This fact does not prove the discrimination charge, but it does emphasize the lack of women applicants.

Dale has different feelings on the matter. She picks a story from the files of sociologist Alice Rossi to indicate what she considers to be the "damned if you do and damned if you don't" wise that is typical of the situation of many women in professional fields:

. . . A woman must be competent in her present position, but she must not aspire to a higher one. If it is offered to her, she must show surprise and gratitude. If she shows ambition, the competition and general disdain toward women executives will cost her social acceptance. . . .<sup>92</sup>

Dale then puts her own interpretation to the dilemma:

If they are vital and assertive, they are rejected as 'aggressive bitches out to castrate men.' If they are quiet and unassuming, they are rejected as 'unlikely to amount to much' . . . rejected for promotion because they lack drive and ambition.<sup>93</sup>

Dale claims that the woman educator feels the same urge as a man to create, to achieve, to surpass; the same urge to subscribe to values, to admire roles, and to embrace goals. It is only natural, then, that the woman finds the tight shoe of restricted professional opportunities painful to her mind, her self-esteem, and to her sense of justice! She needs assistance in "loosening" this pinching shoe of discrimination. To "adjust," instead, would be to risk personal damage,<sup>94</sup>

Hersom, in predicting that the end of this century will still be

<sup>91</sup> Ibid.

<sup>92</sup> Dale, op. cit., p. 125.

<sup>93</sup> Ibid.

<sup>94</sup> Dale, op. cit., pp. 124-125.

cloudy and unsettled for women in educational administration, tends to base her pessimistic forecast on observations. "Real change can only come when there are changes in attitudes, not laws -- and these changes must be evident in women toward themselves . . ."<sup>95</sup> She refers to Stokes' "The Shortest Shadow" to point out the fact that Ontario women do not enter the professions for leadership roles. She claims that women in education are influenced by the beliefs and values of a society which make us the kind of men and women we become.<sup>96</sup>

According to Hersom, the situation of women in educational administration runs the gamut from outward discrimination by board officials, as indicated in Poteet's study, to Hersom's appeal-type challenge aimed at men's self confidence in their ability to withstand a deeper, more meaningful rivalry with a stronger, more natural woman.<sup>97</sup>

Nixon feels that role conflict brought on by traditional attitudes and limited motivation resulting from women's perception of school board attitude barriers contribute to women's reluctance to apply for administrative posts.<sup>98</sup>

Nixon does not believe that women teachers are overtly discriminated against; Taylor doesn't come to a conclusion; Dale, Sizemore, Shack, and Hersom indicate that discriminatory attitudes and practices suppress the aspirations of women in general.

Milanovich postulates that with the imbalance in elementary school administration in disfavor of women, "it is apparent that women

<sup>95</sup>Hersom, op. cit., p. 20.

<sup>96</sup>Ibid., p. 13

<sup>97</sup>Ibid., p. 12.

<sup>98</sup>Nixon, op. cit., p. 4.

teachers aspiring to elementary principalships are being discriminated against."<sup>99</sup>

Zimmerman cites Lewis to describe the web that catches and holds the exceptional woman whose aspirations are sufficiently high:

Women who are genuinely interested in their jobs and in advancing in them are handicapped by the low achievement drive among women in general. The exceptionally ambitious female is not easily discernible from the majority, and is thereby likely to be ignored and shunted aside.<sup>100</sup>

Howe claims that since so few of today's educated women emerge as highly motivated, "the crucial issue . . . is aspirations."<sup>101</sup>

Yu found in her study that all professional women, both those in traditionally male and ~~those~~ in traditionally female professions, felt that they would advance further and faster, and be more productive if they were men:

Women in traditionally female professions felt that even in their own sex-typed professions they were discriminated against in promotions to administrative positions, i.e., although they were more qualified and efficient as compared with their male colleagues, the latter often were appointed to administrative positions faster and enjoyed higher salaries.<sup>102</sup>

Shack claims that women teachers rarely have ambitions for promotion. To substantiate this claim, she recalls a personal experience:

<sup>99</sup> Millanovich, op. cit., p. 19.

<sup>100</sup> Lewis, as cited by Zimmerman, op. cit., p. 22.

<sup>101</sup> Howe, op. cit., p. 100.

<sup>102</sup> Miriam Yu, "An Exploratory Study of Women in Traditionally Male Professions and Traditionally Female Professions and the Role of Creativity in their Choices" (unpublished Doctoral dissertation, The University of Michigan, 1972), p. 178.

I am not critical of that attitude; I remember my surprise, amounting to terror, when the first suggestion was made to me that I might be considered for a principalship. I had been teaching for ten years and was well into a graduate program in education, but the thought had never occurred to me that I might apply. . . . I was asked to accept the job.<sup>103</sup>

Shack attempts to compare this generation of young women with hers of a few years earlier and finds very little difference. Its opinion of itself is pretty low and its aspirations not much higher.

A study of the career aspirations of Grade XI students in Newfoundland reveals that female students had higher job aspirations than the Grade XI male students. What would a follow-up study, carried out at some future time, reveal in the lives of those future men and women with respect to job aspirations and job accomplishments? What intervening factors might reverse the positions?<sup>104</sup>

In a study by Inkpen, 1974, there was indication that female teachers in Newfoundland perceived their role in decision-making to be below that which males perceived their level to be. Furthermore, the desired level to which women wished to become involved reached a higher peak than that to which males in the study desired to become involved. This implies that today's women teachers in Newfoundland desire greater decision participation in school affairs.<sup>105</sup>

<sup>103</sup>Shack, op. cit., p. 35.

<sup>104</sup>Llewellyn Parsons, et al., "Factors Related to the Aspirations and Expectations of Newfoundland Grade XI Students (1973-1974)" (St. John's: Memorial University of Newfoundland, 1974).

<sup>105</sup>William Inkpen, "A Comparison of Present and Desired Levels of Participation of Elementary Teachers in Educational Decision-Making" (unpublished Master's thesis, Memorial University of Newfoundland, 1974), Chapter IV.

Professional Preparation

Taylor quotes figures from a 1962 American study on professional preparation. Less than sixteen percent of the women had two college degrees as opposed to forty percent of the men; men held four times as many doctoral degrees in education as women; women were not earning administrative credentials at the same rate. <sup>106</sup>

Shack gives figures for a Canadian survey (1969-70). Only 28 percent of the women teachers in eight provinces accounted for had a university degree of any kind, as compared with 67.4 percent for men; 1.9 percent of the women reporting held a Master's degree as compared with 7.8 percent of the men; of the 61 teachers holding Doctoral degrees, only eight were women. <sup>107</sup>

Shack refers to Manitoba's principal's certificate. In a 1969-70 survey, only 36 of 7,011 women teachers held that certificate. By comparison, 309 of 4,183 men teachers obtained a principal's certificate. <sup>108</sup>

Of the 40 students who had earned a degree in educational administration at Memorial University of Newfoundland by the spring of 1973, six were women. The six include women who were single, married, and of religious orders. <sup>109</sup>

<sup>106</sup> Taylor, op. cit., pp. 23-24.

<sup>107</sup> Shack, op. cit., p. 11.

<sup>108</sup> Ibid.

<sup>109</sup> Earle Pond, "A Study of the Development of the Graduate Programs and an Evaluation of the Relevance of the Master's Program in Educational Administration at Memorial University of Newfoundland as Perceived by Graduates" (unpublished Master's thesis, Memorial University of Newfoundland, August, 1973), pp. 148-151.



Shack also refers to the high school teachers as the elite of the profession. She comments that, "In almost every case where a woman is recorded as being principal of a secondary school she is a nun in a teaching order."<sup>110</sup> She attempts to offer an explanation for this in terms of tradition, from the pioneer days when the first schools were church sponsored.

In an attempt to urge young women to apply themselves early in their career, Shack refers to the woman teacher who is stagnant, and consequently frustrated in the profession:

She may be convinced that the ambitious young man down the hall is not nearly as good a teacher as she and is being unjustly paid many thousands of dollars more than she is simply because he has what she calls "paper qualifications"; but she is too set in her own ways to go out after that expensive piece of paper.<sup>111</sup>

Contrary to the type of woman Shack refers to as being stagnant, the Royal Commission on the Status of Women in Canada gives evidence of women's struggles to close the gap between them and men in professional qualifications. For those who are not full-time university students, and perhaps cannot be, there are correspondence courses, extramural arrangements, and part-time programs. In all of these, women make up the majority of students. As full-time undergraduate students, women are increasing as a percent of the total.<sup>112</sup>

<sup>110</sup> Shack, op. cit., p. 23.

<sup>111</sup> Ibid., p. 41.

<sup>112</sup> The Royal Commission on The Status of Women, op. cit., pp. 169-170.

Family Responsibilities

Family responsibilities have been attributed as a factor inhibiting women's professional advancement. It is generally assumed that the typical female teacher will take time out to give birth, or that she might resign when her husband moves to another work location, or that she will be less effective attempting to cope with the double role of homemaker and career person.

Sarsen gives her view that child-bearing should not necessarily over-domesticate the woman:

The task of child-bearing is the highest attainment one can aspire to. It is a task that the finest and most capable should turn their hand to; however, it is insulting to expect that a woman of high education and culture must do heavy menial chores simply because of a desire to raise a family.<sup>113</sup>

Sarsen then makes allowance for the two-career woman, such that it is possible and acceptable for her to have two "careers" where one is motherhood.

Zimmerman cites information from the National Manpower Council about women who mix roles and thus create their own problems:

If a woman sees two roles in her future, she creates her own problems. In many cases, a position is governed by seniority, and a woman who interrupts a career must return to it in a low-ranking job. She has not been available when the opportunity for promotion appeared and she may not achieve the status that corresponds to her skills.<sup>114</sup>

Nixon refers to demographic factors which influence the working life pattern of married women:

<sup>113</sup> June Sarsen, The Royal Commission on The Status of Women, Reel No. 5, op. cit.

<sup>114</sup> National Manpower Council, as cited by Zimmerman, op. cit., p. 22.

It is usual for married teachers to move in and out of the teaching force. This undoubtedly limits their ability to acquire the range of experience sometimes thought to be necessary for potential administrators.<sup>115</sup>

Taylor's observations coincide, somewhat, with those of Nixon:

Career interruptions also account for the lack of women appointees to educational administrative posts. The teaching careers of women show a long record of leaves and temporary retirements for one reason or another.<sup>116</sup>

Zimmerman attempts to express her view of the feelings of society in general that women's roles inhibit their progress: "The conflict between job demands and home demands makes a woman unwilling to sacrifice the family responsibilities."<sup>117</sup> Zimmerman then refers to a study by Parlato to indicate that blaming the family for low aspirations and accomplishments is a myth. Maternity leave, for example, had been used by only four percent of the women principals used in Parlato's survey.<sup>118</sup>

There is indication that the Newfoundland Teachers' Association has made some conscious effort to protect women against discrimination on the basis of maternity leave:

A teacher may, upon the advice of her physician, request maternity leave to start not earlier than two months prior to the expected date of delivery and the teacher shall be granted maternity leave in accordance with this Article provided she has completed one year of service with any School Board in the province (01).

Upon termination of maternity leave the teacher shall be returned to the position which she held immediately prior to the commencement of her maternity leave (06).<sup>119</sup>

<sup>115</sup> Nixon, op. cit., p. 13.

<sup>116</sup> Taylor, op. cit., p. 23

<sup>117</sup> Zimmerman, op. cit., p. 38

<sup>118</sup> Ibid.

<sup>119</sup> "Agreement Between Her Majesty the Queen in Right of Newfoundland and the Federation of School Boards of Newfoundland and the Newfoundland Teachers' Association" (June, 1973, Article 14, Maternity Leave), pp. 11-12.

Contrary to Zimmerman's conclusions on society's feelings, there seems to be an awakening to the fact that the act of bringing a child into the world is not the sole responsibility of the woman, for which she must be punished. It is merely by design of creation/evolution that the woman gives birth. Society is making adjustments in schedules to accommodate an unavoidable temporary interruption in her teaching career.

#### SUMMARY

Literature for this chapter was collected from the United States of America, from Canada in general, and specifically from the Canadian Province of Newfoundland and Labrador when such could be found that would contribute to the problem being investigated. Most of the research studies and articles based on the findings of studies date from the late sixties to 1974 when this study began. A few earlier writings have been included for historical contrast.

Historically, women have been generally considered the weaker, maybe the less significant sex, with their roles defined relative to the social order which in time became accepted as the natural social order, such that for the female teacher to expect equal status with men in school administration was to seek what was foreign to her state. Newfoundland teachers appear to have accepted this fate without question. Role patterns, established in early childhood, were reinforced in the school community where textbooks, staffing, and teaching itself were sexist oriented.

Currently, in a profession where women numerically dominate, women are still missing persons in school administration. Where a woman does achieve administrative status, she is usually either a primary

school principal or a woman of a religious order. Some protesters have made demands, especially against discrimination in textbooks and against discriminatory practices in education.

Possible barriers to women in educational administration seem to have their roots in history. It still doesn't seem to be expected either by society in general or by women themselves that women become mobile-upward. Women appear to be less prepared academically than males, but in numbers they overbalance in enrolment for part-time programs, evening courses, and correspondence courses in an effort to close the gap. Family responsibilities appear to be excuses rather than real barriers for those who would hire women. Most male superintendents in a particular study preferred male principals, though no study seemed to indicate that men principals were better administrators.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter provides a description of the research methodology used in the study, including descriptions of the techniques used to collect and analyze the data. Sources used in the preliminary survey, construction and purpose of the questionnaires, the relevance and technique of the interview probe, method of statistical analysis applied to the data, and method and purpose of the pilot study are discussed.

### EXAMINATION OF DIRECTORIES

For the purpose of gathering data in the preliminary survey of persons involved in administrative positions in the different denominational systems, an examination was made of the various directories which exist. From these, the composite of the employing school boards by sex of chairmen and board members could also be determined.

From The Newfoundland and Labrador SCHOOLS DIRECTORY, 1974-75, it was possible to tabulate for each denominational system:

- a) the sex of the school board staff for each school district, as identified by name;
- b) each principal by sex, as identified by name;
- c) each principal by grade structure and enrollment of school;
- d) membership in a religious order, as identified by title.

The Education Directory For Newfoundland, issued by the Inte-

grated Education Committee, and the Roman Catholic Education Directory, issued by the Roman Catholic Education Committee, supplied more detailed outlines of board personnel and central office employees within the three largest systems. The Integrated D.E.C.'s directory supplied the names of the chairman and members for each district school board. This directory also supplied the same type of information for the Pentecostal Assemblies Board of Education. The Roman Catholic D.E.C.'s directory supplied the names and titles of the chairman and members for each school board. It also supplied the names and titles of assistant principals.

#### QUESTIONNAIRE SURVEY

The preliminary survey revealed situations which led to the selection of the Integrated School System for an in depth study. Since the Integrated System encompasses such a large geographic area with 21 school boards, 19 district superintendents, approximately four thousand teachers and four hundred principals, the questionnaire method of collecting research data was employed for economy of time and expense. For similar reasons, it was necessary to use representative samples from large groups.

#### Development of Questionnaires

Since no study similar to this could be found which would provide questionnaires which could be used to collect the data required for this study, it was necessary to develop questionnaires to solicit the information required. However, a review was made of Bulcock's "Women Teachers in Newfoundland and Labrador, 1972: A Statistical Description," and Zimmerman's "The Status of Women in Educational Administrative Positions

"Within the Central Offices of Public Schools." From these a few helpful ideas were gathered, but neither contained the five-part questionnaire instrumentation required for this study.

A questionnaire was developed for women principals which would gather data which could be used:

- a) to compare women principals with men principals on factors related to the status of women principals using variables such as personal and professional characteristics, school characteristics, and employment indicators;
- b) to compare women principals with women teachers on factors which might indicate barriers to women teachers becoming principals use was made of such variables as relate to family and professional responsibilities and/or obligations, and to job aspirations as indicated by study effort;
- c) comparatively with data from the four other groups of respondents on factors related to the lack of women in educational administration, as indicated by opinions expressed in an open-ended question on reasons for women teachers not becoming principals, and as expressed in their rank ordering of the five reasons specified on the questionnaire and ranked from 1 to 5 in order of most important to least important.

A questionnaire was developed for men principals which could be used in (a) and (c) categories above. A questionnaire was developed for men teachers which would yield data which could be used in category (c) as well as data which could be compiled comparatively with data from the women teachers' questionnaires. The latter experience was intended to provide the researcher with some insight into the status of women in the



potential pool of administrative talent. This exercise is not pursued statistically in the thesis report. The woman teacher's questionnaire was designed to be used comparatively with the men teachers' as just outlined, and to be used as outlined in (b) and (c) above.

Since school boards would undoubtedly be involved in drawing future administrators from the potential pool of administrative talent, and since school boards have made the present administrative and classroom appointments, the superintendents of school boards were included in the questionnaire study. A questionnaire was developed which would provide data which could be tabulated and analyzed to reveal:

- a) preferences for teachers and principals by sex for the primary, elementary, and high schools;
- b) numbers and proportions of vice-principals by sex;
- c) opinions on reasons for the lack of women in educational administration, as outlined in (c) above;
- d) degree qualifications of present teaching employees by sex who do not reach the status of principal.

The problem of this study has had little or no previous treatment in Newfoundland and Labrador. The researcher was, therefore, limited in the extent to which she could draw from past experiences as supported by statistical reports. For this reason, mainly, any or all of the questionnaires might contain questions of the data-gathering type but for which the data are not tabulated in this report. The private exercise served to enrich the researcher's level of competence and her knowledge of the problem being researched.

To examine for content and wording of items, the questionnaires to be used with five different groups of participants in the study went

through several stages of development and refinement. They were first presented to the advisor of the thesis proposal and then revised. They were tested on a group of full-time graduate students (1973-74) who had formerly filled positions similar to positions filled by those in the study. They were then presented before a panel made up of the thesis committee and graduate students and professors from the Department of Educational Administration at Memorial University of Newfoundland. They were further revised as acceptable for testing in a pilot study conducted outside the confines of Memorial University of Newfoundland.

#### The Pilot Study

A pilot study was conducted with non-participating groups selected from the Roman Catholic and the Pentecostal Assemblies denominational education systems. Included were two principals, four teachers, and a district superintendent. The researcher visited the superintendent's home and interviewed him after his questionnaire was filled in. The questionnaires for principals and teachers were left at their respective schools and collected at a later date, at which time some discussion ensued.

No changes were made in the wording of the questions as a result of the pilot study. It was discovered, however, that some unintended omissions had occurred during a re-typing process. Correction of omissions and discussions with consenting pilotes were beneficial outcomes of the pilot study.

#### Selection of Samples

The Integrated Educational System is the largest school system in Newfoundland and Labrador. The situation, as revealed in the prelim-

inary survey was such that close to half of the 3,991 teachers were women but only 44 of the approximately 400 principals were women who administered schools of more than one classroom. By contrast, the Roman Catholic schools were dominated by women teachers to about two-thirds the number of their teaching force. Coinciding closely with this, approximately 60 percent of the principals were women, and most of the Roman Catholic schools are above the one-room size. A situation similar to that for the integrated schools was true for all non-Catholic schools, but since the integrated system is larger, the problem is studied only in that system.

When the initial survey revealed that the number of women administrators to be studied totalled no more than 44 principals, this total population was included to be compared on relevant characteristics with those of a random sample of men principals from the same system. Also, it was discovered that there were no women principals in the high schools of the districts in this study, and only one woman principal administered a junior high school. Therefore, the sample of men principals was selected from schools of strictly junior high school grades or below. Samples were used for men teachers and women teachers which were representative of the total teaching force of the system to be studied. The total population of 19 superintendents was included as well as two school board chairmen who were acting as superintendents for their boards where no superintendents were employed.

Where sampling was necessary, it was done by reference to a table of random numbers. This method of selection was used for all teachers as listed by number on the teacher payroll at the Department of Education. Teachers' names selected by this method were checked against the lists

of principals as compiled from The Schools Directory. For men principals, the researcher assigned numbers to the existing list and used the same method of random sampling with reference to a table of random numbers.

#### Administration of Questionnaires

The questionnaires were to be administered to five different groups of respondents in the Integrated System. Phone calls were made and letters forwarded with the expressed intent of establishing a working relationship. Among those contacted by letter were the Assistant-Deputy Minister of Education, the Executive Secretary of the Integrated Education Committee, the twenty-one School Board Chairmen and the nineteen district Superintendents. Copies of the letters used can be found in Appendix A. No negative attitudes toward the study were detected. On the contrary, some enthusiasm was expressed, and requests were received for copies of the results of the findings.

Questionnaires were mailed on May 15, 1974 to a total of 285 study subjects as outlined. The numbers of responses were favorable early in the interim period before processing of the data occurred, but it was necessary to repeat the mailing exercise to those whose responses had not been received by May 31. The numbers and proportions of questionnaires sent and received up to the date set by the researcher for tabling and analysis can be found in Table 1.

Respondents from whom important data were required were contacted a third time. The pressure of work at the close of the school year could have accounted for this.

TABLE 1

TOTAL NUMBER OF QUESTIONNAIRES SENT, RETURNED, AND ANALYZED FOR INCLUSION IN THIS STUDY

Questionnaires	Superintendents	Principals		Teachers		Total
		Women	Men	Women	Men	
Sent	21*	44	60	80	80	285
Received	19	38	54	54	58	223
Percent Received	90	86	90	68	73	86

\*Two of the 21 school boards had no superintendent. To those boards, a superintendent's questionnaire was sent to the board chairman with explanation; one responded. One superintendent did not respond.

#### INTERVIEWS

In an effort to further enrich the quality of reporting and to gain deeper insights into the problem under study, a limited number of the responding women principals were interviewed. The questionnaires for women principals allowed space for respondents to indicate their willingness to be interviewed. Responses were highly favorable and the questionnaires were used as the basis for selection.

Interviewees were deliberately selected for variations in characteristics such as age, marital status, school size, and professional qualifications. There was representation from primary and elementary schools and from the one junior high school where a woman was principal. Training varied from one year to degree status. Those five women principals were from Labrador, the Burin Peninsula, Central Newfoundland, and the Avalon Peninsula.

The interviews were semi-structured, following closely the

Outline of a model by Kahn and Cannell as illustrated by a reproduction in Figure 1. While lead questions were similar for each interview, a discussion allowed for the respondent's individual approach to answering. The interviewer attempted to keep the line of questioning on the specific objectives which would help answer the broader question.

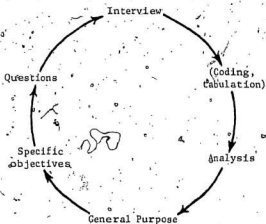


Figure 1: The context of the interview. 120

#### The General Purpose

The general purpose of the interviews was to make a deeper probe into the problem of this study, the status of women in educational administration. More specifically, it was to help define the answer to the question, "Why are there so few women in administration in the Integrated School System?"

120 Robert L. Kahn and Charles F. Cannell, The Dynamics of Interviewing (New York: John Wiley and Sons, Inc., 1967), p. 103.

### Specific Objectives

Specific objectives, drawn up in advance, attempted to define the precise kinds of information needed to meet the purpose for which the interviews were held. Included were the following:

1. To better understand the circumstances surrounding the appointment of particular women to the status of principal.
2. To probe for signs of uniqueness in personality traits or in work habits which could have contributed to each woman's appointment and tenure as principal.
3. To gather further information, based on experience, from selected respondents which indicate their feelings and attitudes on what the barriers are for women acquiring administrative positions.

### Questions

An interview did not follow a rigid line of questioning, but the questions included here serve to illustrate the general trend:

1. Either: What prompted you to apply for this principalship?  
Or: In your opinion, what circumstances contributed to your being offered the principalship?
2. What types of activities go to make up your school year? What specific and relevant school/community projects have you been involved in?
3. Either: How have you attempted to improve your professional qualifications?  
Or: Why have you not improved your certificate grade status?
4. Why are there so few of you? Give your opinion.

No questions were asked which had been answered previously on the questionnaire and which were obvious. Notes were made during the interviews, and the results are included in Chapter 7 of this report.

#### TREATMENT OF THE DATA

Data from the questionnaires were tabulated as frequencies and percents. Means and medians were calculated when needed in the analysis if testing for a desired outcome. Tests were applied to substantiate conclusions about relationships between variables.

Where possible, contingency tables were drawn up for the tabulations and chi square values were calculated. In instances where small cell frequencies and 1 degree of freedom dictated the need, Yates' correction for continuity was used. To test the significance of the difference between two medians when comparing characteristics for groups, the median test was applied (e.g., women principals and men principals on age). The Kruskal-Wallis rank test was applied to the means of ranks assigned by the five groups (223 respondents) to the 5 reasons for the lack of women principals to determine whether or not statistically significant relationships existed between the rankings by these groups.

A calculated value which showed a probability level of .05 was considered statistically significant for making conclusions in this study.

#### SUMMARY

Available directories provided information for making a preliminary survey of the situation for women in educational administration in the different denominational systems of Newfoundland and Labrador.



Tabulations of frequencies by sex revealed a low status profile for women in the Integrated System, thus determining the selection of this system for a more in depth study through the questionnaire and interview methods. Permission to conduct this study was sought from school boards, the Integrated D.E.C., and the Department of Education.

The five different questionnaires used in this study went through several stages of development before being used in a pilot study with consenting subjects from non-participating denominational systems with schools in St. John's. A total of 285 questionnaires were mailed on May 15, 1974 to superintendents, men principals, women principals, men teachers and women teachers. Seventy-eight percent of the intended participants had returned their questionnaires by the second week of June, 1974, when tabulations and analysis began.

The women principals' questionnaires yielded data which could be compared with data from all four other questionnaires. Statistical tests were applied to test for significance of relationship between variables. For this purpose, the chi square test and the median test were most frequently applied, though the Kruskal-Wallis rank test was applied in one instance where data from the 223 responding participants were tabulated. The latter was an exercise in rank ordering of five given reasons to answer the question, "Why are there so few women principals?"

## CHAPTER 4

### AN OVERVIEW OF ADMINISTRATIVE PERSONNEL IN THE DENOMINATIONAL SCHOOLS OF NEWFOUNDLAND AND LABRADOR

This chapter is designed to catalog and organize statistical data gathered in a preliminary survey of persons involved in the process of leadership in, and hiring administrators for, the denominational schools of Newfoundland and Labrador. These profiles of administrative personnel are drawn up against a background of proportions of teachers per system.

#### REPRESENTATION OF TEACHERS IN THE PROVINCE

An examination of the Schools Directory, 1973-74, acquaints one with a breakdown, by numbers, of teachers employed by the denominational systems. These are reported in divisions as The Integrated Districts, The Roman Catholic Educational Districts, The Pentecostal Assemblies Board of Education, Seventh Day Adventist Educational District, and Community School. In response to a request, the Supervisor of Information, Statistics and Publications at the Department of Education forwarded a list of teachers by sex for the different districts for May, 1974. The numbers thus obtained were totalled for each denominational system as reported in Table 2.

Slight variations in numbers were found between the figures provided for the specific month and those given in the directory for the

year. For example, the 3,991 teachers employed by the Integrated District School Boards for May, shows an increase of 23 over the calculations for the figures in the directory. Table 2 could not have been completed by the directory information alone as the numbers of teachers by sex were not given. The directory was used as the source reference for other statistical tabling in this chapter.

TABLE 2  
DISTRIBUTION OF TEACHERS IN DENOMINATIONAL  
SYSTEMS BY SEX

Denominational System	Teachers				Total
	Women		Men		
	N	%	N	%	
Integrated	1,851	46.4	2,140	53.6	3,991
Roman Catholic	1,875	66.7	937	33.3	2,812
Pentecostal	126	46.0	148	54.0	274
Seventh Day Adventist	12	46.2	14	53.8	26
Community School	1	50.0	1	50.0	2
Total	3,865	54.4	3,240	45.6	7,105

Source: Supervisor of Information, Statistics and Publications; Department of Education, Government of Newfoundland and Labrador, May, 1974.

Of the 7,105 teachers employed by the denominational systems, 54.4 percent (3,865) were women. The percentages varied with the different denominations. For example, 46.4 percent (1,851) of the 3,991 teachers employed by the Integrated Boards were women, and 46 percent (126) of the teachers with the Pentecostal Board were women. Thirteen of the other 28 teachers were women.

## CENTRAL OFFICE PERSONNEL

The distinction of central office personnel by sex and by denominational systems is presented in Table 3 for the three leading systems. This table shows that of the 32 superintendents and 34 business managers, women were not represented in the first post, and only two of the business managers were women. Of the 195 total central office employees, 18 (9.2 percent) were women.

The Integrated System had 86 central office employees, of which 5 (5.5 percent) were women. The Roman Catholic System had a total of 51 central office employees, of which 13 (20.3 percent) were women. The seven employed by the Pentecostal Board were men, as was the one employed by the Seventh Day Adventist Board.

The Integrated System employs more than half of the teaching force in the province and represents four religious denominations. Two of the 21 districts are more isolated and the two or three schools which they serve are managed without a district superintendent. The trend set by the Integrated System with respect to representation of women in the central offices is fairly consistent with the other non-Catholic boards.

## SCHOOL PRINCIPALS

Table 4 shows a breakdown of numbers of principals by sex as employed by each denominational system. These include teachers in one-room sole-charge schools. Of the 454 recorded for the Integrated System, 70 (15.5 percent) were women; 141 (59.5 percent) of the 237 recorded for the Roman Catholic System were women; and three (5.8 percent) of the 52 principals in the Pentecostal schools were women. The other six schools were administered by male principals.

TABLE 3  
 DISTRIBUTION OF CENTRAL OFFICE PERSONNEL IN EACH  
 DENOMINATIONAL SYSTEM BY SEX

Denominational System	Superintendents		Business Managers		Supervisors		Total			
	M	F	M	F	M	F	M	F		
Integrated	19*	0	20	1	47	4	86	94.5	5	5.5
Roman Catholic	12	0	11	1	28	12	51	79.7	13	20.3
Pentecostal	1	0	1	0	4	0	6	-	0	-
Total	32	0	32	2	79	16	143	90.9	18	9.2

\*Two boards did not employ a superintendent.

Source: The Newfoundland and Labrador Schools Directory, 1973-74.

TABLE 4  
 DISTRIBUTION OF PRINCIPALS IN EACH DENOMINATIONAL  
 SYSTEM BY SEX

Denominational System	Principals					Total
	Women		Men			
	N	%	N	%		
Integrated	70	15.5	384	84.6	454	
Roman Catholic	141	59.5	96	40.5	237	
Pentecostal	3	5.8	49	94.2	52	
Others	0	-	6	100.0	6	
<b>Total</b>	<b>214</b>	<b>28.6</b>	<b>535</b>	<b>71.4</b>	<b>749</b>	

Source: The SCHOOLS DIRECTORY, 1973-74.

Tables 5 and 6 show a breakdown of principals by sex and by the size of the schools they administered for the Integrated and the Roman Catholic systems. The Integrated System had the greatest number of one-room schools, a total of 47 of which 26 were administered by women teachers, and those 26 women are not included as principals in the following chapters of this report. This left only 44 women who were principals in what would appear to be truly competitive positions where each principal had at least one other teacher in her school.

School size is referred to here by the number of teachers which frequently coincides with the number of classrooms, which is typical of the small schools. A school with one teacher has no principal other than that teacher. Only six of the 44 women principals in the Integrated System administered schools where the teaching staff was in excess of ten.

TABLE 5

PRINCIPALS IN THE INTEGRATED SYSTEM BY SEX  
AND BY SCHOOL SIZE

Number of Teachers	Principals				Total
	Women		Men		
	N	%	N	%	
21 (or more)	2	.5	34	7.5	36
16 - 21	2	.5	34	7.5	36
11 - 15	2	.5	67	14.8	69
6 - 10	16	3.5	103	22.6	119
2 - 5	22	4.8	125	27.5	147
One	26	5.7	21	4.6	47
Total	70	15.5	384	84.5	454

Source: The SCHOOLS DIRECTORY, 1973-74.

TABLE 6

PRINCIPALS IN THE ROMAN CATHOLIC SYSTEM BY SEX  
AND BY SCHOOL SIZE

Number of Teachers	Principals				Total
	Women		Men		
	N	%	N	%	
21 (or more)	12	5.1	19	8.0	237
16 - 21	22	9.3	11	4.7	33
11 - 15	27	11.4	20	8.4	47
6 - 10	43	18.1	28	11.8	71
2 - 5	32	13.5	15	6.3	47
One	5	2.1	3	1.3	8
Total	141	59.5	96	40.5	237

Source: The SCHOOLS DIRECTORY, 1973-74.

The Roman Catholic System, on the other hand, had only five one-room schools administered by women. That left 136 of the 141 women principals in charge of schools with more than one room. Sixty-one of those women were principals of schools where the teaching staff was in excess of ten.

The three women principals with the Pentecostal Board were in schools where the teaching staff numbered two, three, and five.

Traditionally, women of religious orders have been noted for their contribution, in numbers, to the teaching profession. Since the Roman Catholic System is weighted in favor of women, both as teachers and as principals, and in contrast to the non-Catholic systems, the religious factor was considered an important point to pursue in this survey.

Table 7 shows a breakdown in proportions of principals in the Roman Catholic schools by sex. In addition, it gives a picture of the situation for women with respect to the religious factor, indicating the numbers and percentages of women principals who were not members of a religious order.

TABLE 7

DISTRIBUTION OF PRINCIPALS IN THE ROMAN CATHOLIC SYSTEM BY SEX AND BY MEMBERSHIP IN A RELIGIOUS ORDER

Status	Principals				Total
	Women		Men		
	N	%	N	%	
Lay	53	22.4	86	36.3	139
Religious	88	37.1	10	4.2	98
Total	141	59.5	96	40.5	237

Source: The SCHOOLS DIRECTORY, 1973-74.



Women in religious orders made up 88 (37.1 percent) of the total number of 237 principals referred to in Table 7. Fifty-three women (22.4 percent) were lay women, and five of those were in one-room schools. There are still 48 lay women who were principals of schools with more than one teacher in a system where they compete with both males and women in religious orders.

While researchers and writers have been noted to refer to the high school personnel as the elite of the profession, where women are concerned they are generally considered in terms of primary and elementary schools. This factor of school by grades taught, therefore, is pursued in this survey as another measure of the status of women principals. This is included in Table 8 and Table 9.

TABLE 8  
WOMEN PRINCIPALS IN ELEMENTARY SCHOOLS BY SYSTEM,  
BY MEMBERSHIP IN A RELIGIOUS ORDER AND  
BY SCHOOL SIZE

School Size (Number of Teachers)	Grades Taught	Integrated	Roman Catholic		Total
			Lay	Religious Order	
21 (or more)	K - VIII	2	1	9	12
16 - 20	K - IX	-	1	-	21
	K - VIII	2	6	12	
11 - 15	K - XI	-	-	1	15
	K - VIII	2	6	6	
6 - 10	K - XI	-	1	-	47
	K - VIII	15	7	24	
1 - 5	I - IX	-	1	-	83
	K - VIII	48	29	5	
Total		69	52	57	178

Source: The SCHOOLS DIRECTORY, 1973-74.

A combination of the various measures of the status of women principals in the Integrated and Roman Catholic systems is shown in Table 8 and Table 9. In most instances, schools listed by grades taught have been combined such that the K-VIII category might include a primary school with grades up to three only. None of those schools listed in Table 8, however, reach the Grade X level, and any school included in this table has grades below Grade VII. Similarly, in Table 9 no school has a grade below Grade VII.

TABLE 9  
WOMEN PRINCIPALS IN HIGH SCHOOLS BY SYSTEM,  
BY MEMBERSHIP IN A RELIGIOUS ORDER  
AND BY SCHOOL SIZE

School Size (Number of Teachers)	Grades Taught	Integrated	Roman Catholic		Total
			Lay	Religious Order	
21 (or more)	VII - XI	-	-	2	2
16 - 20	VII - XI	-	-	4	4
11 - 15	IX - XI	-	-	2	14
	VII - XI	-	-	9	
6 - 10	VII - IX	-	-	3	12
	VII - XI	-	-	11	
1 - 5	VII - IX	1	-	1	1
	IX - XI	-	1	-	
Total		1	1	31	33

Source: The SCHOOLS DIRECTORY, 1973-74.

Only two lay women were principals of schools above the elementary grade level and those administered schools at or below the requirements for ten teachers. Thirty-one women in religious orders were principals of schools where the grades were above the elementary school level. By

inspecting both grades taught and school size, one can conclude that a large proportion of the women principals who were not members of a religious order had smaller schools where lower grades were taught. For example, 63 of the women principals in the Integrated System were in elementary/primary schools with a staff of ten or below. This was the situation for 38 lay women and 29 women in religious orders for the Roman Catholic System. Only one woman in the Integrated System was principal of a school which was above the elementary school level. Hers was a junior high school with grades seven to nine.

#### OTHERS

All school-board chairmen in the denominational school systems for the school year 1973-74 were males. Of the 237 members on the Integrated school boards in January, seven were women.<sup>121</sup> Similarly, of the 117 school-board members on Roman Catholic school boards in November, 1973, four were women.<sup>122</sup> All eleven board-members on the Pentecostal Assemblies Board of Education were males.<sup>123</sup>

For the two larger systems, an investigation was done to determine the number of women who were vice-principals. A total of 110 was found. Ninety-three of these were with the Roman Catholic System, and all but

<sup>121</sup> Education Directory for Newfoundland, Integrated Education Committee, St. John's, January, 1974.

<sup>122</sup> Roman Catholic Education Directory for Newfoundland, Roman Catholic Education Committee, St. John's, November, 1973.

<sup>123</sup> Education Directory, op. cit.

eleven of those were lay women. 124

#### SUMMARY

In Newfoundland and Labrador for the school year 1973-74, women made up 54.4 percent of the 7,105 teachers. The proportions varied with the denominational systems. Where 46.4 percent (1,851) of the 3,991 teachers in the Integrated System were women, 66.7 percent (1,875) of the 2,812 teachers in the Roman Catholic System were women. Of the 195 central office personnel employed by the school boards, 9.2 percent were women.

Proportions of principals by sex, school size and grades taught also varied with the systems. Whereas 15.5 percent (70) of the 454 principals in the Integrated System were women, 59.5 percent (141) of the 237 principals in the Roman Catholic System were women. Only three of the 58 principals with other schools were women. This survey, therefore, focuses mainly on the two larger systems.

Only 44 women principals with the Integrated System were in schools of more than one classroom and only six had schools with eleven or more teachers. In the Roman Catholic System, 136 of the 141 women principals were in schools of more than one room and 61 of those were in schools with eleven or more teachers. The religious factor showed that although women in religious orders predominate in numbers of women principals in the Roman Catholic System, their lay women appeared to rank ahead of those in the Integrated System in those descriptions used.

All but two of the women who were not members of a religious order were in schools below the high school level, and those two were in schools with ten teachers or fewer. Thirty-one women in religious orders were principals of high schools and twenty-one of those schools had eleven or more teachers.

The Integrated System with the largest number of teachers and principals reveals a low profile for women in educational administration by contrast to the numbers of women teachers in that system and in contrast to the Roman Catholic System. The following chapters, therefore, report the findings of an in depth study of the status of women in educational administration in the Integrated System.

## CHAPTER 5

### COMPARISON OF WOMEN PRINCIPALS AND MEN PRINCIPALS IN THE INTEGRATED SCHOOL SYSTEM

The purpose of this chapter is to compare women principals with a sample of men principals in the Integrated School System of Newfoundland and Labrador for the school year 1973-74. Comparison is made on a number of selected variables which relate to personal characteristics, professional characteristics, school characteristics, and on factors relating to the administrative appointment. Age and marital status are compared. Variables used to compare professional characteristics include professional certification; years of teaching experience; degree status; whether professional training program had included primary, elementary or high school methods; whether teaching experience had been in primary, elementary, or high school; hours worked per week; study effort; and employment preferences. School size, sex of teaching staff, and the type of school by grades taught are compared. Factors relating to the administrative appointment include age of principal at first administrative appointment, years of teaching experience before first administrative appointment, whether recruited from within the district or from outside, sex of predecessor, and the sex of the vice-principal.

#### PERSONAL CHARACTERISTICS OF WOMEN PRINCIPALS AND MEN PRINCIPALS

The selected participants reported in this chapter include women

principals and men principals, both single and married, and they span the age range from 16 to 65.

Sex and Age

As indicated in Table 10, women principals were fairly evenly distributed over the age range 16 - 65, but men principals tended to cluster in the age range 21 - 35. The median age for women principals was 38.5 years and for men principals the median age was 31.0 years.

TABLE 10

WOMEN PRINCIPALS AND MEN PRINCIPALS BY AGE

Age in Years	Principals	
	Women	Men
61 - 65	0	1
56 - 60	2	2
51 - 55	5	2
46 - 50	5	3
41 - 45	5	3
36 - 40	5	7
31 - 35	2	10
26 - 30	7	15
21 - 25	5	11
16 - 20	2	0
Total	38	54
Median Age	38.5	31.0

Median Test: Chi Square = 2.869;  $p > .05$ .

To test whether there was a statistically significant relationship between age and sex, a median test for independence of variables was applied. A chi square value of 2.869 was calculated which has a proba-

bility greater than the .05 level. Adopting a significance level of .05, the evidence indicates that age was not significantly related to sex.

#### Sex and Marital Status

A higher proportion of men principals were married than women principals. This is indicated in Table 11 where 87 percent (numerically 47) of the 54 men were married and 74 percent (28) of the women were married.

TABLE 11  
WOMEN PRINCIPALS AND MEN PRINCIPALS BY MARITAL STATUS

Marital Status	Principals				
	Women		Men		
	N	%	N	%	
Married	28	73.7	47	87.0	
Single	10	26.3	7	13.0	
Total	38	100.0	54	100.0	

Chi Square = 2.775;  $p > .05$ .

A chi square test for independence of variables resulted in a chi square value of 2.775 which does not reach the .05 level of significance. On the basis of this, one can conclude that sex and marital status are not significantly related variables when comparing men and women principals.

#### PROFESSIONAL CHARACTERISTICS

One aspect of the problem in this study was to determine differences, if any existed, between women principals and men principals in



their professional qualifications. The research results are presented here in a comparison of the two groups on certification, years of experience in the teaching profession, professional degree status, hours spent in school activities per week, and; to some extent, job aspirations.

#### Sex and Grade Certification

Table 12 shows the certificate levels of the women principals and the men principals included in this study. Grades were obtained according to the regulations governing the granting of certificates to teachers by the Department of Education, Newfoundland and Labrador. Responses to this item on three of the questionnaires were not intelligible for specific grade classification and are not included in the analysis.

TABLE 12  
WOMEN PRINCIPALS AND MEN PRINCIPALS BY  
PROFESSIONAL CERTIFICATION

Certificate Grade	Principals				
	Women		Men		
	N	%	N	%	
VII	1	2.6	5	9.8	
VI	1	2.6	7	13.7	
V	4	10.5	8	15.7	
IV	8	21.1	16	31.4	
III	7	18.4	10	19.6	
II	9	23.7	5	9.8	
I	8	21.1	0	0.0	
Total	38	100.0	51	100.0	
Median Grade		2.8		4.2	
Responses not used				3	

Median Test: Chi Square = 10.073; .01 > p > .001.

The median grade for women principals was 2.8 and for men principals the median grade was 4.2. Table 12 indicates that more women principals clustered below the Grade IV Certificate classification (degree equivalence) than did the men principals in the sample.

The median test for independence of variables was applied and the chi-square value thus calculated was 10.073 which reaches a probability between .001 and .01. This is evidence for concluding that there is a statistically significant relationship between sex of the principals and certificate grade, taking the level of significance as .05.

#### Sex and Teaching Experience

The number of years of teaching experience for the principals are given in Table 13. The median number of years for the women was 15.5 and for the men the median was 9.2 years.

By applying the chi square test for independence of variables, a value of 3.494 was found. This does not reach the .05 level of significance set for acceptance in this study.

#### Sex and University Degree(s)

Thirty-one and six-tenths percent of the female respondents reported that they had at least one degree from a recognized university, and 50 percent of the males reported that they had at least one degree (Table 14). Eight percent of those women principals with degree status reported that they had more than one university degree; 32 percent of the men principals had more than one degree. One woman and three men had done Graduate work in Educational Administration.

TABLE 13

WOMEN PRINCIPALS AND MEN PRINCIPALS BY  
YEARS TEACHING

Teaching Experience in years	Principals	
	Women	Men
More than 20	14	16
16 - 20	5	9
11 - 15	7	4
6 - 10	3	15
5	2	3
4	2	5
3	1	4
2	4	3
1	0	1
Total	38	54
Median Teaching Years	15.5	9.2

Median Test: Chi Square = 3.494;  $p > .05$ .

TABLE 14

WOMEN PRINCIPALS AND MEN PRINCIPALS BY  
DEGREE STATUS

Degree Status	Principals			
	Women		Men	
	N	%	N	%
No Degree	26	68.4	27	50.0
At Least One Degree	12	31.6	27	50.0
Total	38	100.0	54	100.0

Chi Square = 3.099;  $p > .05$ .

Information in Table 14 might appear contradictory to information in Table 12 since Certificate Grade IV and one university degree are each equivalent to four years of completed work at a recognized university. For a time, grading regulations were such that one could obtain a Certificate Grade IV without having fulfilled the exact course requirements for the B.A. (Ed.) Degree. Therefore, a number of teachers had Grade IV but did not have a degree. The reverse could also be true. For example, a B.A. Degree did not qualify one for a Grade IV Certificate without its including teacher education methods courses.

Though more men than women reported having at least one degree, the chi square calculations did not reach significance at the .05 level. It is concluded, therefore, that there is no statistically significant relationship between sex and university degrees held.

#### Sex and Preparation by Methods Program

Both the Teacher Grading Regulations for Newfoundland and Labrador, and the professional degree for teachers [B.A. (Ed.); B.Ed.] at Memorial University of Newfoundland and Labrador are based on categories of training which correspond to the three predominant categories of grades taught in the schools: primary, elementary, and high school. Most teachers, therefore, follow one of the three programs when preparing for certification.

Table 15 shows what proportions of each sex had trained in each of the three professional degree programs. While 48.1 percent (25) of the men principals did high school methods courses, 50 percent (26) did elementary methods, and 1.9 percent (one man) did primary methods courses in preparation for teaching. The women principals prepared predominantly

for teaching children in lower grades. While 54.1 percent (20) prepared for primary school teaching and 35.1 percent (13) for elementary school teaching, only 10.8 percent (four women) trained for high school teaching.

TABLE 15  
WOMEN PRINCIPALS AND MEN PRINCIPALS BY  
METHODS COURSES

University Methods Courses	Principals			
	Women		Men	
	N	%	N	%
Primary	20	54.1	1	1.9
Elementary	13	35.1	26	50.0
High School	4	10.8	25	48.1
Total	37	100.0	52	100.0
Not Used	1			

Chi Square = 35.215;  $p < .001$  (2 df.).

A number of the principals in Newfoundland and Labrador did their university work and teacher training at an earlier time, historically, when the programs were not as clearly defined; a number trained at normal school in another province at some earlier time. For these and similar reasons, one woman principal and two men principals were not able to respond accurately to this question and were not included in the proportions recorded in Table 15.

The chi square test for independence of variables resulted in a value of 35.215 (2 df.). This is highly significant statistically at better than the probability level of .001 indicating that sex and teaching methods courses are related.

Sex and Teaching Experience by Grade Levels Taught

Table 16 describes how the principals in this study were placed in primary, elementary, and high schools for most of their teaching experience. While 52.6 percent (20) of the women principals had done primary school teaching and 34.3 percent (13) had done elementary school teaching, only 13.2 percent (5) had taught mainly in high schools. None of the men principals had taught mainly in primary schools, 70.4 percent (38) had taught mainly in elementary, and 29.6 percent (16) had done most of their teaching in high schools.

Table 16

WOMEN PRINCIPALS' AND MEN PRINCIPALS' TEACHING  
EXPERIENCE BY GRADE LEVELS TAUGHT

Type of School Where Most Teaching Done	Principals			
	Women		Men	
	N	%	N	%
Primary	20	52.6	0	-
Elementary	13	34.2	38	70.4
High School	5	13.2	16	29.6
Total	38	100.0	54	100.0

Chi Square = 8.016;  $.01 > p > .001$ .

Statistically speaking, these are significant findings. The chi square value of 8.016 has a probability of between .001 and .01, indicating that the variables are significantly related. The grade level of the school where the principals taught was related to the sex of the principal.

The proportions of women principals training and teaching in the

various categories are similar. Men principals, on the other hand, show a greater degree of discrepancy in proportions as identified by comparing cells in Table 15 with similar cells in Table 16. The coding does not lend itself to drawing further conclusions based on statistical testing to indicate that women are more suitably trained for the grades they teach.

Sex and Employment Hours

Table 17 shows how the principals reported their professional work week in hours. Because of the nature of reporting, this information was not intelligible for useful inclusion in this table for three women and five men. For those included in the statistical calculations, the median number of hours for women working was 41.6 per week, and for men it was 44.3 hours.

TABLE 17  
WOMEN PRINCIPALS AND MEN PRINCIPALS BY HOURS  
WORKED PER WEEK

Hours Worked Per Week	Principals	
	Women	Men
50 or more	6	15
45 - 49	4	9
40 - 44	13	12
35 - 39	8	10
30 - 34	3	3
Less than 30	1	0
Total	35	49
Median No. HOURS	41.6	44.3
Responses Not Used	3	5

Median Test: Chi Square = 1.489;  $p > .05$ .

A median test for independence of variables was applied to calculate a chi square value of 1.489 which has a probability greater than the .05 level. Adopting a significance level of .05, the evidence indicates that time in hours worked per week is not significantly related to sex.

Sex and Intent for Further Study

Principals were asked if they had present plans for doing further study in the near future. Twenty-seven women (71.1 percent) and 39 men (72.2 percent) indicated their intent to study (Table 18). Of the eleven women principals who did not plan to upgrade through further study, four reported that their present administrative position was time demanding, one had Grade VII already, and two planned to retire within the near future. One of the 15 men principals who did not plan further study would retire because of age, and seven had the equivalent of Grade VI.

TABLE 18  
WOMEN PRINCIPALS AND MEN PRINCIPALS BY  
PLANS FOR FURTHER STUDY

Plans for Further Study	Principals			
	Women		Men	
	N	%	N	%
Yes	27	71.1	39	72.2
No	11	28.9	15	27.8
Total	38	100.0	54	100.0

Chi Square = .006; p .05.

The low chi square value of .006 indicates that there is no statistically significant relationship between sex and plans for profes-



sional improvement through further study effort.

#### Sex and Employment Preferences

Women principals and men principals reported in similar proportions, 76.3 percent (29) and 75.0 percent (39) respectively, that they preferred to continue in their present positions. While 7.9 percent (3) of the women and 7.7 percent (4) of the men preferred to be promoted, 15.8 percent (6) and 17.3 percent (9), respectively, reported that they had other preferences. Men principals with preferences other than specified, referred to other forms of employment. One woman preferred to interrupt her career to begin a family. Frequencies and percentages are given in Table 19.

TABLE 19.

#### WOMEN PRINCIPALS' AND MEN PRINCIPALS' EMPLOYMENT PREFERENCES

Employment Preferences	Principals					
	Women		Men			
	N	%	N	%		
To be Promoted	3	7.9	4	7.7		
To Continue in Present Position	29	76.3	39	75.0		
Other	6	15.8	9	17.3		
Total	38	100.0	52	100.0		
Responses Not Used	0		2			

Chi Square = .036;  $p > .05$  (Z df.).

For two degrees of freedom, a chi square value of .036 is not significant at the .05 level. Though the frequencies in some cells are

small, Ferguson<sup>125</sup> states that with two degrees of freedom this permits the estimation of roughly approximate probabilities. The data provide fairly conclusive evidence that the responses to this item do not differentiate between the sexes on the basis of employment preferences for the near future.

#### CHARACTERISTICS OF SCHOOLS ADMINISTERED BY WOMEN PRINCIPALS AND MEN PRINCIPALS

Principals in this study were questioned on the characteristics of the schools they administered. The investigation included the size of the school as determined by the number of teachers under the principal's administration, the number of teachers by sex, and the grades taught in the school.

#### Sex of Principal and School Size

Table 20 indicates that there was some discrepancy between the sex of the principal and the size of the school administered. The median size school, as determined by the number of teachers on the staff, was 4.5 for women principals, and 6.4 for men principals. Half of the women were principals of schools which require from one to five teachers in addition to the principal, but more than half of the men were principals of schools which require more than five teachers.

Though larger schools usually have more than one teacher per classroom, smaller schools might consider their school size by the number teachers on the staff as coinciding with the number of classrooms in the

<sup>125</sup>George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, 1971), p. 189.

school. There are fewer large schools, and those that are larger appear to attract more males.

TABLE 20  
WOMEN PRINCIPALS AND MEN PRINCIPALS BY  
SCHOOL SIZE

Number of Teachers	Principals					
	Women		Men			
	N	%	N	%		
26 - 30	1	2.6	3	5.6		
21 - 25	1	2.6	2	3.7		
16 - 20	1	2.6	4	7.4		
11 - 15	5	13.2	4	7.4		
6 - 10	11	29.0	17	31.5		
1 - 5	19	50.0	24	44.4		
Total	38	100.0	54	100.0		
Median No. Teachers	4.5		6.4			

Median Test: Chi Square = 3.730;  $p > .05$ .

Despite the obvious differences in proportions in Table 20, a chi square value of 3.730 falls slightly below the .05 level chosen as acceptable for this study. Relationship between the variables sex and school size is, therefore, not considered statistically significant.

#### Sex of Principal and Sex of Teaching Staff

An analysis was made of the sex of the teaching staff of the schools administered by the principals in this study. It was discovered that 68.4 percent (477) of the 697 teachers were women and 31.6 percent (220) were men teachers in schools where 41.3 percent (38) of the principals were women and 58.7 percent (54) were men (Table 21). Numerically

men led in the schools where women led as teachers, and where the students were below the high school level.

TABLE 21  
WOMEN PRINCIPALS AND MEN PRINCIPALS AND  
SEX OF THE TEACHING STAFF

Sex of Teachers	Principals				Total	
	Women		Men		N	%
	N	%	N	%		
Female	205	82.3*	272	60.7	477	68.4
Male	44	17.7	176	39.3	220	31.6
Total	249	100.0	448	100.0	697	100.0

Chi Square = 34.616;  $p < .001$

Table 21 indicates that 82.3 percent (205) of the teachers under female administrators were women, and 17.7 percent (44) were men. Sixty and seven-tenths percent (272) of the teachers under male administrators were women, and 39.3 percent (176) were men.

A chi square value of 34.616 was calculated for Table 21. This is a value much greater than the .001 probability level and indicates a significantly high relationship between the sex of the principal and the sex of the teaching staff.

#### Sex of Principal and Grades Taught

In the total population of women principals in this study, only one female was principal of a junior high school; no central or regional high school had a woman principal. The sample of men principals was, therefore, chosen from among males who were principals of schools other than the central and regional high school level.

TABLE 22

WOMEN PRINCIPALS AND MEN PRINCIPALS BY  
TYPE OF SCHOOL

School	Principals			
	Women		Men	
	N	%	N	%
Primary	21	55.3	2	3.7
Elementary	16	42.1	48	88.9
Junior High	1	2.6	4	7.4
Total	38	100.0	54	100.0

Chi Square = 31.415 (2 df.);  $p < .001$ .

Table 22 shows the distribution of female and male principals by level of grades taught in their schools. There is a comparatively small number of strictly primary schools (K-3) in Newfoundland and Labrador, but many of the schools classified as elementary include primary grades (e.g., K-6; K-7).

Of the 38 women-principals responding to the study from the integrated School System, 21 (55.3 percent) were principals of exclusively primary schools as compared with two (3.7 percent) of the men who were principals of primary schools. Sixteen (42.1 percent) of the women were principals of elementary schools as compared with 48 (88.9 percent) of the men who were elementary school principals.

A chi square of 31.415 is highly significant at better than the .001 probability level. This indicates a statistically significant relationship between the sex of the principal and the type of school administered, in terms of grades taught.

## APPOINTMENT TO ADMINISTRATIVE POSITION

Men and women principals in this study were asked several questions pertaining to their administrative appointment. Variables considered are tabulated and reported here.

Sex and Age by First Administrative Appointment

Table 23 indicates that males become principals at an earlier age than females. The median age for the women in this study when they became principals was 31.9 but for men the median age was 23.5.

TABLE 23

WOMEN PRINCIPALS AND MEN PRINCIPALS BY AGE  
WHEN FIRST APPOINTED TO A PRINCIPALSHIP.

Age Interval	Principals			
	Women		Men	
	N	%	N	%
51 - 55	2	5.3	0	-
46 - 50	1	2.6	0	-
41 - 45	4	10.5	1	1.9
36 - 40	7	18.4	1	1.9
31 - 35	7	18.4	5	9.3
26 - 30	5	13.2	11	20.4
21 - 25	6	15.8	22	40.7
16 - 20	6	15.8	14	25.9
Total	38	100.0	54	100.0
Median Age	31.9		23.3	

Median Test: Chi Square = 11.004;  $p < .001$ .

The value of the chi square obtained on the data in Table 23 is 11.004. This value of the chi square constitutes evidence at a highly

acceptable level, better than a probability of .001, for rejecting the assumption that sex is unrelated to an early administrative appointment.

Sex and Teaching Experience Before  
Administrative Appointment

Though the women were older than the men when appointed to principalships (Table 23), Table 24 indicates that they had not been without school contact. The women principals had been teaching longer before their first administrative appointment than had the men principals; the median number of years for women being 6.05 and for men 2.90 years.

TABLE 24

WOMEN PRINCIPALS AND MEN PRINCIPALS BY YEARS  
OF TEACHING EXPERIENCE BEFORE FIRST  
ADMINISTRATIVE APPOINTMENT

Years Teaching Experience	Principals	
	Women	Men
More than 20	4	1
15 - 20	7	1
10 - 14	9	2
5 - 9	6	10
4	2	6
3	0	5
2	3	8
1	2	4
0	5	15
Total	38	54
Median No. Years	6.1	2.9

Median Test: Chi Square = 12.005;  $p < .001$ .

A chi square value of 12.005 with a probability of better than the .001 level indicates that an early principalship appointment was significantly related to the sex of the appointee.

Sex of Principal and Sex of Predecessor

Administrative positions become available to potential applicants either when, in the course of time, women principals and men principals vacate their posts, or when new positions emerge through restructuring within the local school district, or through the erection of new schools. Table 25 shows, proportionately, how the women principals and men principals in this study filled such positions.

TABLE 25  
WOMEN PRINCIPALS AND MEN PRINCIPALS AND  
SEX OF PREDECESSOR

Sex of Predecessor	Principals			
	Women		Men	
	N	%	N	%
Female	14	37.0	4	7.4
Male	17	45.0	38	70.4
Total	31*		42*	

Chi Square = 12.193;  $p < .001$ .

\*Seven women principals and 12 men principals filled new positions.

Fourteen (37.0 percent) of the women principals succeeded women, 17 (45 percent) succeeded men, and seven (18.0 percent) filled new positions. Four (7.4 percent) of the men principals succeeded women, 38 (70.4 percent) succeeded men, and 12 (22.2 percent) filled new positions.



Table 25 does not indicate that women principals are declining in number by being replaced by males, but succession seems to be related to sex in that men tend to succeed males. It seems to indicate, too, that a greater proportion of the new positions are being filled by males.

On the variables sex of principal and sex of predecessor, a chi square value of 12.193 was calculated which has a probability of less than .001. This evidence indicates that the sex of the predecessor was significantly related to the sex of the principal.

Sex of Principal and Location Previous  
to Appointment

All vacant administrative positions in the schools of Newfoundland and Labrador must be advertised even though a potential appointee might have been, unofficially, considered for a particular position. Table 26 shows what proportions of the principals by sex were appointed from other positions within their districts and those who were recruited from outside the district.

TABLE 26

WOMEN PRINCIPALS AND MEN PRINCIPALS BY LOCATION  
PREVIOUS TO APPOINTMENT

Location Previous to Appointment	Principals			
	Women		Men	
	N	%	N	%
From Within District	30	78.9	25	46.3
From Outside District	8	21.1	29	53.7
Total	38	100.0	54	100.0

Chi Square = 9.890; .01 > p > .001.

While 78.9 percent of the women principals were chosen from within the area covered by their boards, only 46.3 percent of the men principals were from within the familiar area. This indicates a greater mobility for men principals than for women principals.

A chi square value of 9.890 with a probability of between .001 and .01, as calculated on the data in Table 26, indicates that recruitment location was significantly related to sex.

#### Sex of Principal and Sex of Vice-Principal

Whether or not a school principal rates the help of a subordinate administrator, commonly referred to as vice-principal, is dependent largely upon the size of the school to be administered. Table 27 illustrates this information on the 92 principals in this study, and also classifies the vice-principals by sex.

TABLE 27  
WOMEN PRINCIPALS AND MEN PRINCIPALS BY  
SEX OF VICE-PRINCIPALS

Sex of Vice-Principal	Principals			
	Women		Men	
	N	%	N	%
Female	11	68.8	6	19.4
Male	5	31.2	25	80.6
Total	16*	100.0	31*	100.0

Chi Square = 10.260; .01 > p > .001.

\*22 Women principals and 23 men principals reported having no vice-principal.

Twenty-two (57.9 percent) of the 38 women principals and 23 (42.6 percent) of the 54 men principals had no vice-principal. Of the 16 women principals who did have vice-principals, eleven (68.8 percent) had female vice-principals and five (31.9 percent) had males. Of the 31 men principals who had vice-principals, six (19.4 percent) were females and 25 (80.6 percent) were males.

A chi square value of 10.260 with a probability of between .001 and .01 was calculated on the data in Table 27. This indicates a statistically significant relationship between the sex of the vice-principal and the sex of the principal.

#### SUMMARY

This chapter of the study is an attempt to build a profile of women in educational administration in the Integrated Schools of Newfoundland and Labrador. This profile is silhouetted against a background of men principals randomly chosen from similar circumstances for comparison and analysis of variables on relevant personal and professional characteristics, school characteristics, and circumstances surrounding their administrative appointments.

Of the 44 women principals accounted for in the preliminary survey of this study (Chapter 4), 38 responded to a questionnaire for women principals. These were principals of schools of more than one classroom and included all of the schools where any of the grades were taught from Kindergarten to Grade IX. Fifty-four men responded to a questionnaire for male principals. These were representative of the men principals from the same student-grade schools as the total population of women principals (K-IX).

Comparison of male and female principals was made through the use of tabulated frequencies and percentages, and by the application of statistical tests. The chi square and median test for independence of variables were applied to test for statistical relationships of sex to other selected variables. A probability level of .05 was set by the researcher as the level of acceptance for statistical significance.

The median age for women (38.5 years) was higher than the median age for men (31.0 years), but no statistically significant relationship was found to exist between sex and age. A greater percentage of males (87.0) were married than were females (73.7); but no statistically significant relationship was found to exist between sex and marital status.

The relationship between sex and principals' qualifications by certificate grade was statistically significant at the .01 level with the females appearing to trail slightly behind males. Statistically significant relationships were found between sex and preparatory methods courses and between teaching experience by grades taught, whether primary, elementary, or high. Women principals had prepared for and taught in primary and elementary schools; men principals had prepared for and taught in elementary and high schools. Both methods and experience were significantly related to sex at a probability of better than one percent. Sex of the principal was found to be not statistically related to the total number of years of teaching experience, degree status, hours worked per week in administrative occupation, plans for further study, and employment preferences.

Most of the schools included in this study and administered by selected principals were fairly small, with ten teachers each, or fewer. The trend seemed to indicate that the women principals trailed their male

colleagues in occupying the larger schools, but the statistical test for independence did not reach significance at the .05 level. Statistically significant relationships were found between the sex of the principal and the sex of the teaching staff, and between the sex of the principal and the grade levels taught.

The women principals taught a greater number of years before their first administrative appointments and they were older when they became principals. Both variables were significantly related to sex at the probability level of .001. The sex of the principal was similarly related to the sex of the predecessor. More women were recruited for their present administrative position from within their district where they had been working. Similarly, the sex of the principal and the sex of the vice-principal were statistically related.

## CHAPTER 6

### COMPARISON OF WOMEN PRINCIPALS AND WOMEN TEACHERS

In the Integrated School System it was found that numerically women led in a population of approximately 4,000 teachers where only 44 of the more than 400 principals were women. Thirty-eight of those women principals responded to the questionnaire used in this study. Male and female principals were compared in Chapter 5 on personal and professional characteristics to help discover differences, if any, which existed between women principals and a random sample of men principals on a number of selected variables, and which might be interpreted to have some influence on the incidence of women in administrative positions.

This chapter is designed to carry the investigation of comparisons a step further, to help identify potential barriers to women teachers becoming principals. For this purpose, the 38 women principals were compared with a random sample of 54 women teachers from the Integrated School System to determine to what extent, if any, they differed on selected variables. Included were age and marital status; number of years of teaching experience, professional certification, and university degrees held; number and ages of children, hours worked per week, courses taken as a married woman, and plans for further study.

## PERSONAL CHARACTERISTICS

Professional Status and Age

The median age for women principals was 38.5 years and for women teachers the median age was 28.0 years (Table 28). Thirty-two (60 percent) of the teachers and 14 (37 percent) of the principals were at or below the age of 30 years.

TABLE 28

## WOMEN PRINCIPALS AND WOMEN TEACHERS BY AGE

Age in Years	Women	
	Principals	Teachers
61 - 65	0	0
56 - 60	2	2
51 - 55	5	1
46 - 50	5	4
36 - 40	5	6
31 - 35	2	8
26 - 30	7	9
21 - 25	5	21
16 - 20	2	2
Total	38	53
Median	38.5	28.0
No Response		1

Median Test: Chi Square = 4.483; .05 > p > .02.

The median test for independence of variables was applied to the data in Table 28, resulting in a chi square value of 4.483 with a probability level between .02 and .05. This is evidence for concluding that position is related to age in a statistically significant way.

### Professional Status and Marital Status

Table 29 indicates that there was very little difference between women principals and women teachers on marital status. While 28 (73.7 percent) of the principals were married, 37 (68.5 percent) of the teachers were married.

TABLE 29

#### WOMEN PRINCIPALS AND WOMEN TEACHERS BY MARITAL STATUS

Marital Status	Women			
	Principals		Teachers	
	N	%	N	%
Married	28	73.7	37	68.5
Single	10	26.3	17	31.5
Total	38	100.0	54	100.0

Chi Square = .287;  $p > .05$ .

A chi square test for independence of variables resulted in a chi square value of .287 which does not reach the .05 level of significance set as acceptable for this study.

### PROFESSIONAL CHARACTERISTICS

#### Professional Status and Teaching Experience

Women principals in this study appear to have been teaching longer than the women teachers, with medians of 15.5 and 6.5 years respectively (Table 30). Twenty-nine of the 38 principals (76 percent) and 29 (54 percent) of the teachers had been teaching in excess of five years.



TABLE 30

WOMEN PRINCIPALS AND WOMEN TEACHERS BY  
YEARS TEACHING

Teaching Experience in Years	Women	
	Principals	Teachers
More than 20	14	2
16 - 20	5	4
11 - 15	7	13
6 - 10	3	10
5	2	7
4	2	7
3	1	7
2	4	2
1	0	2
Total	38	54
Median Teaching Years	15.5	6.5

Median Test: Chi Square = 9.860; .01 > p > .001.

A median chi square test for independence of variables was applied to the data in Table 30. This resulted in a chi square value of 9.860 which is between the probability levels of .001 and .01. It is concluded, therefore, that the variables are significantly related.

#### Professional Status and Professional Certification

In terms of certification, the median grade for women principals was 2.8 and the median grade for women teachers was 2.7. Table 31 also indicates that approximately 37 percent of the principals and approximately 33 percent of the teachers had obtained the Certificate Grade IV which is equivalent, in number of credit courses, to a university degree.

TABLE 31  
 WOMEN PRINCIPALS AND WOMEN TEACHERS BY  
 PROFESSIONAL CERTIFICATION

Certificate Grade	Women			
	Principals		Teachers	
	N	%	N	%
VII	1	2.6	0	-
VI	1	2.6	0	-
V	4	10.5	4	7.4
IV	8	21.1	14	25.9
III	7	18.4	11	20.4
II	9	23.7	15	27.8
I	8	21.1	10	18.5
Total	38	100.0	54	100.0
Median Grade	2.8		2.7	

Median Test: Chi Square = .096;  $p > .05$ .

A median chi square test for independence of variables resulted in a chi square value of .096 which does not reach the probability level of .05. This indicates that the certificate grade variable is not significantly related to the professional status of the women under study here.

#### Professional Status and University Degrees

As Table 32 indicates, 31.6 percent of the principals and 33.3 percent of the teachers had at least one university degree. A chi square calculation for the data resulted in a .031-value. This is not statistically significant at the .05 level.

Table 28 indicates that women teachers were younger than women principals. Tables 31 and 32 indicate that 33.3 percent of the teachers

had degree status and 33.3 percent had Certificate Grade IV or higher. By contrast, 36.8 percent of the principals had Certificate Grade IV or higher, but only 31.6 percent had obtained at least one university degree. The younger women teachers appear to have planned their university programs for certification to coincide more with degree requirements than did the older women principals.

TABLE 32  
WOMEN PRINCIPALS AND WOMEN TEACHERS BY  
DEGREE STATUS

Degree Status	Women			
	Principals		Teachers	
	N	%	N	%
No Degree	26	68.4	36	66.7
At Least One Degree	12	31.6	18	33.3
Total	38	100.0	54	100.0

Chi Square = .031;  $p > .05$ .

#### PROFESSIONAL AND FAMILY DEMANDS

##### Professional Status and Hours Worked

Responses to the question on the number of hours worked per week in their professional employment were not intelligible for use on three questionnaires from principals and 11 from teachers. For those used, and included in Table 33, the median number of hours worked by women principals was 41.6 and for women teachers it was 39.3.

The median test resulted in a phi square value of .308 which does not reach significance at the .05 level. There is, therefore, no statis-

tically significant relationship between professional status and the number of hours worked per week.

TABLE 33  
WOMEN PRINCIPALS AND WOMEN TEACHERS BY  
HOURS WORKED PER WEEK

Hours Worked Per Week	Women			
	Principals		Teachers	
	N	%	N	%
50 (or more)	6	17.1	5	11.6
45 - 49	4	11.4	4	9.3
40 - 44	13	37.1	12	27.9
35 - 39	8	22.9	14	32.6
30 - 34	3	8.6	8	18.6
Less than 30	1	2.9	0	-
Total	35	100.0	43	100.0
Median No. Hours	41.6		39.3	
Responses Not Used	3		11	

Median Test: Chi Square = .308;  $p > .05$ .

#### Professional Status and Plans for Further Study

Since 71.1 percent of the women principals and 77.4 percent of the teachers reported that they had plans for doing professional credit courses in the near future, it appears that the felt need or desire to advance professional qualifications through this type of effort was no greater for women principals than for women teachers. Indeed, the reverse is true (Table 34).

The resulting chi square value of .466 applied to the data in Table 34 is above the .05 level and indicates that there is no statisti-

cally significant relationship between professional status and plans for further study.

TABLE 34  
WOMEN PRINCIPALS AND WOMEN TEACHERS BY  
PLANS FOR FURTHER STUDY

Plans for Further Study	Women			
	Principals		Teachers	
	N	%	N	%
Yes	27	71.1	41	77.4
No	11	28.9	12	22.6
Total	38	100.0	53	100.0
Responses Not Used			1	

Chi Square = .466;  $p > .05$ .

Professional Status and Professional Courses  
Taken by Married Women

Twenty-eight married women principals responded to the question on whether or not they had taken professional study courses as married women; 26 (92.9 percent) had done so, and two (7.1 percent) had not. Twenty-eight teachers (75.7 percent) reported that they had studied since marriage, and nine (24.3 percent) had not (Table 35).

Because of the small frequency in one cell, Yates' correction for continuity was applied in calculating the chi square value on the data in Table 35.<sup>126</sup> This resulted in a chi square value of 2.236 which does not reach the .05 level of significance acceptable for concluding that there is a relationship between variables.

<sup>126</sup>Ferguson, op. cit., pp. 188-189.

TABLE 35

MARRIED WOMEN PRINCIPALS AND MARRIED WOMEN TEACHERS  
BY PROFESSIONAL COURSES TAKEN

Professional Courses Taken	Women			
	Principals		Teachers	
	N	%	N	%
Yes	26 <sup>0</sup>	92.9	28	75.7
No	2	7.1	9	24.3
Total	28*	100.0	37*	100.0

Chi. Square = 2.236;  $p > .05$ .

\*Ten principals and 17 teachers were not married.

Professional Status and Number of Children

According to Table 36, it appears that women in the teaching profession generally do not have large families. While 67.6 percent of the principals and 55.8 percent of the teachers have no children of school age or below, only one principal and one teacher have five or more children of school age or below. Frequencies and percentages are similar throughout the table for both classifications of women.

Professional Status and Ages of Children

In addition to the number of children each woman had within the age range of requiring her services, they were asked the ages of those children. This is reported in Table 37. Of the 12 women principals and 23 women teachers who reported having children of school age or younger, the median ages for the two groups of children were 11.2 and 6.8, respectively, which is understandable since the ages of the two groups of women are also different. The younger women have the younger children.

TABLE 36

WOMEN PRINCIPALS AND WOMEN TEACHERS BY  
NUMBER OF CHILDREN

Number of Children	Women			
	Principals		Teachers	
	N	%	N	%
5 (or more)	1	2.7	1	1.9
4	0	-	1	1.9
3	1	2.7	3	5.8
2	2	5.4	6	11.5
1	8	21.6	12	23.1
0	25	67.6	29	55.8
Total	37	100.0	52	100.0
Responses Not Used	1		2	

TABLE 37

WOMEN PRINCIPALS AND WOMEN TEACHERS BY  
AGES OF CHILDREN

Ages of Children	Women			
	Principals		Teachers	
	N	%	N	%
16 - 20	0	-	3	13.0
11 - 15	7	58.3	4	17.4
6 - 10	3	25.0	6	26.1
1 - 5	2	16.7	10	43.5
Total	12	100.0	23	100.0
Median Age	11.2		6.8	

Median Test: Chi Square = 2.753;  $p > .05$ .

When the median test for independence of variables was applied to this data in Table 37, it resulted in a chi square value of 2.753. This does not reach significance at the .05 level.

#### SUMMARY

This chapter compares women teachers with women principals in an attempt to find differences, if any exist, which indicate potential barriers to women teachers becoming principals in the Integrated Schools of Newfoundland and Labrador.

Since the median age for women principals (38.5 years) was much higher than the median age for women teachers (28.0 years), and since the chi square test applied to the data on professional status and age shows a statistically significant relationship at a probability level at better than .02, it is concluded that the variables are related. When compared on marital status, no statistically significant relationship existed.

With the median number of teaching years being 15.5 and 6.5 for women principals and women teachers respectively, indications are that women principals had more teaching experience. This is supported by a statistical test for independence of variables.

There appears to have been very little difference in the proportions of certificate grades acquired by principals and those acquired by teachers, and no statistically significant relationship existed. Similarly, no statistically significant relationship exists between professional status and professional degrees acquired by the two groups of women respondents.

A greater proportion of women teachers (77.4 percent) than women



principals (71.1 percent) had planned further study for professional development, but more married women principals (92.9 percent) than women teachers (75.7 percent) had actually taken professional courses since becoming married women. But in both instances, by testing the significance statistically, the results indicate that professional status is independent of effort, in either aspirations for further study or effort actually expended in such study.

While teachers' children appear to be younger than principals' children, with median ages of 6.8 years and 11.2 years, respectively, the statistical test for significance provides no evidence of a significant relationship.

When compared on variables selected for relationship to professional status, in a search for potential barriers for women teachers aspiring to administrative positions, none but age and years of teaching were found to be statistically significant.



## CHAPTER 7

### BARRIERS TO WOMEN ATTAINING POSITIONS AS PRINCIPALS

From the findings reported in the previous three chapters, one might infer that there are barriers to women attaining positions as principals in the Integrated School System of Newfoundland and Labrador. In addition, the data gathered provide evidence of what different individuals and groups perceived to be specific barriers. The data also provide evidence of the expressed preferences for either a man principal or a woman principal held by the various groups. Such data are recorded and discussed in this chapter. Also, summary reports of written and spoken impressions and opinions from various groups are included.

#### PREFERENCES FOR MALE OR FEMALE PRINCIPALS

The professional environment for women in educational administration was explored in an attempt to detect in which areas the climate is favorable to women who might aspire to leadership status. Examination of preferences includes opinions from superintendents who play a major role in line promotion, and from teachers who work under the administration of appointed principals.

#### Preferences as Expressed by Superintendents

Superintendents were asked whom they preferred for the various

type schools as identified by the grades taught. Of the 19 respondents, 16 preferred men principals for high school, and three had no preference for either a man or a woman. Two preferred male principals for elementary school and 17 had no preference. Fourteen preferred women principals for primary school, and five had no preference. This information is tabulated as frequencies in Table 38.

TABLE 38  
SUPERINTENDENTS' PREFERENCES FOR WOMEN PRINCIPALS  
AND MEN PRINCIPALS BY TYPE OF SCHOOL

Type of School	Superintendents' Preferences					
	Women Principals		Men Principals		No Preferences	
	N	%	N	%	N	%
Primary	14	74.0	0	-	5	26.0
Elementary	0	-	2	11.0	17	89.0
High School	0	-	16	84.0	3	16.0

These same superintendents gave similar responses to the question of what sex teachers they preferred to hire for the various types of schools (Table 39). This information was sought in order to help identify a pattern or connection, between teacher placement and administrative placement, and to help clarify one assumption as to why the schools of various grade levels are weighted in favor of teachers and principals of a particular sex.

While women seem to be more acceptable as high school teachers than as high school principals, they are not preferred in either position, whereas men are. Six superintendents preferred men as high school teachers, and 13 were neutral. The opposite was true for primary schools

where men teachers are not preferred, but where 15 superintendents preferred women teachers.

TABLE 39

SUPERINTENDENTS' PREFERENCES FOR WOMEN TEACHERS  
AND MEN TEACHERS BY TYPE OF SCHOOL

Type of School	Superintendents' Preferences					
	Women Teachers		Men Teachers		No Preferences	
	N	%	N	%	N	%
Primary	15	79.0	0	-	4	21.0
Elementary	1	5.0	0	-	18	95.0
High School	0	-	6	32.0	13	68.0

This question seems important because one would expect teachers to apply for administrative positions, and to be accepted for positions, in the type of schools where they have had experience with the age groups of students and with program content for the grade level of the school.

On the whole, a strong neutrality was expressed for elementary school positions, though most of the elementary schools under the direction of those superintendents were administered by men principals, as were several primary schools. None of them had employed a woman high school principal, and only one had a woman for a junior high school principal's position for 1973-74.

Superintendents were asked, should a regulation or circumstance make it necessary for boards to choose a woman principal, which classification of woman they preferred. Twelve (66.6 percent) appeared not to consider family role a matter of influence in their decision, as evidenced by their specifying no preference for the applicant in terms of marital or family status (Table 40).

TABLE 40

SUPERINTENDENTS' PREFERENCES FOR PROMOTION TO  
PRINCIPALSHIP IN TERMS OF MARITAL AND  
FAMILY STATUS

Marital and Family Status	Superintendents' Preferences	
	N	%
Single Woman	3	16.7
Married Woman With <sup>o</sup> No Family	2	11.1
Married Woman With Family	1	5.6
Definitely No Preference	12	66.6
Total	18	100.0
No Response	1	

Three superintendents preferred a single woman principal, two preferred a married woman with no family, and one preferred a woman with a family. Since the responses to this question are dependent upon individual interpretation of the circumstances, it is difficult to draw conclusions other than the fact that the woman with a family was least preferred.

Since so few women are in administration in the Integrated School System, superintendents were also asked if they had encouraged women educators in their district to improve their educational qualifications for the purpose of promotion. They were also asked if they had made a deliberate effort to encourage capable women in their district to apply for administrative positions. Their responses are recorded in Tables 41 and 42.

Twelve superintendents (66.7 percent) had encouraged women to improve their educational qualifications, and ten (52.6 percent) had encouraged capable women to apply for administrative positions.

TABLE 41

SUPERINTENDENTS' RESPONSES AS TO WHETHER THEY  
ENCOURAGED WOMEN TEACHERS TO PREPARE  
FOR PROMOTION

Responses	N	%
Yes	12	66.7
No	6	33.3
Total	18	100.0
No Response	1	

TABLE 42

SUPERINTENDENTS' RESPONSES AS TO WHETHER THEY  
ENCOURAGED CAPABLE WOMEN IN SCHOOL DISTRICT  
TO APPLY FOR ADMINISTRATIVE POSITIONS

Responses	N	%
Yes	10	52.4
No	9	47.4
Total	19	100.0

In their written responses, superintendents, generally, indicated little effort given to encourage capable women to qualify specifically for administrative positions, but primarily to improve for better classroom teaching. Promotion was referred to as indicating positions such as reading specialists or curriculum directors.

#### Preferences as Expressed by Teachers

Preferences expressed by classroom teachers are recorded as frequencies and percentages in Table 43. Nine of the 54 women teachers responding to the questionnaire did not respond to the question indicating a preference of principal by sex. Thirteen (28.9 percent) of those responding preferred women principals and 32 (71.1 percent) preferred men principals. Fifty of the 58 men teachers responding to the questionnaire responded to this question. Four (8 percent) of the men preferred a woman principal, and 46 (92 percent) preferred men principals.

TABLE 43

## TEACHERS' PREFERENCES FOR PRINCIPALS BY SEX

Preference of Principal by Sex	Teachers			
	Women		Men	
	N	%	N	%
Women Principals	13	28.9	4	8.0
Men Principals	32	71.1	46	92.0
Total	45	100.0	50	100.0
No Response	9		8	

$\chi^2$  Chi Square = 6.235; .02 > p > .01.

To help determine independence of variables, a chi square was calculated on the data in Table 43 and was found to be 6.235 with a

probability of between .01 and .02. To account for the small number frequencies in calculating the chi square, Yates' correction for continuity was applied.<sup>127</sup>

Of the 45 women teachers and the 50 men teachers included in Table 43, an illustration of their preferences by experience with women as principals is provided in Table 44. Eleven (28.9 percent) of the 27 women teachers who had taught where the principal was a woman, preferred a woman principal. One (25 percent) of the men teachers who had taught where the principal was a woman, preferred a woman principal. Two (10 percent) of the women teachers who had not worked with a woman principal preferred a woman as principal. Three (6.1 percent) of the men teachers who had not taught where the principal was a woman preferred to teach where the principal was a woman.

TABLE 44

PREFERENCES FOR WOMEN PRINCIPALS BY WOMEN TEACHERS  
AND MEN TEACHERS BASED ON EXPERIENCE WORKING  
WITH WOMEN PRINCIPALS

Preference by Experience	Teachers			
	Women		Men	
	N	%	N	%
Had taught with women principals but did not prefer women principals	27	71.1	3	75.0
Had taught with women principals and preferred women principals	11	28.9	1	25.0
Had not taught with women principals and did not prefer women principals	18	90.0	46	93.9
Had not taught with women principals but preferred women principals	2	10.0	3	6.1

<sup>127</sup>Ferguson, loc. cit.



The situation of preferences by familiarity of circumstances has not been sufficiently explored in this study for conclusive evidence. It does, however, coincide with Barter's Wisconsin study as referred to by Zimmerman (Chapter 2 of this study). In that study a greater proportion of teachers who had worked for women principals preferred women as principals, as compared with the smaller proportion who had not worked for women principals but preferred women.

#### CAREER INTERRUPTIONS FOR WOMEN

##### Maternity Leave

Table 45 indicates that only four (10.5 percent) of the women principals and five (9.3 percent) of the women teachers had been granted maternity leave from their educational employment.

TABLE 45

WOMEN PRINCIPALS AND WOMEN TEACHERS BY WHETHER OR NOT THEY HAD BEEN GRANTED MATERNITY LEAVE

Granted Maternity Leave	Women			
	Principals		Teachers	
	N	%	N	%
Yes	4	10.5	5	9.3
No	34	89.5	49	90.7
Total	38	100.0	54	100.0

Chi Square = .024;  $p > .05$ .

A chi square calculation applied to this data in Table 45 resulted in a value of .024. The probability is much higher than the .05 level set for significance. It seems reasonable to conclude, on the basis of

findings, that there is no relationship between the educational status and maternity leave.

Termination of Employment for Family Reasons

Table 46 gives an account of the proportions of women principals and women teachers who had at some time or other terminated their teaching contract for family reasons such as marriage, child care, or residence move because of husband's employment, and had resumed their career in education at a later date. While 34.2 percent of the principals had terminated their contract for family reasons, 40.7 percent of the teachers had terminated contracts.

TABLE 46

WOMEN PRINCIPALS AND WOMEN TEACHERS BY TERMINATION  
OF EMPLOYMENT FOR FAMILY REASONS

Termination for Family Reasons	Women			
	Principals		Teachers	
	N	%	N	%
Yes	13	34.2	22	40.7
No	25	65.8	32	59.3
Total	38	100.0	54	100.0

Chi Square = .404;  $p > .05$ .

A chi square value of .404 with a probability greater than the acceptable .05 level indicates that there is no statistically significant relationship between the variables professional status and job termination for the two groups of women.

Time Span for Leaves and Terminations

Principals and teachers were asked to specify their longest term of absence from school employment for maternity leave or for other family reasons. The responses are tabulated in frequencies and percentages in Table 47.

TABLE 47  
WOMEN PRINCIPALS AND WOMEN TEACHERS BY LONGEST  
LEAVE OR TERMINATION OF EMPLOYMENT

Time of Leave or Termination in Years	Women			
	Principals		Teachers	
	N	%	N	%
20 or more	0	-	1	1.8
15 - 19	2	5.3	1	1.8
10 - 14	1	2.6	3	5.6
5 - 9	0	-	3	5.6
1 - 4	6	15.8	9	16.7
Less than One Year	6	15.8	7	12.9
No Time Off	23	60.5	30	55.6
Total	38	100.0	54	100.0

Twenty-three (60.5 percent) of the women principals and 30 (55.6 percent) of the women teachers had taken no time off from employment for maternity and other family reasons. Of those who had taken time off, 15.8 percent of the principals and 12.9 percent of the teachers had less than one year off; 15.8 percent of the principals and 16.7 percent of the teachers had from one to four years off.

The similarities in time spans indicate that this factor should not be a barrier to women teachers aspiring to principalships.

AMBITION FOR PROMOTION TO ADMINISTRATIVE  
POSITION

Sex of Teacher and Effort to Obtain  
Principalship

Both male and female teachers in the samples were asked if they had actually applied for a principalship at some time in their teaching career. Two of the 54 women teachers and two of the 58 men teachers had actually been principals at some former time in their career. Of those who had never been principals, five (9.6 percent) of the women and 15 (26.8 percent) of the men had made application for principalship positions (Table 48).

TABLE 48  
WOMEN TEACHERS AND MEN TEACHERS BY APPLICATION  
FOR PRINCIPALSHIP

Applied for Principalship	Teachers			
	Women		Men	
	N	%	N	%
Yes	5	9.6	15	26.8
No	47	90.4	41	73.2
Total	52*	100.0	56*	100.0

Chi Square = 5.268; .05 > p > .02.

\*Two women and two men had actually been principals.

To test the relationship between variables, a chi square was calculated which resulted in a value of 5.268 with a probability between .02 and .05. One would, therefore, feel inclined to conclude that women teachers have demonstrated to a lesser degree than men teachers an effort to break into the administrative circles by applying for positions.

## BARRIERS, AS PERCEIVED BY EDUCATORS

Opinions of Different Groups

Superintendents, principals, and teachers were asked to rank in order of importance from 1 to 5 their opinions on reasons why women are so few as principals. Their responses are outlined in Table 49.

In preparing Table 49 a weighting procedure was used to determine the rank order of importance. For example, one listed reason why women teachers do not become principals was "They are often poor disciplinarians." Under this reason the numbers 1, 2, 3, 4, and 5 were ordered in column form. Beside number 1 was placed the frequency of respondents in the superintendents' category, for example, rating discipline as the most important reason; beside number 2, the frequency of respondents rating discipline as second in importance; beside number 3, the frequency of respondents rating discipline as third in importance, and so on to number 5. The mean value of 4.24 was then calculated on the total number frequencies (19) to an ordered rank of 4. This exercise was repeated for each reason (5) for each of the groups (5) of respondents (223). For ease of inspection and comparison, the simple ranks (1 - 5) are included in Table 49 for each reason for each group. The ranks are assigned in descending order of importance such that rank "1" means most important, and "5" means least important.

Though there are instances of similarities by all five groups, it is interesting to note that men principals assigned ranks in an order which were more similar to those assigned by superintendents; women principals assigned ranks which coincided with those assigned by both men teachers and women teachers.

TABLE 49

RANK ORDERING OF OPINIONS OF DIFFERENT GROUPS AS TO WHY THERE ARE SO FEW WOMEN PRINCIPALS

Stated Reasons	Mean Rank Order (and rank order)			
	Superintendents N = 19	Men Principals, N = 54	Women Principals, N = 38	Men Teachers N = 58
Poor Disciplinarians	4.24 <sup>a</sup> (4)	3.65 (3)	4.51 <sup>a</sup> (5)	3.78 (5)
Do Not Wish to Become Principals	1.39 (1)	1.43 (1)	1.97 (1)	1.87 (1)
Discriminated Against	4.41 (5)	3.76 (5)	3.08 (3)	3.60 (3)
Career Secondary to Home Responsibilities	2.44 (2)	2.39 (2)	2.14 (2)	2.05 (2)
Lack of Necessary Qualifications	2.50 (3)	3.70 (4)	3.27 (4)	3.61 (4)
				4.25 <sup>a</sup> (5)
				1.80 (1)
				2.98 (3)
				2.51 (2)
				3.37 (4)

H = 9.532 (4 df.) ; .05 > p > .02.

All five groups ranked as number one the opinion that women teachers do not often wish to become principals as the reason for the low profile of women in school administration. All five groups ranked as number two the opinion that women's professional careers are often secondary to their home and family responsibilities. These were the only two reasons agreed upon by all five groups.

While superintendents and men principals both assigned rank five to the opinion that women are often discriminated against, women principals, men teachers, and women teachers assigned, collectively, rank five to the opinion that women are poor disciplinarians. Women principals and teachers ranked discrimination number three; superintendents ranked qualifications number three. Men principals agreed with women principals and teachers on assigning rank four to qualifications.

Scanning the whole table of 25 rank scores (Table 49), one sees that the very lowest mean score (1.39) has been assigned by superintendents, indicating their opinion that women do not wish to become principals as the most important reason for their not being principals. The very highest mean score (4.51) has been assigned by women principals themselves to refute the opinion that women are not principals because they are poor disciplinarians.

A rank test, the Kruskal-Wallis one-way analysis of variance by ranks, was applied to the data in Table 49 to test the assumption that the five independent samples (5 groups) were from the same population. To apply this test, all the mean values were ranked from 1 to 25 and the H formula calculated which resulted in an H value of 9.532. The distribution of H for Table 49 approximates the distribution of chi square with 4 degrees of freedom. On reference to a table of chi square values with

df. = 4, an H of 9.532 is significant at better than the 5 percent level. The assumption that the samples are from the same population is rejected; the way in which respondents ranked the reasons for so few women principals was related to their positions. 128

#### Other Reasons

An opportunity was provided for superintendents, principals, and teachers to specify important reasons other than those listed on the questionnaire why there are fewer women principals than men principals. Six superintendents, 12 men principals, 15 men teachers, 14 women teachers, and 10 women principals responded. While several elaborated on the reasons already listed, others were a bit more original, even reactionary. Summaries of the remarks for the different groups might indicate trends of thought and attitudes.

Superintendents offered the suggestion that women are often the cause of their own educational fate; they do not perceive themselves as administrators and neither prepare for nor apply for the positions to the extent that men do; they are apt to walk away from the administrative post to follow mobile job-hunting husbands, much to the inconvenience of the school board. They admitted that it is a male dominated society and that women had played submissive roles for too many generations to change overnight. But, with the sexist discrimination disappearing, women appear to be becoming more competitive and exuberant in demanding equal rights. A brighter forecast for the future seemed to come through.

Men principals considered that women teachers, by choice,

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128 Ferguson, op. cit., pp. 331-33.



could not be bothered with the extra work involved for administrators. Besides, a certain personality type, outgoing but firm, was more common in men and Newfoundland society demands that administrators be men because men attend more intently to such demands. One stated that there were other reasons, but they were more imagined than real.

Men teachers attributed the apparent passivity characteristic of the female teacher to society's conditioning effect, brought on by traditional attitudes and practices. From the cradle,

The little boy learns that not only is he physically stronger . . . but, also, that he is expected to do more important and interesting things; the principal is usually considered superior to the staff, and little girls who become women teachers have been indoctrinated . . . that they are inferior to men.

They have been disciplined by society to accept the "housewife" discrimination. They, therefore, lack the necessary self-confidence. Superintendents and other officials involved in the hiring and promotion practices perceive the female teacher as the traditional stereotype, lacking the strong arm necessary for administration. Besides, the high school is weighted in favor of males indicating that, because of this, school boards have no choice but to select males as school principals.

Women teachers referred to the conditioning effect of traditional attitudes, a lack of expectancy for beginning female teachers to be serious about a career. Contrary to being serious about the profession, they are expected to perceive teaching as a stepping-stone to marriage. Women teachers feel this discrimination but fail to test its reality. Besides, there had been too few strictly primary schools and other schools had traditionally been administered by men. Men think, and parents generally agree, that high school students would allow themselves to be

subject to a man principal's discipline, but women are too weak. Not every teacher agrees: "A woman can appeal to, and get a response from, the better qualities a boy or a girl possesses," more so than men can. They thought that principals should be selected on the basis of "qualifications and characteristics." Yet, they believed, superintendents would accept a man first, rather than accept a woman to be principal over men.

In summary form, women principals in their free-response answers considered the present situation, with respect to their being so few women in principalships, a reflection of the effects of traditional social attitudes and practices. The emotional aspect of the mother-image teacher in a mother-oriented society contradicts the image of the stereotyped principal required to cope with older students, especially in the co-educational situation. The administrative position is considered to hold many headaches and touchy situations for which women themselves have been conditioned to lack self-confidence. They feel inferior and thus are apprehensive about applying for administrative positions which entail such responsibilities toward students and parents and, therefore, shy away. The defeatist attitude is reinforced by the feeling that males will automatically get the jobs when the predominantly male boards and central office personnel consider the applicants in terms of male superiority and the greater need for males to receive the administrative bonus. Traditionally, too, when women teachers married they were expected to remain at home; maternity leave was not provided. Males were also more eligible from this point of view.

Women are now living in the wake of traditional arrogations. If more women were given more opportunity to experience what the adminis-

trative job, actually involves, more women teachers might be willing to attempt breaking through the false barricades to join the ranks of the administrators. The way people "feel" about women teachers does not necessarily portray the reality of the situation. Experienced women principals claim that they are enjoying their work and have no regrets about the decision to become principals. They believe that women teachers are dedicated to the profession; too often to the detriment of this problem. Good women are too often left in the classroom simply because they are good teachers.

The question, included on each of the five questionnaires, was so designed that respondents could reply in their own words concerning what they felt to be important reasons for there being fewer women principals than men principals. The frequency of similar comments made by respondents was low, therefore the summary form seemed more appropriately applied than would the listing of reasons. The writer feels that the summaries for the five groups are justifiably supported by the written comments which were often directly transcribed from the questionnaires, and point up verbally what the statistical data in Table 49 of this chapter has already implied.

Interviews With Selected Women Principals:  
Impressions and Opinions Based on Experience

This section is a summary of recordings made from interviews with selected women principals who responded to the questionnaire survey. The discussants were not chosen for interviews on the basis of any previously established personal acquaintance; each was previously unknown to the researcher. They were chosen on the basis of their questionnaire responses.

The five interviewees were selected as representative of the several variables under study in this thesis: Variety in marital status, family size, age, years of teaching experience, certificate grade status, grades taught in school, teaching staff, and geographic location of respondent's school were factors considered when compiling the list. Difficulty in reaching a number of respondents thus selected at an appropriate time led to the exclusion of women whom the researcher would otherwise have included.

The basic aim of interviewing was to make the acquaintance of women in particular types of circumstances who had obtained administrative positions within the Integrated School System. The uniqueness of each interviewee's situation contributes to the variety and interest of studying the situation of women in educational administration in the schools of Newfoundland and Labrador. It also contributes to the value of the study because those women provide evidence from experience of what school administration has meant to them; and how they obtained status. A semi-structured question session was concerned with exploring personal and professional circumstances as well as the principals' perceptions of attitudes toward women in leadership.

Because of the small number of interviewees, responses included here reflect individual views. Such comments made might well be included to indicate a readiness on the part of women to state frankly their feelings on the problem studied, and to indicate their experiences in breaking the socially perceived barriers and defending their posts. The initial questioning stimuli triggered the individualistic flow which can only be told here in summary form; individual stories which are somewhat stifled by the felt need to make the responses anonymous and less biogra-

phical.

While two women admitted that they had been "offered" a principalship, one woman stated quite emphatically that she "did" apply. She believed that the "attitudes of others toward us (women) reflect our own attitudes toward ourselves."

Another principal claims that women are "definitely afraid to try" for administrative posts. They feel that they would be "competing with men in circumstances where men make the decisions on hiring and promoting." Also, women generally, "feel they can't do it. But they can. Women can do it just as well!"

Yet another woman claims that, "Women defeat themselves. They are not discriminated against by men, but women discriminate against women in that they are reluctant to support other women's endeavours."

While three of the women were primary school principals, each working with an all-male staff, one woman was principal of the only junior high school administered by a woman. She worked with eight of the "nicest young married men teachers . . . real workers." They were all happy and the rapport was good. "I am older," she confesses, almost apologetically, and "will retire soon." The job is "demanding" and she is always "time" conscious.

All principals spoke highly of their teachers. One principal, a young married woman herself, spoke of the closeness of team effort evident in her large staff of young women teachers. She expressed a belief that she had, through democratic leadership, helped to develop an ease of communication where her teachers were "not afraid to speak out."

One principal believed that "Men have no place in primary schools as administrators" when they have not been trained for primary schools,

and have had no previous experience as primary school teachers. "Accept men as primary school teachers first," she advises, otherwise men principals will encounter difficulties in understanding related school problems of primary school students and teachers.

A Certificate Grade I teacher recalled the story of unfortunate family circumstances which discouraged her efforts to upgrade through attending summer classes more than a decade earlier. The school children, she claimed, at the beginning of a new school year, were a tremendous help to her. She worked "harder than ever, and loved every moment of it." The interview and the illustrative follow-up correspondence clearly indicated that there was no limit to this woman's enthusiasm and initiative in both school and community affairs. Projects, displays, sales, and planned educational trips around Newfoundland were all included as a part of her school activities, and these were aided by volunteer community help. Outside of school, she referred to Sunday School, a Community Development Association, a Senior Citizens' Club, the Local Newspaper, and Community Crafts, all of which she was involved in in some contributing capacity. From industry to portable classrooms, she indicates a keen awareness of problems and needs.

One woman recalled how she had fought the "system" to obtain a creditable status in education. She had received her post-secondary education at Mount Allison University (B.A., 1936), for which she got about the "lowest teaching licence they granted" in Newfoundland when she returned home; she had not done normal school. She later attended Memorial University of Newfoundland to qualify for Grade IV. Since then, she has taken "only those courses which are related to the administrative role." She wanted to be "familiar with the new terminology used by the

young people just coming out of university."

Another woman recalled how, because of emergency circumstances at a school in her community, she was elected to teach later in life. Despite a background of academic success the regulations allowed her only Certificate Grade II. Winner of the Junior Jubilee scholarship, and prior to becoming a teacher, this woman attended Memorial College (St. John's, 1944-46), graduated from the University of Toronto (B.A. degree), and spent a year at Shaw Business School in Toronto, and then taught school for the Grade II salary. Over a period of time she brought her grade up to Grade VI and added a professional degree, B.A.(Ed.). In addition, she spent time in England attending classes offered by the British Council for Primary Education. Though appearing to cherish her family role, this woman doesn't believe there is "anything creative about scrubbing floors."

Though circumstances tend to play an important part in women's ability to climb the hierarchical ladder, those women testify that once up a woman is capable of defending her position.

Though barriers might exist, they can be broken, but the initial effort, it seems, might need to be greater for women than for men.

#### SUMMARY

Barriers to women aspiring to administrative positions are sought out in this chapter. Preferences, career interruptions, effort, and opinions are explored. The chapter concludes with summaries of interviews with women principals.

Superintendents preferred women for primary schools, both as teachers and as principals. Beyond the primary school level, there is

evidence that women are not preferred to the same extent that men are, either as teachers or as school principals. If circumstances or regulations dictated that a woman be appointed to an administrative position, most superintendents were neutral on their choice of women by classification of family and marital status. Those who did specify, indicated preferences in the order: single woman, married woman with no family, married woman with family. One might conclude from this that, to some extent, the woman's "other role" can influence the decision when applications are considered.

Superintendents who had encouraged capable women teachers in their district to improve their educational qualifications had done so primarily for improvement in curriculum areas; to become reading specialists, for example.

Most teachers preferred men principals over women principals, but those who had worked under the administration of a woman principal, both male and female teachers, were more inclined to choose a woman principal than those who had not. This pattern seems to indicate that women need more opportunity to demonstrate their administrative capabilities.

When women principals and women teachers were compared on maternity leave and leaves for other family reasons there was no statistically significant relationship that might indicate real barriers to women teachers becoming principals because of career interruptions.

Fewer women teachers, proportionately, had applied for principalships than men teachers. It appears that women have not demonstrated to the same extent their desire to become principals.

Superintendents, principals, and teachers ranked as the most



important reason why women teachers do not become principals the opinion that women teachers do not often wish to become principals (rank 1). Superintendents and men principals ranked discrimination as the least important reason (rank 5). While women principals, women teachers and men teachers ranked least important the opinion that women teachers do not often become principals because they are poor disciplinarians (rank 5), they ranked discrimination fairly high (3).

One of the most revealing parts of the entire study was the free-response type answers to the question which asked each of the five groups to state reasons why there are fewer women principals than men principals. Although they expressed it in different ways, the majority of respondents sensed the effects of social conditioning, a factor which is alluded to very strongly in the literature review (Chapter 2) but which is difficult to measure statistically. Reference was also made to the mobility of the male breadwinner, and also to the fact that the high schools are weighted in favor of males and that principals are generally chosen from there.

The responses were summarized for each of the five groups. The result was group uniqueness. Superintendents were concerned with job stability as well as being conscious of the traditional trends. Men principals were high on their response pertaining to the personality type required for the administrative challenge which was predominantly a male characteristic. Men teachers indicated that superintendents perceived the situation as described by the men principals and employed males accordingly. Women teachers believed that because of the reasons alluded to, males would automatically get the positions. Women principals tended to see women teachers being somewhat scared away from administrative

involvement, but suggested that more opportunity should be provided for women to prove that women are capable of meeting the challenge.

Women principals who were interviewed seemed to have demonstrated a basic drive for work, both in the school and as aspiring adult students themselves. They seem to illustrate by example that there are no real barriers which women cannot break through to become school administrators, and that, once up, women are capable of defending their posts.

## CHAPTER 8

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The contents of this chapter are based on the problem, information, and data analysis in the preceding chapters.

#### SUMMARY

##### The Problem

This study lends itself to four main categories of data comparison designed to help answer the following questions:

1. What administrative positions, proportionately, do women hold in the different denominational school systems of Newfoundland and Labrador as compared with males?
2. What is the status of women in educational administration in the Integrated School System when compared with their male colleagues?
3. What are the potential barriers to women teachers aspiring to administrative positions as determined by comparing women teachers with women principals on personal and professional characteristics; professional and family demands; efforts expended in furthering professional advancement?
4. What are the barriers:
  - a) as perceived by responses from superintendents and teachers
  - on preferences for principals by sex;

- b) as determined by career interruptions which are unique to women;
- c) as perceived by responses solicited from superintendents, principals, and teachers regarding the reasons for so few women principals;
- d) that appear as a result of conversations with women principals?

The above questions presented one major problem, that of obtaining comparative data which could be tabulated, analyzed, and interpreted to establish the relationship of selected variables to sex and/or status which would contribute to the study of the low profile of women in educational administration in the Integrated School System. Included were personal and professional characteristics of women principals and men principals; characteristics of women teachers and women principals relative to potential barriers; responses from superintendents, principals, and teachers in order to test the professional climate for women in education which might highlight real barriers for women aspiring to administrative status.

This major problem developed as the result of a preliminary survey which focused on women in educational administration in all of the denominational school systems. This initial probe was important to the main problem as it established the need for a study in the specific system. The overall survey included tabulation of frequencies and percentages of personnel by sex and by rank for those involved in public day school education:

- a) in a hiring capacity;
- b) as school administrators;

- c) as classroom teachers.

Instrumentation and Methodology

The preliminary survey covered all K-XI public, or denominational, school systems for 1973-74. Frequencies were compiled from directories provided by the Department of Education and the Denominational Education Committees.

The instrumentation used in the in depth study included five different questionnaires developed for this study and mailed to each of the following groups of participants:

- a) School Board Superintendents;
- b) Men Principals;
- c) Women Principals;
- d) Men Teachers;
- e) Women Teachers.

In addition, women principals were selected for interviews, all of whom were questioned in a similar manner.

The development of the questionnaires included pre-testing with graduate students, a presentation before a panel of professors in the thesis proposal stage, and testing in a pilot study.

Data collection took place in May and June of 1974. Frequencies were tabulated; percentages, medians, and means were calculated; median tests, chi square tests, and the Kruskal-Wallis rank order test were applied in various instances according to the appropriateness for the recordings and the desired result. The significance level was set at .05.

### The Sample

The total population of women principals in the Integrated System who administered schools of two rooms or larger were included as well as all of the superintendents.

The sampling procedures used attempted to produce a sample which would be representative of male principals in the same system and in the schools of similar grade levels (K-IX); a sample of female teachers (K-XI); a sample of male teachers (K-XI). Samples were randomly selected for teachers by use of a list compiled from a table of random numbers and matched with teacher payroll numbers, but excluding principals, and teachers from other denominations. Male principals were similarly selected from a directory list.

### Summary of Findings

The following findings were derived through careful inspection of the data results as recorded, statistically analyzed, and reported in the previous chapters. The first five items reflect the findings of the preliminary survey and apply to the total teaching population of the denominational school systems of Newfoundland and Labrador. Other findings reflect the situation for the Integrated School System as indicated by the results of the questionnaire survey.

1. Of the 7,105 teachers recorded for May, 1974, approximately 54 percent were females and 46 percent were males. The proportions by sex varied with the denominational systems. For example, 46.4 percent of the 3,991 teachers in the Integrated System were women; 66.4 percent of the 2,812 teachers in the Roman Catholic System were women; 46 percent of the 274 teachers with the Pentecostal Assemblies School Board were

women; 13 of 28 other teachers were women.

2. Women are almost non-existent in the educational hierarchy beyond the status of building principal. No system has a female superintendent. Eighteen (9.2 percent) of the 195 central office personnel recorded for all denominational systems were women. Five (5.5 percent) of the 91 employed with the Integrated System were women, and 13 (20.3 percent) with the Roman Catholic System were women.

3. There is a major imbalance in disfavor of women in school administration such that for 1973-74, 28.6 percent (214) of the 749 principals in the province were women. Seventy (15.5 percent) of the 454 principals in the Integrated System were women, 141 (59.5 percent) of the 237 principals with the Roman Catholic System were women, and three (5.8 percent) of the 52 principals with the Pentacostal Board were women. Included here are 55 teachers in one-room schools, of whom 31 were women.

4. Women of religious orders had obtained status in educational administration more equivalent to that of male principals. Of the 237 principals in the Roman Catholic System, 88 (37.1 percent) were women of religious orders. Only five were principals of schools with fewer than six classrooms. Twenty-seven were principals of schools with more than 15 teachers. Their schools included high schools.

5. Lay women are generally found in smaller schools where lower grades are taught. Twenty-two women principals in the Integrated System and 22 lay women in the Roman Catholic System were principals of schools with more than five teachers. In the Integrated System one woman was principal of a nine-room junior high school; all others were in primary and elementary schools. In the Roman Catholic System, two lay women were

principals of schools above the five-room size where high school grades are taught.

6. Women principals were older than men principals when appointed to their first principalship. It had taken them a greater number of years of teaching time to obtain a principalship.

7. Opportunities for promotion to administrative positions for the most part came from within the educational districts in which the women principals formerly taught. This was more characteristic of women than men principals. Some of those women obtained positions as a result of offers from their school board.

8. Seventeen (45 percent) of the women principals replaced males and seven (7.4 percent) filled new positions; 4 (7.4 percent) of the men principals replaced females and 12 (22.2 percent) filled new positions.

9. The level of educational attainment by certificate grade was lower for women principals than for men principals, but there was no statistically significant relationship between sex and degree status. The median grades were 2.8 and 4.2 respectively for females and males.

10. The proportions of principals who trained for, taught in, and then administered in the different grade levels varied with the sexes as shown in the following percentages:

	<u>Women</u>	<u>Men</u>
Trained for Primary	54.1	2.0
Taught in Primary	52.6	0.0
Administered Primary	55.3	3.7
Trained for Elementary	35.1	50.0
Taught in Elementary	34.2	70.4
Administered Elementary	42.1	88.9
Trained for High School	10.0	29.6
Taught in High School	13.0	29.6
Administered Junior High	2.6	7.4



11. Numerically there were more male vice-principals (30) than female vice-principals (17) for the schools included in the questionnaire survey. A greater proportion of the vice-principals (68.8 percent) who were with women principals were women, and a greater proportion of the vice-principals (80.6 percent) with men principals were men.

12. Schools which were administered by men principals, which did not include grades beyond the junior high school level, were staffed predominantly by women teachers (60.7 percent).

13. A greater proportion of male teachers (26.8 percent) than female teachers (9.6 percent) had applied for administrative positions.

14. Women principals were older than women teachers and they had more years of teaching experience. Other variables tested in an effort to detect barriers to women in administration were not significant at the .05 level.

15. Women teachers compared favorably with women principals in their efforts to improve professional qualifications through adding to their certificate grade. Grades were earned over the years through the process of "learning while earning."

16. Neither certificate grade nor degree status was significantly related to the professional rank status.

17. The work load in educational employment was not significantly related to the professional rank of women principals and women teachers.

18. The incidence of interruption in career by both women principals and women teachers for family reasons was minimal. There was no statistically significant relationship between professional rank and leaves or contract termination. Leaves were generally short and few.

19. The families of both women teachers and women principals

were generally small. No statistically significant relationship was found between rank and the age of the children.

20. Though some neutrality was indicated, especially in reference to elementary schools, Superintendents who expressed preferences of personnel by sex chose males for high school teaching and for high school administration; a strong preference was shown for females for primary schools, both as classroom teachers and as principals.

21. When required to choose a female principal from three specified groups, superintendents were generally non-committal on their choice by marital and family status. Those who did choose, showed preference in the order: single woman, married woman with no family, married woman with family.

22. Male principals were preferred in greater proportions by both women teachers and men teachers, but women were preferred to a greater extent by both male and female teachers who had worked with female principals than by those who had not.

23. Superintendents, principals, and teachers considered the prime reasons for there being fewer female principals than males were that they did not wish to become principals and that their professional career was secondary to their family responsibilities. Discrimination was considered least important by both superintendents and male principals, but was rated fairly high by female principals and both male and female teachers. Responses tested for significant relationship to sex and professional status using the Kruskal-Wallis one-way analysis of variance by ranks resulted in a value which was significant at the .05 level.

24. The free-response answers from superintendents, principals,

and teachers reflected the feelings of traditional practices and the effects of social conditioning.

25. In the interview setting, women principals indicated that school administration can be satisfying and rewarding; more effort should be made by women themselves as well as by the system to prove that women are just as capable and competent as men.

#### CONCLUSIONS

The following conclusions were derived from the preceding findings (1-25):

1. In the teaching profession, women appear to be following role patterns which have been dictated to them by the traditional social order in which women are teachers and men are administrators. Women do not perceive themselves as administrators and are, therefore, not sufficiently competitive (9, 13, 23, 24).

2. In a profession where women by reason of numbers would be expected to have status influence, they lack role models in the educational hierarchy. This situation contributes to a general lack of expectancy for women to aspire to leadership, and also to a lack of opportunity for women to demonstrate leadership capabilities. Even as principals women are greatly outnumbered by their male colleagues, a situation which contributes to a general preference for men as principals simply because men have held those positions by tradition (1, 2, 3, 22, 25).

3. Women teachers who have become school principals have generally served several years as teachers before their leadership ability has been recognized. Those who become principals, for the most part, obtain positions as a result of successful teaching experience which is

recognized by their school boards (6, 7).

4. It seems that too little effort is made to recruit properly prepared women teachers for administrative service in the elementary schools, and to recruit women teachers for the high schools and thereby give them the prerequisite in experience thought to be necessary for administration at that level (12, 20).

5. Women principals appear to be more suitably prepared, by training and experience, for the types of schools they administer, and too often males have been selected from the high school setting to become principals of elementary schools which also include primary grade students (10).

6. The situation where the imbalance is in disfavor of women both in administration and in high school teaching, but where the imbalance is in favor of women in the primary schools is perpetuated by the system (10, 20).

7. Many of the assumptions commonly alluded to in indicating a justifiable reluctance by school boards in hiring women as school administrators, such as those related to breaks in service, have no factual basis in this study. Marriage and family are not creditable deterrents to women managing administrative positions (18, 19, 21).

8. Marriage and family responsibilities as deterrents appear not to be necessary deterrents, nevertheless, the family situation might be made a barrier to women obtaining administrative posts. Women in religious orders are not similarly discriminated against and they have achieved creditable status as school administrators, indicating that women are capable if given the opportunity (4, 18, 19, 21).

9. Since vice-principals follow in similar sex proportions as

the principals, it appears that women are lacking in experience in the post immediately below the principalship. One might conclude, therefore, that in the foreseeable future women in educational administration are fated for a status similar to the low profile of today's women (1, 11, 12).

10. Since women teachers compare favorably with women principals on all variables tested as relevant to the study except teaching experience, and since women are behind males on grade status, it would appear that women teachers have to break the "time" barrier (women principals) and/or the qualifications barrier (male principals) to write a new profile on the status of women in educational administration in Newfoundland and Labrador (1, 3, 9, 14).

#### RECOMMENDATIONS

From the findings and conclusions of this study the researcher makes the following recommendations:

1. It is recommended that in the light of the data presented in this study, the current trend for fewer women in educational administration be reviewed and practices be revised to insure that primary and elementary school administrators are familiar, through training and experience, with the needs and problems of their students and staff. Boards need to take into account the suitability of the applicants' educational preparation and experience to the grade levels taught in the schools for which the administrators are required.
2. It is recommended that the education profession demonstrate professional leadership in taking steps to overcome prejudice and lack of expectation for women in administration. This is particularly impor-

tant at the school board level where decisions on hiring school administrators are made. Sex preference used as a criterion for appointments to either teaching or administrative positions for any grade level should be abolished in favor of more relevant characteristics.

3. It is recommended that every individual be permitted and expected to develop and utilize his/her ultimate potential ability to the extent that he/she can, and in exclusion of traditional stereotyped roles. This recommendation is intended to exclude sexism in the day schools without forfeiting the dignity of the human being as boy or girl.

4. Steps should be taken by women as well as boards to provide role models for young women who enter the field of education and thereby help raise the level of expectation for women to make a contribution in school and university administration.

5. Further research might be done in areas such as:

- a) Sexism in the Schools -- Attitudes and Aspirations of Young People;
- b) Internal Barriers to Achievement in Women Teachers;
- c) Comparison of Present and Desired Status by Women in Educational Leadership.

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APPENDICES

APPENDIX A

LETTERS OF PERMISSION TO STUDY

May 13, 1974

Mr. G. McCormick  
Assistant Deputy Minister  
Department of Education  
St. John's, Newfoundland

Dear Mr. McCormick:

As requested in your telephone conversation with Dr. Kitchen, May 10, 1974, I am forwarding copies of the five questionnaires used for the purpose of gathering research data for my thesis, "The Status of Women in the Schools of Newfoundland and Labrador."

Thank you for your cooperation.

Yours truly,

Stella-Marie Gosse  
Graduate Student  
Dept. of Ed. Admin.

cc: Superintendents  
Mr. C. C. Hatcher

May 13, 1974

Mr. C. C. Hatcher  
Executive Secretary  
Integrated Education Committee  
Department of Education  
St. John's, Newfoundland

Dear Mr. Hatcher:

Further to the telephone conversation of May 2, 1974, between you and Dr. Kitchen, I have written an information letter to the school boards of the Integrated Schools of Newfoundland and expressed my intent to conduct a study which involves administering questionnaires to professional employees within their districts. A copy of this letter is enclosed.

Thank you for your helpful suggestions.

Yours truly,

Stella-Marie Gosse  
Graduate Student  
Dept. of Ed. Admin.

cc: Board Chairmen  
Superintendents  
Mr. C. McCormick

May 13, 1974

School Board Chairman

Dear Sir:

For my M.Ed. thesis at Memorial University, I plan to conduct a study of the status of women in educational administration in the Integrated Schools of Newfoundland and Labrador. This study is being carried out under the supervision of the Department of Educational Administration.

The study involves administering short questionnaires to the following persons: superintendents; women principals in schools of more than one room; randomly selected samples of male Elementary School principals, male classroom teachers, and female classroom teachers -- each of whom will receive an accompanying letter.

I hope to collect the data for this study during the month of May, 1974. If there are any questions regarding the questionnaires or the format of the study, please feel free to contact me at the above address. The questionnaires will be distributed over twenty-one districts, and will not place a heavy burden on any one district or any one person.

In a telephone conversation, Mr. C. C. Hatcher, Executive Secretary of the Integrated Committee, indicated an interest in the study. I trust that you have no objections to having your district represented in the study. Should you anticipate any problems, please contact me as soon as possible. Thank you in advance in anticipation of your cooperation.

Yours truly,

Stella-Marie Gosse  
Graduate StudentH. Kitchen, Ph.D.  
Thesis Supervisor



K. Wallace, Ph.D.  
Department Head

cc: Superintendents  
Mr. C. C. Hatcher  
Mr. C. McCormick, Assistant Deputy Minister

P. O. Box 14  
Education Bldg.  
M. U. N.  
St. John's, Nfld.  
May 14, 1974

Mr.  
Superintendent

Dear Sir:

For my M.Ed. program at M.U.N., I have been working on a thesis which involves a comparative study of data relating to the status of women in the Integrated Schools of Newfoundland and Labrador. Similar studies have been done in other parts of Canada and in the U.S.A., but not in this Province. "To help make this study a success, I need your assistance and co-operation.

The overall purpose of the investigation is to study a number of variables which may be related to questions such as "Which administrative areas are under- or over-subscribed to by women teachers, and why?" It focuses sharply on women principals: the present pool, and the potential pool. "Are women prepared; are they interested and willing to offer themselves for administrative posts?" These are the kinds of questions considered. It is expected that the study will be both interesting and useful.

I would be very grateful if you would complete the enclosed questionnaire and return it to me at your earliest convenience. The information collected will be incorporated with data from other questionnaires -- teachers', principals', and other superintendents'. Your questionnaire will then be destroyed. Your individual response is essential to a complete analysis of the situation, but individuals and boards will not be identified.

In order to maintain the confidential nature of the inquiry, I would like to request that you not discuss your questionnaire answers with other participants who might be contributing study materials. It is believed that you can provide the most valid information for at least one area of related variables. Frank answers would be greatly appreciated.

Please forward the completed questionnaire at your earliest convenience. My apologies for troubling you at this busy time of the school year.

Should you express an interest in the results of the findings, you may have a free copy of abstracts from the thesis.

With an early request, arrangements could be made for your board to purchase a copy of the completed thesis.

I anticipate your cooperation, and therefore, thank you in advance.

Yours truly,

Stella-Marie Gosse  
Graduate Student  
Dept. of Ed. Admin.

P. O. Box 14  
Education Building  
Memorial University  
St. John's, Nfld.  
May 16, 1974

Dear Fellow Educator:

I should like for you to consider, with me, the status of women in the schools of Newfoundland and Labrador. Though women make up the majority of classroom teachers, few are in administrative positions. Why is this so? For my Master's thesis at M.U.N., I have chosen to try to find out the reasons for this, particularly with respect to the principalship. To do this, I must have your cooperation and assistance.

To gather data, the enclosed questionnaire has been developed. Since, I realize, this is a busy time for professional school personnel, nearly every question has been designed so that it can be answered with a check (✓) on the appropriate line. Will you please answer the questions and return the questionnaire as soon as possible?

All precautions will be taken to keep your replies confidential. Your name is important only for possible follow-up procedures. Rather than be a non-participant in the study, you need not use your name.

Personally, I am not a representative of any liberation movement, but a graduate student at M.U.N. I hope to be able to take an unbiased approach to analyzing the findings of my research data. I will trust to such data to reveal its own story.

Since you represent such an important part of this study, and since so few women are in principalship positions, your cooperation will be greatly appreciated. In fact, the study cannot be done without you. Maybe you will want to get this ready for tomorrow's mail and thereby get it out of your way. If you have any questions, please contact me.

Thank you for reading my letter. Thank you, too, for your anticipated cooperation.

Yours truly,

Stella-Marié Gosse  
Graduate Student  
Dept. of Ed. Admin.  
Memorial University

P. O. Box 14  
Education Building  
Memorial University  
St. John's, Nfld.  
May 16, 1974

Dear Mr. Principal:

For my Master's degree thesis at Memorial University of Newfoundland and Labrador, I am conducting a study into the status of women in the Integrated Schools of this Province.

"A women's study? What's that to do with me?" you ask.

Yes, a study of women administrators in the Newfoundland and Labrador schools, with special emphasis on women principals -- the present pool, and the potential pool.

Since this study is the comparative analysis of collected data, educators in various positions are being used in the study. There are those who hire, and those who compete. No individuals will be identified, so please feel free to answer questions frankly.

This questionnaire survey could be a contest! Which complete group of forty-five questionnaires will race back first, the men principals' or the women principals'? I know your pen is already away to the races! And I am getting set to record the winners! You see, I am not biased in my thinking. I am prepared to abide by what the data tell us.

Let's GO!!! I have no extras, so I need you all. You are special in this study; you were chosen by random sampling. So you have to perform for those others who were not so fortunate.

Sincerely forwarded,

Stelle-Marie Gosse  
Graduate Student  
Dept. of Ed. Admin.

P. O. Box 14  
Education Building  
Memorial University  
St. John's, Nfld.  
May 16, 1974

Dear Fellow Teacher:

As part of the requirements for the M.Ed. program in Educational Administration, Memorial University of Newfoundland and Labrador, I am conducting a study into the status of women in the Integrated Schools of this Province. Questionnaires are being forwarded to educators in various positions in the education system. School Boards, Superintendents, Assistant Deputy Minister of Education, and the Executive Secretary of the Integrated Education Committee have been contacted and made aware of the study. To date, no objections have been raised, but interest has been sparked. I trust that the latter applies to you as well. Is your pen already in motion?

So few teachers have been selected by random sampling for your category of this study that your prompt participation is very important. Your cooperation in completing the attached questionnaire and returning it to me at your earliest convenience will be greatly appreciated. Please answer each question frankly. Your answers will be held in strictest confidence.

May I expect your questionnaire to find its way back into tomorrow's mailbag?

Thank you in advance for your anticipated cooperation.

Yours truly,

Stella-Marie Gosse  
Graduate Student  
Dept. of Ed. Admin.

May 31, 1974

Dear Fellow Educator:

On May 15, I sent you a questionnaire from which I hope to gather data for a study concerning the involvement of women in educational administration.

To date, more than sixty percent of the questionnaires have been returned. As each one is received, a number on the return envelope is recorded, the envelope is destroyed, and the questionnaire is filed along with others for future reading and processing. In this way, I am aware of who has returned his/her questionnaire but not which one is his/hers. Signing a name is optional. However, it is desirable that the researcher get acquainted with a few women principals.

If you have not already returned your questionnaire, would you please take a few minutes to complete and return it as soon as possible? In case you did not receive the questionnaire or you have mislaid it, I am enclosing another copy.

If your questionnaire is already in the mail, I wish to thank you for your assistance.

Yours truly,

Stella-Marie Gosse

APPENDIX B  
QUESTIONNAIRES



## QUESTIONNAIRE FOR SUPERINTENDENTS

Please answer as accurately and as frankly as possible. Your answers will be held in strictest confidence.

1. Please complete the table below in answer to these questions:

- (a) How many of your board's teachers had a grade four or higher teaching certificate in September, 1973? (Include everyone except principals and board office personnel -- supervisors, consultants...)
- (b) Of these teachers with grade four or higher teaching certificate, how many were working mostly at the primary (K-3) level, how many at the elementary level (4-8), and how many at the high school level (9-11)? (When in doubt about which category to place an individual use the higher grade category.)
- (c) For each category, how many were men, how many women?

Grade IV Certificate or Higher		
	Men	Women
Primary (K-3)		
Elementary (4-8)		
High (9-11)		
Total		

2. Please complete the table below indicating how many of these teachers held a Master's or Doctorate in Education, or a Graduate Diploma in Education. (Not principals or central office personnel)

Master's, Doctorate or Graduate Diploma		
	Men	Women
Primary (K-3)		
Elementary (4-8)		
High (9-11)		
Total		

3. How many vice-principals are there in your District? (When in doubt about the grade level, use the higher grade category.)

	Men	Women	Total
Primary (K-3)			
Elementary (4-8)			
High (9-11)			
Total:			

4. If your board needed a PRINCIPAL for each of the following schools, who in your judgment would most likely be preferred, assuming similar qualifications? Check ONLY ONE on EACH LINE.

Primary (K-3)	Man <input type="checkbox"/>	Woman <input type="checkbox"/>	Definitely no preference <input type="checkbox"/>
Elementary (4-8)	Man <input type="checkbox"/>	Woman <input type="checkbox"/>	Definitely no preference <input type="checkbox"/>
High (9-11)	Man <input type="checkbox"/>	Woman <input type="checkbox"/>	Definitely no preference <input type="checkbox"/>

5. If your board needed a teacher for each of the following schools, who in your judgment would most likely be preferred, assuming similar qualifications?

Primary (K-3)	Man <input type="checkbox"/>	Woman <input type="checkbox"/>	Definitely no preference <input type="checkbox"/>
Elementary (4-8)	Man <input type="checkbox"/>	Woman <input type="checkbox"/>	Definitely no preference <input type="checkbox"/>
High (9-11)	Man <input type="checkbox"/>	Woman <input type="checkbox"/>	Definitely no preference <input type="checkbox"/>

6. Assuming similarly qualified woman applicants, who would most likely be promoted to PRINCIPAL?

Single woman     Married woman with a family     Definitely no preference

Married woman with no family

7. Have you ever made a deliberate effort to encourage women in your district to improve their educational qualifications for the purpose of promotion?

Yes     No    Any remark? \_\_\_\_\_

8. Have you ever made a deliberate effort to encourage capable women in your district to apply for administrative positions?

Yes     No    Any remark? \_\_\_\_\_

9. Why, in your opinion, are there fewer women principals than men principals? Please rank the following reasons, 1 to 5, placing 1 in front of the reason you consider most important, 2 in front of the reason you consider second in importance, 3 in front of the reason you consider third in importance, 4 in front of the reason you consider fourth in importance, and 5 in front of the reason you consider of least importance.

- Women are often poor disciplinarians.
- Women do not often wish to become principals.
- Women are often discriminated against.
- Women's professional careers are often secondary to their home and family responsibilities.
- Women often lack the necessary professional qualifications.

10. Are there other important reasons? - Please state them below:

Please double check to see that no answer has been omitted.

THANK YOU

-----  
Optional

Name: \_\_\_\_\_

School District: \_\_\_\_\_

As questionnaires are received, this section will be detached so that your replies are indeed confidential. However, I would like to know who has responded so that I won't have to bother them with reminders.

## QUESTIONNAIRE FOR WOMEN PRINCIPALS

Please answer as accurately and as frankly as possible. Your answers will be held in strictest confidence. Where possible, please answer with a check mark (✓).

## 1. Marital Status:

Married \_\_\_\_\_

Single (unmarried; widowed; divorced; separated...) \_\_\_\_\_

## 2. Number of children of school age or younger:

\_\_\_\_ 0; \_\_\_\_ 1; \_\_\_\_ 2; \_\_\_\_ 3; \_\_\_\_ 4; If 5 or more,  
please specify \_\_\_\_\_

3. Age of youngest of these children, if any (coming birthday):

\_\_\_\_ 1; \_\_\_\_ 2; \_\_\_\_ 3; \_\_\_\_ 4; \_\_\_\_ 5; \_\_\_\_ 6; \_\_\_\_ 7;

\_\_\_\_ 8; \_\_\_\_ 9; \_\_\_\_ 10; \_\_\_\_ 11; \_\_\_\_ 12; \_\_\_\_ 13; \_\_\_\_ 14;

\_\_\_\_ 15; \_\_\_\_ 16; \_\_\_\_ 17; \_\_\_\_ 18; If older, please specify \_\_\_\_\_

## 4. Your present age:

\_\_\_\_ 16-20                      \_\_\_\_ 36-40                      \_\_\_\_ 56-60

\_\_\_\_ 21-25                      \_\_\_\_ 41-45                      \_\_\_\_ 61-65

\_\_\_\_ 26-30                      \_\_\_\_ 46-50

\_\_\_\_ 31-35                      \_\_\_\_ 51-55

## 5. Number of years spent teaching before becoming a principal:

\_\_\_\_ 0; \_\_\_\_ 1; \_\_\_\_ 2; \_\_\_\_ 3; \_\_\_\_ 4; \_\_\_\_ 5-9; \_\_\_\_ 10-14;

\_\_\_\_ 15-19; \_\_\_\_ 20 years or more

## 6. Total years of experience in the teaching profession (including this year):

\_\_\_\_ 1; \_\_\_\_ 2; \_\_\_\_ 3; \_\_\_\_ 4; \_\_\_\_ 5; \_\_\_\_ 6-10;

\_\_\_\_ 11-15; \_\_\_\_ 16-20; \_\_\_\_ more than 20 years

7. My professional experience has mostly been in:

\_\_\_\_ Primary (K-3)                      \_\_\_\_ Elementary (4-8)                      \_\_\_\_ High (9-11)

8. Circle the grades taught in your present school:

K 1 2 3 4 5 6 7 8 9 10 11 12

9. In your present position, did you

\_\_\_ succeed a man; \_\_\_ succeed a woman; \_\_\_ fill a new position

10. If your vice-principal

\_\_\_ a man; \_\_\_ a woman; \_\_\_ I have no vice-principal

11. How large is the teaching staff of your school (excluding yourself only)?

\_\_\_ No. of men; \_\_\_ No. of women; \_\_\_ Total

12. For your present principalship, were you promoted to it from a teaching position within your present district?

\_\_\_ Yes; \_\_\_ No

13. Certificate standing: Check one in each column.

a) on ENTERING teaching profession b) at PRESENT time

___ Uncertified (license)	___
___ Grade I	___
___ Grade II	___
___ Grade III	___
___ Grade IV	___
___ Grade V	___
___ Grade VI	___
___ Grade VII	___

14. University METHODS courses chiefly in:

\_\_\_ Primary (K-3)      \_\_\_ High (9-11)  
 \_\_\_ Elementary (4-8)      \_\_\_ Have no methods course

15. Do you hold any University Degree(s)?

\_\_\_ No; \_\_\_ Yes (specify) \_\_\_\_\_

16. Age when you became a principal:

10-20                       36-40                       56-60  
 21-25\*                       41-45                       61-65  
 26-30                       46-50  
 31-35                       51-55

17. Have you taken professional courses since you got married? (This question is for married women only.)

Yes;                       No.

18. Do you plan further study in the near future?

Yes;                       No

19. If you answered NO in question 18, why not? Check one or more.

Responsibility of present job too demanding  
 No desire to continue further study  
 Not enough pay for the time and effort involved  
 Marriage and family responsibilities  
 Opportunity for female promotion in education too limited  
 Financially unable to pursue further study  
 Other (Specify) \_\_\_\_\_

20. What is your employment preference for the next few years? Check one.

To continue in my present position or a similar one  
 To continue my career, but to be promoted  
 To terminate my career permanently to become a full-time wife and/or mother  
 To interrupt my career for a while to become a full-time wife and/or mother  
 Other (please describe) \_\_\_\_\_

21. Were you ever granted a maternity leave while employed in the schools?

Yes;                       No

22. Did you ever terminate your employment in education for family reasons such as marriage, child care, or residential move because of husband's employment?

Yes;  No

23. Were you ever given a leave of absence for further study?

Yes;  No

24. Did you ever terminate your employment in the schools for further study?

Yes;  No

25. What was your longest leave, or termination, in time span, for family reasons?

No time  10-14 years  
 Less than year  15-19 years  
 1-4 years  20 years or longer  
 5-9 years (please specify)  years

26. For your present position as principal, did you compete with

Male(s)  Both  There was no other applicant  
 Female(s)  Do not know

27. Approximately how many hours, on the average, do you spend at school work each week? (Include teaching time, home school work.)

Answer \_\_\_\_\_

28. Why, in your opinion, are there fewer women principals than men principals? Please rank the following reasons 1 to 5, placing 1 in front of the reason you consider most important, 2 in front of the reason you consider second in importance, 3 in front of the reason you consider third in importance, 4 in front of the reason you consider fourth in importance, and 5 in front of the reason you consider of least importance.

Women are often poor disciplinarians   
 Women do not often wish to become principals  
 Women are often discriminated against  
 Women's professional careers are often secondary to their home and family responsibilities  
 Women often lack the necessary professional qualifications

29. Are there other important reasons? Please state them below:

30. For the purpose of this study, would you consent to a friendly and conversational interview?

Yes;  No;  Undecided

Please double check to see that no answer has been omitted. Thank you.

THANK YOU

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Optional

Name: \_\_\_\_\_

School District: \_\_\_\_\_

As questionnaires are received, this section will be detached so that your replies are indeed confidential. However, I would like to know who has responded so that I won't have to bother them with reminders.



## QUESTIONNAIRE FOR MEN PRINCIPALS

Please answer as accurately and as frankly as possible. Your answers will be held in strictest confidence. Where possible, please answer with a check mark (✓).

## 1. Marital Status:

Married: \_\_\_\_\_

Single (unmarried; widowed; divorced; separated...) \_\_\_\_\_

## 2. Your present age:

\_\_\_\_\_ 16-20

\_\_\_\_\_ 36-40

\_\_\_\_\_ 56-60

\_\_\_\_\_ 21-25

\_\_\_\_\_ 41-45

\_\_\_\_\_ 61-65

\_\_\_\_\_ 26-30

\_\_\_\_\_ 46-50

\_\_\_\_\_ 31-35

\_\_\_\_\_ 51-55

## 3. Age when you became a principal:

\_\_\_\_\_ 16-20

\_\_\_\_\_ 36-40

\_\_\_\_\_ 56-60

\_\_\_\_\_ 21-25

\_\_\_\_\_ 41-45

\_\_\_\_\_ 61-65

\_\_\_\_\_ 26-30

\_\_\_\_\_ 46-50

\_\_\_\_\_ 31-35

\_\_\_\_\_ 51-55

## 4. Number of years spent teaching before becoming principal:

\_\_\_\_\_ 0; \_\_\_\_\_ 1; \_\_\_\_\_ 2; \_\_\_\_\_ 3; \_\_\_\_\_ 4; \_\_\_\_\_ 5-9; \_\_\_\_\_ 10-14;

\_\_\_\_\_ 15-19; \_\_\_\_\_ 20 years or more

## 5. Total years of experience in the teaching profession (including this year):

\_\_\_\_\_ 1; \_\_\_\_\_ 2; \_\_\_\_\_ 3; \_\_\_\_\_ 4; \_\_\_\_\_ 5; \_\_\_\_\_ 6-10;

\_\_\_\_\_ 11-15; \_\_\_\_\_ 16-20; \_\_\_\_\_ more than 20 years

## 6. My professional experience has mostly been in:

\_\_\_\_\_ Primary (K-3)

\_\_\_\_\_ Elementary (4-8)

\_\_\_\_\_ High (9-11)

7. Circle the grades taught in your present school:

K 1 2 3 4 5 6 7 8 9 10 11 12

8. In your present position, did you

\_\_\_ succeed a man; \_\_\_ succeed a woman; \_\_\_ fill a new position

9. Is your vice-principal

\_\_\_ a man; \_\_\_ a woman; \_\_\_ I have no vice-principal

10. How large is the teaching staff of your school (excluding yourself only)?

\_\_\_ No. of men; \_\_\_ No. of women; \_\_\_ Total

11. Certificate standing: Check one in each column:

a) on ENTERING teaching profession b) at PRESENT time

___ Uncertified (license)	___
___ Grade I	___
___ Grade II	___
___ Grade III	___
___ Grade IV	___
___ Grade V	___
___ Grade VI	___
___ Grade VII	___

12. University METHODS courses chiefly in:

\_\_\_ Primary (K-3) \_\_\_ High (9-11)  
 \_\_\_ Elementary (4-8) \_\_\_ I have no methods course

13. Do you hold any University Degree(s)?

\_\_\_ No; \_\_\_ Yes (specify) \_\_\_\_\_

14. Approximately how many hours, on the average, do you spend at school work each week? (Include teaching time, home school work.)

\_\_\_ hours

15. What is your employment preferences for the next few years? Check one.

to continue in my present position or a similar one

to continue my career, but to be promoted

other (please describe) \_\_\_\_\_

16. Do you plan further study in the near future?

Yes;  No

17. Why, in your opinion, are there fewer women principals than men principals? Please rank the following reasons 1 to 5, placing 1 in front of the reason you consider most important, 2 in front of the reason you consider second in importance, 3 in front of the reason you consider third in importance, 4 in front of the reason you consider fourth in importance, and 5 in front of the reason you consider of least importance.

Women are often poor disciplinarians

Women do not often wish to become principals

Women are often discriminated against

Women's professional careers are often secondary to their home and family responsibilities

Women often lack the necessary professional qualifications

18. Are there other important reasons? Please state them below.

19. For your present principalship, were you promoted to it from a teaching position within your present district?

Yes;                       No

Please double check to see that no answer has been omitted.

THANK YOU

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Optional

Name: \_\_\_\_\_

School District: \_\_\_\_\_

As questionnaires are received, this section will be detached so that your replies are indeed confidential. However, I would like to know who has responded so that I won't have to bother them with reminders.

## QUESTIONNAIRE FOR WOMEN TEACHERS

Please answer as accurately and as frankly as possible. Your answers will be held in strictest confidence. Where possible, please answer with a check mark (✓).

## 1. Marital Status:

Married \_\_\_\_\_

Single (unmarried; widowed; divorced; separated...) \_\_\_\_\_

## 2. Number of children of school age or younger:

\_\_\_\_\_ 0; \_\_\_\_\_ 1; \_\_\_\_\_ 2; \_\_\_\_\_ 3; \_\_\_\_\_ 4; if 5 or more, please specify \_\_\_\_\_

## 3. Age of youngest of these children, if any (nearest birthday):

\_\_\_\_\_ 1; \_\_\_\_\_ 2; \_\_\_\_\_ 3; \_\_\_\_\_ 4; \_\_\_\_\_ 5; \_\_\_\_\_ 6; \_\_\_\_\_ 7;

\_\_\_\_\_ 8; \_\_\_\_\_ 9; \_\_\_\_\_ 10; \_\_\_\_\_ 11; \_\_\_\_\_ 12; \_\_\_\_\_ 13; \_\_\_\_\_ 14;

\_\_\_\_\_ 15; \_\_\_\_\_ 16; \_\_\_\_\_ 17; \_\_\_\_\_ 18; if older, please specify \_\_\_\_\_

## 4. Your present age:

\_\_\_\_\_ 16-20

\_\_\_\_\_ 36-40

\_\_\_\_\_ 56-60

\_\_\_\_\_ 21-25

\_\_\_\_\_ 41-45

\_\_\_\_\_ 61-65

\_\_\_\_\_ 26-30

\_\_\_\_\_ 46-50

\_\_\_\_\_ 31-35

\_\_\_\_\_ 51-55

## 5. Number of years experience in the teaching profession (including this year):

\_\_\_\_\_ 1; \_\_\_\_\_ 2; \_\_\_\_\_ 3; \_\_\_\_\_ 4; \_\_\_\_\_ 5; \_\_\_\_\_ 6-10;

\_\_\_\_\_ 11-15; \_\_\_\_\_ 16-20; \_\_\_\_\_ more than 20 years

6. My professional experience has mostly been in:

\_\_\_\_\_ Primary (K-3)

\_\_\_\_\_ Elementary (4-8)

\_\_\_\_\_ High (9-11)

## 7. Circle the grades taught in your present school:

K 1 2 3 4 5 6 7 8 9 10 11 12

8. Certificate standing: Check one in each column.

a) on ENTERING teaching profession    b) at PRESENT time

<input type="checkbox"/> Uncertified (license)	<input type="checkbox"/>
<input type="checkbox"/> Grade I	<input type="checkbox"/>
<input type="checkbox"/> Grade II	<input type="checkbox"/>
<input type="checkbox"/> Grade III	<input type="checkbox"/>
<input type="checkbox"/> Grade IV	<input type="checkbox"/>
<input type="checkbox"/> Grade V	<input type="checkbox"/>
<input type="checkbox"/> Grade VI	<input type="checkbox"/>
<input type="checkbox"/> Grade VII	<input type="checkbox"/>

9. University METHODS courses chiefly in:

<input type="checkbox"/> Primary (K-3)	<input type="checkbox"/> High (9-11)
<input type="checkbox"/> Elementary (4-8)	<input type="checkbox"/> I have no methods course

10. Do you hold any University Degree(s)?

No;     Yes (specify) \_\_\_\_\_

11. Have you taken professional courses since you got married? (This question is for married women only.)

Yes;     No

12. Do you plan further study in the near future?

Yes;     No

13. If you answered NO in question 12, why not? Check one or more.

Responsibility of present job too demanding

No desire to continue further study

Not enough pay for the time and effort involved

Marriage and family responsibilities

Opportunity for female promotion in education too limited

Financially unable to pursue further study

Other: (specify) \_\_\_\_\_

14. What is your employment preference for the next few years? Check one.
- to continue in my present position or a similar one
- to continue my career, but to be promoted
- to terminate my career permanently to become a full-time wife and/or mother
- to interrupt my career for a while to become a full-time wife and/or mother
- Other (please describe) \_\_\_\_\_
15. Approximately how many hours, on the average, do you spend at school work each week? (Include teaching time; home school work.)
- Answer \_\_\_\_\_
16. Were you ever given a maternity leave while employed in the schools?
- Yes;  No
17. Did you ever terminate your employment in education for family reasons such as marriage, child care, or residential move because of husband's employment?
- Yes;  No
18. Were you ever given a leave of absence for further study?
- Yes;  No
19. Did you ever terminate your employment in the schools for further study?
- Yes;  No
20. What was your longest leave, or termination, in time span, for family reasons?
- |   |   |
|---|---|
| <input type="checkbox"/> No time        | <input type="checkbox"/> 10-14 years        |
| <input type="checkbox"/> Less than year | <input type="checkbox"/> 15-19 years        |
| <input type="checkbox"/> 1-4 years      | <input type="checkbox"/> 20 years or longer |
| <input type="checkbox"/> 5-9 years      | (please specify) _____ years                |
21. Have you ever applied for a job as principal?
- Yes;  No

22. Would you like to become a principal?

Yes;  No;  Undecided

23. Have you ever worked in a school where the principal was a woman?

Yes;  No

24. Whom would you prefer to have as principal? Please choose.

A man;  A woman

25. Why, in your opinion, are there fewer women principals than men principals? Please rank the following reasons 1 to 5, placing 1 in front of the reason you consider most important, 2 in front of the reason you consider second in importance, 3 in front of the reason you consider third in importance, 4 in front of the reason you consider fourth in importance, and 5 in front of the reason you consider of least importance.

Women are often poor disciplinarians

Women do not often wish to become principals

Women are often discriminated against

Women's professional careers are often secondary to their home and family responsibilities

Women often lack the necessary professional qualifications

26. Are there other important reasons? Please state them below.

Please double check to see that no answer has been omitted.

THANK YOU

-----  
Optional

Name: \_\_\_\_\_

School District: \_\_\_\_\_

All questionnaires are received, this section will be detached so that your replies are indeed confidential. However, I would like to know who has responded so that I won't have to bother them with reminders.



## QUESTIONNAIRE FOR MEN TEACHERS

Please answer as accurately and as frankly as possible. Your answers will be held in strictest confidence. Where possible, please answer with a check mark (✓).

## 1. Marital Status:

Married \_\_\_\_\_

Single (unmarried; widowed; divorced; separated...) \_\_\_\_\_

## 2. Your present age:

\_\_\_\_\_ 16-20

\_\_\_\_\_ 36-40

\_\_\_\_\_ 56-60

\_\_\_\_\_ 21-25

\_\_\_\_\_ 41-45

\_\_\_\_\_ 61-65

\_\_\_\_\_ 26-30

\_\_\_\_\_ 46-50

\_\_\_\_\_ 31-35

\_\_\_\_\_ 51-55

## 3. Total years of experience in the teaching profession (including this year):

\_\_\_\_\_ 1; \_\_\_\_\_ 2; \_\_\_\_\_ 3; \_\_\_\_\_ 4; \_\_\_\_\_ 5; \_\_\_\_\_ 6-10;

\_\_\_\_\_ 11-15; \_\_\_\_\_ 16-20; \_\_\_\_\_ more than 20 years

4. My professional experience has mostly been in:

\_\_\_\_\_ Primary (K-3)

\_\_\_\_\_ Elementary (4-8)

\_\_\_\_\_ High (9-11)

## 5. Circle the grades taught in your present school;

K    1    2    3    4    5    6    7    8    9    10    11    12

## 6. Certificate standing: Check one in each column.

a) on ENTERING teaching profession    b) at PRESENT time

\_\_\_\_\_ Uncertified (license) \_\_\_\_\_

\_\_\_\_\_ Grade I \_\_\_\_\_

\_\_\_\_\_ Grade II \_\_\_\_\_

\_\_\_\_\_ Grade III \_\_\_\_\_

\_\_\_\_\_ Grade IV \_\_\_\_\_

\_\_\_\_\_ Grade V \_\_\_\_\_

\_\_\_\_\_ Grade VI \_\_\_\_\_

\_\_\_\_\_ Grade VII \_\_\_\_\_

7. Do you hold any University Degree(s)?  
 No;  Yes (specify) \_\_\_\_\_
8. Have you ever worked in a school where the principal was a woman?  
 Yes;  No
9. Whom would you prefer to have as principal? Please choose.  
 a man;  a woman
10. Approximately how many hours, on the average, do you spend at school work each week? (include teaching time, home school work).  
 \_\_\_\_\_ hours
11. What is your employment preference for the future? Check ONE.  
 to continue in my present position or a similar one  
 to be promoted  
 other (describe) \_\_\_\_\_
12. Do you plan further study in the near future?  
 Yes;  No
13. Have you ever applied for a job as principal?  
 Yes;  No
14. University METHODS courses chiefly in:  
 Primary (K-3)  High (9-11)  
 Elementary (4-8)  I have no methods course
15. Why, in your opinion, are there fewer women principals than men principals? Please rank the following reasons 1 to 5, placing 1 in front of the reason you consider most important, 2 in front of the reason you consider second in importance, 3 in front of the reason you consider third in importance, 4 in front of the reason you consider fourth in importance, and 5 in front of the reason you consider of least importance.  
 Women are often poor disciplinarians  
 Women do not often wish to become principals  
 Women are often discriminated against

\_\_\_ Women's professional careers are often secondary to their home and family responsibilities

\_\_\_ Women often lack the necessary professional qualifications

26. Are there other important reasons? Please state them below.

Please double check to see that no answer has been omitted.

THANK YOU 

---

Optional

Name: \_\_\_\_\_

School District: \_\_\_\_\_

As questionnaires are received, this section will be detached so that your replies are indeed confidential. However, I would like to know who has responded so that I won't have to bother them with reminders.







