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TEXAS FEMALE SUPERINTENDENTS' SELF PERCEPTION OF
THEIR PREFERRED LEADERSHIP STYLES

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THEIR PREFERRED LEADERSHIP STYLES

by

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Treatise

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Dedication

I would like to dedicate this treatise in loving memory to my sister Brenda Deaton, who always provided me with encouragement, inspiration and support. Even as she was about to leave this world to be with her friend, Jesus, she told me how proud she was of me.

I would also like to dedicate this treatise to my mom, Alice Deaton. She instilled in me not only a love of learning, but also the realization that I could achieve any dream that I wanted to achieve. Her dedication to the field of education has continually inspired me on my professional journey and has been a constant source of motivation to me as I worked to complete this project. I sincerely appreciated all the prayers.

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TEXAS FEMALE SUPERINTENDENTS' SELF PERCEPTION
OF THEIR PREFERRED LEADERSHIP STYLES

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The purpose of this study was to examine the self-perception of leadership styles of practicing female superintendents in Texas and how their preferred leadership style affected their performance. The study posed the following questions:(1) What are the preferred leadership styles of the practicing female superintendents in Texas as measured by Bolman & Deal's (2003) four frames of leadership? (2) What are the predominant behaviors that female superintendents in Texas identify within each frame of leadership? (3) How do the preferred leadership styles and behaviors influence the superintendents' every day performance?

This study was relied on a mixed method approach, quantitative and qualitative. The quantitative component involved surveying 50 female superintendents, using the *Leadership Orientations (Self-Report)* survey (Bolman & Deal, 1990). The qualitative component included a semi-structured interview which asked follow up questions with six selected female superintendents (two from rural, two from suburban, and two from

urban districts) who consented to the interview regarding the influence of their leadership preferences.

The findings suggest participants' preferred leadership styles relates to the Human Resource frame which include: being an inspirational leader, utilizing interpersonal skills, making good decisions; as well as, coaching and developing people. Findings also suggest that predominant behaviors include: supporting others, building trusting relationships through collaboration, and being participative. The preferred leadership styles and behaviors' influence on female superintendents' everyday performance resulted in embracing collaboration, being transparent, sharing a vision, being passionate, and building trusting relationships.

Additionally, beliefs and behaviors that lead to success include: being honest, depersonalize the situations, education makes a difference, adopt flexibility, and power to make decisions. The characteristics that lead to success are: being spiritual, being organized, being committed, and willing to help others. Furthermore, the following advice was offered: learn to cope with high level of visibility, become knowledgeable of the district's needs and characteristics, and develop a professional image. Finally, implications for aspiring female superintendents, superintendent preparation programs and school boards members are also presented.

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Chapter I: Introduction

There has been a growing interest in the role of female superintendents in the United States throughout the last 25 years. The increase in the number of women who have ascended to the most powerful leadership position within the school systems of the nation is enhancing this interest (Grogan, 2000). Researchers suggested that women superintendents accounted for one to three percent of the superintendents only twenty years ago (Blount, 1998; Grogan, 2000). That figure rose to 13% in 2000, and later data showed that 18% of the superintendents in the United States were female (Brunner, Grogan, & Prince, 2003). According to a study released by the American Association of School Administrators (AASA), *The State of the American School Superintendency: A Mid-Decade Study*, women made up more than 20% of the superintendents in the nation (AASA, 2006.) The Texas Association of School Boards (2011) noted there are 189 female superintendents in the 1029 school districts in the state of Texas. This equated to 18.4 % of Texas superintendents being female.

While there is an increase in the number of women reaching the top school district positions, some (29%) of women superintendents reported a glass ceiling exists that hurts women's chances of being selected for the job of superintendent (Dana & Bourisaw, 2006). Eagly and Carli (2007) proposed a *labyrinth* is a more accurate depiction of the barriers that women face in ascending to the superintendency. Kolb (2009) proposed that instead of one major barrier, there is a complex series of challenges that women face throughout their educational career.

While research on female superintendents is growing; questions still remain to be answered as to what makes them successful, and more importantly, what leadership styles and

behaviors are perceived as critical to their success as top school leaders. During the last thirty years, both professional and personal challenges for female superintendents were the subject of research studies.

Although several studies (Bjork, 2000; Brunner, 2003; Dana & Bourisaw, 2006; Eagly & Johannesen-Schmidt, 2001; Funk, 2004; Grogan, 2000; Katz, 2004; Skrla, 2000) focused on female superintendents; few have actually determined the preferred leadership styles of female superintendents. Some researchers used Bolman & Deal (2003) to study leadership styles of superintendents (Kolb, 2009; Parent, 2004; Ward, 2006; Washington, 2002); however, their studies were from the perspective of subordinates or superintendents from other states not related to the leadership preferences of practicing female superintendents in Texas. This research examined the various self-perceived leadership styles of women superintendents currently practicing in Texas:

Previous research addressed gender differences in leadership styles (Davis, 1996; Frick, 1996; Israel & Kasper, 2004; Skrla, 1997; Yerkes, Cuellar, & Cuellar, 1992); the barriers to the superintendency that women encountered or overcame (Brunner & Grogan, 2007; Derrington & Sharratt, 2009; Gilmour & Kinsella, 2009); the career paths women took (Glass, Bjork & Brunner, 2000; Tallerico, 2000); and their descriptive statistics or demographics (Sampson & Davenport, 2010; Tallerico & Blount, 2004).

Similarly, early research studies showed no significant differences (Yerkes, Cuellar, & Cuellar, 1992), and later research studies proposed other results (Davis, 1996; Frick, 1996; Skrla, 1997). Some researchers argued that there are significant differences in which men and women lead that may impact the perceptions of their effectiveness (Bjork, 2000; Brunner,

2000; Chase, 1995; Gilligan, 1982). Others argued that leadership style has little to do with gender and more to do with accommodations to socially constructed leadership norms (Astin & Leland, 1991; Eagley & Johannesen-Schmidt, 2001; Eagley & Johnson, 1990).

Several of the documented barriers that women superintendents encountered included sex role stereotyping and sex discrimination; family responsibilities and obligations; lack of role models or mentors; school boards not educated regarding the qualifications of female candidates; and barriers that are self-imposed such as the inability to relocate (Derrington & Sharratt, 2009). Other researchers (Brunner & Grogan, 2007; Gilmour & Kinsella, 2009) indicated that recruiting and hiring practices are barriers as well as balancing the demands of the superintendency with the demands of their personal lives.

The main career pathway to the superintendency was traditionally from the high school principal position (Glass, Bjork & Brunner, 2000; Tallerico, 2000). However, Brunner and Grogan (2007) indicated that women tend to stay longer in the position of teacher, principal, and central office administrator before applying to the superintendency. Women also entered the superintendency at a later age than their male counterparts due to staying in the classroom longer or working with curriculum (Vail, 1999). For male superintendents, the pathway was teacher, high school principal and then superintendent; for female superintendents, it was teacher, elementary principal, central office director and then superintendent (Sampson & Davenport, 2010; Vail, 1999).

The demographics of women superintendents in Texas indicated that most were between 51 and 60 years old, predominantly Caucasian, were married with one to three children and the majority served as rural superintendents (Sampson & Davenport, 2010; Sharp, Malone, Walter, & Supley, 2004). However, deCasal and Mulligan (2004) found their participants to be younger,

between the ages of 31 and 45; their research on other demographics was confirmed by Sampson and Davenport (2010). Many were classroom teachers for six to ten years; superintendents for five to nine years and served as a superintendent in only one school district (deCasal & Mulligan, 2004; Gardiner, Enomoto, & Grogan, 2000).

This chapter discusses the statement of the problem, the purpose for this study, the research questions asked of the practicing female superintendents; the methodology used for this study; and the significance of this study to aspiring female superintendents. The chapter also shares relevant definitions; as well as, the delimitations and limitations of the study; assumptions in this research; and closes with a summary.

STATEMENT OF THE PROBLEM

Women in the superintendency really began to be studied about 20 years ago (Grogan, 2005), and although researchers focused on women superintendents; there was limited research on women in the superintendent position from the women's perspective (Brunner & Grogan, 2007; Katz, 2004; Katz, 2006). As Grogan (1996) recommended, future research should include the voices of successful women superintendents. Prior research suggests that female superintendents exhibit certain leadership styles. For instance, Helgesen (1995) reported that women's leadership style is more participatory and inclusive than men's.

However, until recently, research and writing on leadership focused mostly on men. The implicit, taken-for-granted assumption was that leadership was basically a male activity. In recent years, there has been a surge of interest in gender and leadership stimulated by the dramatic shifts in women's roles and by the accomplishments of individual women (Bolman & Deal, 2003). In a recent study of New Jersey female superintendents (Edmunds, 2007), it stated, "Although there is a growing body of research on female superintendents, there is still a paucity

of information on how female superintendents lead” (p. 2). Therefore, it is essential to focus on the preferences of leadership styles from the perspective of practicing female superintendents, as Ovando & Rodriguez-Casas suggest the voices of practicing female superintendents should be added to the discourse (2005.)

To this end, a leadership model advanced by Bolman and Deal (2003) serves as the framework to conduct the study. This framework is known as the “Four Frames of Leadership.” It includes: Human Resource, Symbolic, Structural, and Political. In order to better understand how Texas female superintendents perceive their leadership styles and how the behaviors affect their performance, a study of Texas female superintendents utilizing the Leadership Orientations (Self-Report) survey developed by Bolman & Deal (1990) used to determine practicing superintendents’ self-perceptions.

PURPOSE OF THE STUDY

The purpose of the research was to examine the self-perception of leadership styles of practicing female superintendents in Texas and how their preferred leadership style affects their performance. The study attempted to determine the leadership behaviors of the selected female superintendents participating in the study in an effort to expand current research on the leadership styles of women superintendents in Texas.

RESEARCH QUESTIONS

The study posed the following questions:

1. What are the preferred leadership styles of the practicing female superintendents in Texas as measured by Bolman & Deal’s (2003) four frames of leadership?

2. What are the predominant behaviors that female superintendents in Texas identify within each frame of leadership?
3. How do the preferred leadership styles and behaviors influence the superintendents' every day performance?

METHODOLOGY

This study was conducted using a mixed method approach, quantitative and qualitative. The quantitative portion involved surveying female superintendents, using the *Leadership Orientations (Self-Report)* survey (Bolman & Deal, 1990). The survey was sent to all practicing female superintendents in Texas for completion. After the surveys were completed and returned, the researcher selected six superintendents to follow up with interviews. The qualitative portion followed a phenomenological approach (Mertens, 2005) and employed a semi-structured interview which asked follow up questions with selected female superintendents who consented to the interview regarding the influence of leadership preferences on their performance.

SIGNIFICANCE OF THE STUDY

Previous research has investigated barriers experienced by women pursuing top school leadership positions and the personal sacrifices these women made for their career success (Gilmour, Kinsella, Moore, Faber, & Silvernail, 2005). As more women ascend to the superintendency position in Texas' public school systems; their perceptions of the behaviors in their leadership style preferences will provide vital information to aspiring superintendents; as well as all educators in Texas, educational administration preparation programs, and school board members across the state.

Historically, women have been underrepresented in such educational leadership positions as superintendencies (Gilmour & Kinsella, 2009). Knowing other women's successes can influence the performance for aspiring women school leaders. The information gleaned from this study can be used to inform board and community members on the preferred leadership styles of female superintendents. This study may also inform females aspiring to become a superintendent of a public school system; regarding the need to determine their leadership style and the behaviors which may lead them to be successful in their ascension to the superintendency. Because this study incorporated the voices and perceptions of currently practicing female superintendents in Texas, it was an avenue for the participants to contribute their knowledge and expertise to the body of research on female leadership theory. This study may add to the literature focusing on the characteristics of women superintendents and offer recommendations for women aspiring to the top administration school district positions.

DEFINITIONS OF TERMS

1. Actions include activities and behaviors that are either intentional or unintentional.
2. Behaviors refer to the actions or reactions of an object or organism, usually in relation to the environment. Behaviors can be conscious or subconscious, overt or covert, and voluntary or involuntary.
3. Beliefs are the psychological states in which an individual holds propositions or premises to be true.
4. Perceptions are the processes of attaining awareness or understanding of sensory information.
5. Glass ceiling is defined as those invisible and impenetrable barriers that prevent and

sometimes exclude women and other minorities from gaining access to the position of school superintendent.

6. Superintendency refers to the top executive position in the public school system.
7. Leadership is the ability to guide, direct, or influence people.

DELIMITATIONS OF THE STUDY

This study only focused on the perceptions of practicing female superintendents in Texas who were willing to participate in the Leadership Orientations Survey (Bolman & Deal, 1990). Similarly, only select, practicing female superintendents in public schools in Texas were interviewed. This study did not include any female superintendents from charter school districts. Further, since the focus of this study was on female superintendents, no male superintendents were surveyed, nor interviewed; therefore, no comparisons were made.

LIMITATIONS OF THE STUDY

Since this study followed a mixed methods design, the following limitations were acknowledged. First, participants were chosen selectively and purposefully from a variety of urban, suburban, and rural school districts. However, the student population was considered. The districts ranged in size from small (62 enrollment) to large (77,713 enrollment.) Second, availability of the women superintendents for follow up interviews, were dependent on their own professional commitments. Lastly, given the nature of this study, the findings from the interviews cannot be generalized to all other groups of female leaders.

ASSUMPTIONS OF THE RESEARCH

1. The first assumption was that the Four Frames of Leadership model by Bolman & Deal (2003) was a constructive way to illustrate the leadership preferences of practicing female superintendents (Bolman & Deal, 2003).
2. The second assumption was that female administrators will continue to pursue a superintendent's position.
3. The third assumption was that practicing female superintendents based their performance on a preferred leadership style.
4. The fourth assumption was the practicing female superintendents were honest in their responses.

SUMMARY

Research about superintendents included men and women in their various roles as leaders. Their leadership styles and preferences were reviewed and analyzed. The last few decades showed that the body of research about women was beginning to grow, specifically research regarding the manner in which women lead their school districts. Researchers such as Bell, (1995); Blount, (1998); Brunner, (1999); and Grogan, (1996) reported on descriptive demographics, women's pathways to the superintendency, barriers they have encountered or have overcome, and perceptions of their leadership skills.

ORGANIZATION OF THE STUDY

This treatise is organized in the following manner. Chapter I introduces the problem of the study which pondered how practicing female superintendents in Texas perceived their leadership styles and behaviors in performance; details the research questions, describes the assumptions,

and presents an overview of the conceptual framework, definitions, limitations, and delimitations of the study. Chapter II presents the review of the literature. The literature review is organized into five categories: (a) the history of women superintendents; (b) the history of Texas women superintendents; (c) a review of leadership, power and women superintendents; (d) factors affecting leadership of women superintendents; and (e) a leadership framework. Chapter III presents the introduction, research design, population and sample selection, methods and procedures, quantitative surveying, qualitative interviewing, and data analysis conducted. This study employed a mixed methods approach that allowed for the examination of the survey results and research questions. Survey data were collected using Bolman & Deal's *Leadership Orientations Survey* (1990) for the quantitative component of the study. An in depth semi-structured interview was constructed for the purpose of the qualitative component of the study. Chapter IV presents the findings of the research which included the discussion and interpretation of the data from the survey and interviews. Chapter V presents the summary of findings, conclusions and implications of the study including recommendations for further study and research.

Chapter II: Review of Literature

The upward mobility of women into executive positions of leadership has been a topic of study in nearly every profession. However, women continue to be under represented in school superintendent positions (Galloway, 2006.) Research on female superintendents is comparatively new, covering 25 years (Grogan, 2000.) Predominantly, researchers described the demographic profile of female superintendents, the historical account of their role in education, and the changes in the percentages of women in the office of superintendents across the nation (Dunlap & Schmuck, 1995). Analysis of research about women superintendents revealed that these authors studied gender bias, leadership styles, and many barriers that prevent women from ascending to the top leadership positions in public school systems (Ridgeway, 2001; Skrla, 2000).

Since the majority of superintendents are white and male, search consultants are generally white and male and often hold traditional gender values (McCreight, 1999.) The majority of school board members are also white and male. As a result, school boards are still very reluctant to hire women to administrative positions, particularly for the superintendent (McCreight, 1999.) Female candidates must be extremely adept at moving the focus of search consultants and school board members from thinking about the “woman candidate” to thinking about the “knowledgeable, professional educator” who just happens to be a woman (Chase & Bell, 1994.)

For the purposes of this study, the review of literature is organized into five categories: (a) the history of women superintendents; (b) the history of Texas women superintendents; (c) a review of leadership, power and women superintendents; (d) factors affecting leadership of women superintendents; (e) and a leadership framework.

HISTORY OF WOMEN IN THE SUPERINTENDENCY

In the influential work, *Destined to Rule the Schools: Women and the Superintendency 1873-1995*, Blount (1998) followed the history of women in educational administration. Her study contained databases which included frequency counts of women superintendents in the United States from 1910 to 1990. Her groundbreaking work figured significantly in the literature and was referenced repeatedly by various researchers (e.g., Edmunds, 2007; Grogan, 2005; Young & Skrla, 2003).

Blount's historical analysis began with a discussion of men being school masters during the 19th century. Women became school marms during the Civil War for the reason that so many men were perishing on the frontlines (Blount, 1998; Skrla, 2000). This began the common school movement (Blount, 1998) in which women were able to find jobs in the school houses.

According to the literature, in 1909, Ella Flagg Young of Chicago was the first female superintendent in a public school system; this began the entrance of women into this position. Young began her new role with enthusiasm proclaiming it was time for women to "rule the schools," a quote cited frequently in the literature (Blount, 1998).

Blount, (1998) Stated by 1910, women superintendents represented nearly 9% of all superintendents in the nation rising to 11% by 1930. Researchers call this period, the golden age for women in educational administration; however, for the remaining 20th century, there was a continuous decrease until it reached 3% in 1970 (Blount, 1998). She further noted, women continued to be underrepresented in the

position of superintendent, even though, the position itself evolved over the course of the century.

The National Education Association's (NEA's) Department of Superintendence required a national survey be completed for the purpose of summarizing tendencies associated with the role of the superintendent (Glass, Bjork, & Brunner, 2000). This began the evolution of documenting superintendents' work. In the middle of the 20th century, the American Association of School Administrators (AASA), was formed when the superintendents' division left the NEA; these studies were completed under the guidance of this new structure largely comprised of men (Blount, 1998). Since that time, the AASA has been conducting research and releasing the findings every 10 years in the *Ten-Year Studies*. These data presented ample statistical evidence that researchers utilize commonly and frequently for research (Glass, et al., 2000).

The *Ten-Year Study* most recently conducted was in 2000, reported findings that delineate important changes for women superintendents. Comprised of approximately 12,604 active superintendents in the nation's school districts (Glass, et al., 2000), more than 2000 surveys were returned from 1953 males and 297 females. The 2000 AASA study specified that females represent approximately 13.2% of the superintendents nationwide, an impressive growth from the 6.6% described in a 1992 study (Glass, et al., 2000). Furthermore, they found most women pursued a career path comparable to men; however, once the aspiring women began their search for a superintendent position, virtually 60% obtained their first position in less than a year (Glass et al., 2000). Due to the fact that more than 50% of students currently enrolled

in educational leadership programs in universities across the nation are women (Smallwood, 2003), researchers inferred that women will comprise a greater number of qualified candidates seeking the position of superintendent in the next decade (Glass, et al., 2000).

Another significant finding in the Glass, et al., (2000) study was the perception that women engage in leadership practices that are different from men. Accordingly, the researchers found, women superintendents “tend to be more concerned with teachers and marginal students, are more motivational, and value working with parents and the community” more than their male counterparts (Glass, et al., 2000, p.17).

Furthermore, researchers state that female superintendents “encourage participation, use democratic leadership styles, achieve higher levels of participation, maintain more closely knit organizations, and produce higher levels of job satisfaction than do their male counterparts” (Glass, et al., 2000, p. 17). Grogan (2000) substantiated these thoughts stating, “Leadership becomes the capacity to involve others honestly by respecting and legitimizing different perspectives” (p. 132). These viewpoints were also reported by Bolman & Deal (2003) who cited Helgesen’s web of influence as evidence.

HISTORY OF TEXAS WOMEN SUPERINTENDENTS

Texas women in education have a long history that included a struggle for equal access, a capitalization on professional opportunities and leadership positions as

teachers and administrators, and a continuing pattern of utilizing education as a foundation for other avenues of development.

Annie Webb Blanton was elected as the first woman state superintendent of public instruction in Texas in 1918. During her tenure as state superintendent, a system of free textbooks was established, teacher certification laws were revised, teachers' salaries were raised, and efforts were made to improve rural education (Cottrell, 1993).

Lane Murray was the first superintendent of the Windham School District, which is a part of a correctional system. Dr. Murray pioneered the school district concept within a state prison system when she was named superintendent for the Windham School System, Texas Department of Corrections, in 1969. Dr. Murray developed the school program from little more than an idea into one of the most highly respected correctional education programs in the nation. She identified and implemented a competency-based approach to instruction in the prison environment (Texas Women's Hall of Fame, 2001).

Diana Lam was the first female superintendent in San Antonio, Texas where she won national acclaim for her accomplishments, including a dramatic increase in student achievement. In 1994, when Ms. Lam first arrived in San Antonio, it was the worst performing school district in Texas, with 42 schools rated as low performing by the state. By 1999, none received that rating, and student scores increased dramatically in all subject areas (Conservatory Charter Lab, 2010.)

Judith G. Loreda has been referred to by her colleagues as, a caring and creative educator who continues to blaze a path of excellence for others to emulate.

She was the first Hispanic woman selected Superintendent of Schools (K-12) in Southside School District, in San Antonio, Texas. Her public and higher education career spanned more than 37 years and included curriculum development, educator preparation, student and program assessment, program accountability, strategic planning, budget development and management, and personnel evaluation. Dr. Loreda has given her life to helping students find their way through education (St. Michael's Catholic Academy, 2010.)

LEADERSHIP, POWER AND WOMEN SUPERINTENDENTS

Studies of women in leadership suggest that women are aware of their difference from their male colleagues (Grogan, 2000; Skrla, Reyes, and Scheurich, 2000). The following account of leadership, power and women superintendents highlights how the leadership styles of women superintendents are changing to meet the needs of public school districts.

Leadership

Leadership is defined as the ability to guide, direct, or influence people. However, leadership styles and traits for superintendents have been defined by the majority of superintendents who are men (Enomoto, 2000). Leadership style was defined by the skills and traits needed in the position of superintendent based on the current gendered position (Sampson & Davenport, 2010). This view assumed that women and men lead differently (Skrla, 2000). Many of these views were based on models of current reality which is a male-dominated position (Ely & Meyerson,

2003). These views coupled with the resistance to change has promoted the continuation of a leadership model that emphasized that men can show aspects of caring, but women leaders must hide this feminine characteristic to be seen as competent (Sampson & Davenport, 2010). Brunner (2000) determined that directive leadership was not as acceptable to women superintendents. Shakeshaft's (1998) examination of leadership styles found that women tended to focus their leadership more on relationships and teaching.

Skrla (2000) identified characteristics of femininity and masculinity. Some of the characteristic traits of femininity identified were empathy, supportiveness, dependence, passivity, and nurturance. Masculine traits identified included self-sufficiency, risk-taking, competitiveness, and stoicism. Skrla (2000) further elaborated that superintendent job descriptions are geared more to masculine traits with managerial skills and a knowledge base that emphasized facilities and finance, which are frequently considered male domains.

For more than 30 years, researchers have studied gender differences in leadership style. As women have broken through the glass ceiling into top leadership positions there has been increased research interest in this area. Clisbee (2005) examined the research and writing on the topic of gender-based differences in leadership style. Male leadership was most often described as hierarchical, top-down, and task-oriented (Clisbee, 2005). Female leadership style was described as collaborative and caring, and less hierarchical than their male counterparts. Clisbee (2005) also revealed that women spent less time on paperwork, spent more time

visiting classrooms, ran more closely-knit schools, used different, less dominating body language, used different language and procedures, were nurturing, kept up to date with curricular issues, spent more time with their peers, were better change agents, and sponsored other women. Female leadership traits were described as emotional, collaborative, flexible, facilitative, nurturing, sensitive, and cooperative. Strachan (2002) defined a difference between feminist leadership and female leadership. Strachan (2002) asserted that feminist leadership has a different focus than that of neo-liberal managerialism. Feminist leadership style focuses on, identification of, and emphasis toward emancipation from and reparation for social injustice (Clisbee, 2005).

There has been limited research focusing on understanding the position of superintendent, from a woman's perspective. Katz (2004) focused on women's ideas and beliefs about leading schools. This study relied on a survey, that measured perceived leadership practices and demographics, sent to women public school superintendents practicing in four Midwestern states during the academic year, 2000-2001. In addition to the survey, face -to-face interviews were conducted with nine respondents. The research questions sought the degree of difference in how the women superintendents perceived their leadership practices based on age, years of administrative experience, and size and structure of their districts. Data analysis revealed differences in perceived leadership practices according to the size of school district. The results also revealed that women had ways to talk about how they have succeeded in their roles as superintendents. Women in this study viewed relational leadership as a key component of their leadership style (Katz,

2004). Findings indicated that the women superintendents believed good hiring practices and specific qualities of a leader were essential elements of effective leadership.

While studies of women and their leadership in schools continue to be limited in comparison to studies of men, information does exist about women who have broken through the glass ceiling of school administration. Such information reveals modest representation of women in leadership roles (Restine, 1993). Sustained progress seem promising due to progressively increasing percentages of women making up the ranks of future administrators seeking graduate degrees in leadership preparation programs (Hill & Ragland, 1995). As a result, the percentages of women in administrative positions have increased, beginning slowly in the 1970s and accelerating in the 1980s (McFadden & Smith, 2004). Studies on Hispanic women report on the stereotypes and influences of their leadership roles how the superintendents made a difference in their school districts (Mendez-Morse, 2000) and how they enact school leadership (Ovando & Rodriguez-Casas, 2005.)

Leadership in education relies on the definition of organizational life and the roles of leaders in those business organizations. The leadership roles may be defined as the behaviors exhibited during day-to-day activities (Glanz, 2004). In a public school system, the focus of leadership in the day-to-day activities lies with the superintendent. Bensimon et al. (1989) suggested that leaders who integrate elements of Bolman & Deal's (1990) four frames are likely to have more flexible responses to different administrative tasks because the leaders perceive the multiple realities of an organization and are able to interpret circumstances in a variety of ways. According to

Bolman & Deal, the ability to use more than one frame increases "an individual's ability to make clear judgments and to act effectively" (1991, p.519).

Women leaders come from all types of backgrounds, from large cities and small cities, from varying backgrounds and experiences (Scheckelhoff, 2007). Similarly, Shriberg, Shriberg, and Kumari (2005), noted that successful leadership is studied and analyzed by many people and organizations because it is difficult to understand, define, and articulate, and yet, it is one of the key elements to the success of a project or organization. To better understand women and leadership, focusing on past and present successful women leaders and hearing their recommendations will inform us (Scheckelhoff, 2007). There is much to learn from women leaders as they reflect on their experiences and offer advice. The opportunities and challenges that they have experienced, position them well to tell the story to the next generation of women leaders (Scheckelhoff, 2007). Leading is what makes change and progress possible and people in leadership positions need to be informed, educated, supported, and encouraged. Listening to an experienced leader and their thoughts and ideas will provide a foundation of information on which to build future work.

Power

Power is defined as the control and influence over other people and their actions. The public school superintendency is the most powerful position in U.S. schools. Yet women who hold the position have difficulty talking about power (Brunner, 2000). Katz (2006) designed a mixed methods study to investigate how

women superintendents viewed their uses of power. A survey was sent to all women superintendents practicing in four Midwestern states during the 2000-2001 school year and nine women in the sample participated in interviews. Results of quantitative data analysis revealed that there were significant differences in participants' age and years of experience in the superintendency and how they perceived their uses of power (Katz, 2006). The interviews revealed that women spoke of how their power increased when they shared or gave power away. Katz (2006) further explained that consistent with previous research, her study also found that women had some difficulty defining and conceptualizing power in their roles as superintendents.

Men and women in leadership situations use power to control their own destinies as Lips (2003) noted, "women are just as likely as men are to be motivated by a need for power" (p. 466). As superintendents of schools, men and women also need to develop some degree of power in effectively leading the organization, or the consequences may be dismissal from the position (Dana & Bourisaw, 2006). A key component in leadership is power, and many times it is equated with leadership itself (Yukl, 2006). Researchers, (Grogan, 2000; Shields, 2005), discussed the notion of power relative to women in the superintendency. Grogan (2000) relied on the philosophical work of Foucault to explain that knowledge and power are connected.

Others affirm that power may include major themes such as silence, style, responsibility, and people (Brunner, 2000.) This researcher found that directive leadership was not a style acceptable to women; rather, they needed to follow a more culturally accepted norm for women. Further, researchers agree that women who were

successful in positions of power were able to adapt to a female approach to power which included collaboration, inclusion, and consensus building (Sampson & Davenport, 2010). In addition, Brunner (2000) found that successful women superintendents were comfortable with shared power. Women superintendents expressed the need to display no emotion when silenced by their male colleagues. Silencing by their male colleagues included being interrupted while speaking, ignoring their comments, or being left out of conversations (Brunner & Grogan, 2007).

Women do not assert power “over” others; their approach is to develop *power with* others (Brunner, 1999.) Women prefer relational leadership. Developing collaborative practices and sharing information, creative thinking, and problem resolution were desired by women as organizational processes through which the work of schooling is done. Working together to make decisions increased the power of one, moving it to the power of many. Women often face difficult struggles if they aspire to positions where leaders are expected to have *power over* others rather than empowering others (Dana & Bourisaw, 2006). They continued by stating that one reason is that women who work to establish *power over* are not well received in a culture where sexism or sex-role stereotypes are inherent.

Brunner (1999) also reported that while there exists "a dramatic division along gender lines, a similar division can be found in the philosophical literature on power" (p. 71). Men and women have different definitions of power. Grogan (1999) stated:

A common definition of power is the capacity to make others do what they would otherwise not do. If this is how superintendents have come to understand it through exposure to the discourse of educational administration, then it is not surprising that a woman superintendent wishes to dissociate herself from its traditional connotation. Many women leaders have resisted the male images of domination and aggression. (p. 205)

A large number of leadership studies identified the kinds of power that leaders have available to them and use in their work. In addition to position power, other kinds of power exist. Expert power is associated with those who have developed a strong knowledge base and competencies in management operations required for school district leadership and “know-how” to solve problems and make decisions (Dana & Bourisaw, 2006).

Establishing relationships, alliances, and networks provides essential support for a leader to gain and maintain power. Skill in framing the meaning and use of symbols important to the culture will increase the power a school leader has, and persons with charisma, strong communication skills, and political acumen can build essential power to acquire and maintain CEO leadership positions (Bolman & Deal, 2003). Larson (2005) emphasized the importance of skill development. Women leaders must know their work and its history and future; they must read daily, not just work-related materials, but about art, history and culture. According to Larson (2005) a diversified person is a better leader. Larson (2005) noted that women leaders

discussed the importance of knowing oneself. Women leaders must understand their strengths and weaknesses. They must understand their risk tolerance, their communication skills, their values, their personal goals, and their needed skills to move the organization forward. Women's knowledge and understanding of these skills and characteristics will prepare them for a successful superintendency.

Women Superintendents

The upward mobility of women into executive positions of leadership has been a topic of study in nearly every profession in recent years. For instance, evidence from a study, (Pew, 2002) suggested that female leaders have common leadership characteristics and behaviors which have been identified as necessary for leaders of the 21st century that may account for the increase of women superintendents. The skill set outlined below is critical for women aspiring to be superintendents, successful women superintendents: practice participatory leadership, maintained communication with all stake holders, valued relationships, and improved academics (Pew, 2002). These behaviors were identified as being similar to the natural way females lead.

According to Scheckelhoff (2007) the advice from experienced and successful women leaders included building a vision, having passion, being a person of integrity, having self-knowledge, creating a positive culture, communicating, networking, building relationships, strengthening skills, and achieving balance. Leaders should be informed and educated and solicit the advice of successful leaders to strengthen their chances of success. Women leaders provided a new way of thinking and leading and

complemented the work of male leaders, and thus, made the world a better place. Examples of how women superintendents utilize their visionary leadership and other female characteristics to lead their school districts has been the focus of previous research.

Women tend to use their years of teaching as a springboard into the superintendency utilizing their compassion and nurturing style to lead their districts. A study conducted by Washington (2002) found that women superintendents are underrepresented in Kentucky. The findings revealed the 16 women superintendents to be visionary leaders, who combine a strong instructional background with a feminine style of leadership, which encompassed cooperation, collaboration, nurturance, openness, trust, non-confrontational relations, and building capacity within others. Overall, the results of this study confirmed other studies related to feminine leadership theory, particularly as women superintendents. Fundamental to their leadership was an emphasis of putting students first, a strong instructional focus, and an empowering, relational style of interaction that contrasted with the traditional, top-down management approach to finances and stability. Similarly, Edmunds (2007) discovered that female superintendent's leadership style was multidimensional. Also, participants described their leadership styles as participative and inclusive.

Others conducted a multiple case study to examine the experiences of Hispanic female superintendents only Ovando and Rodriguez-Casas (2005.) However, this research focused on the participants' perceptions, construction, enactment and meaning of their school leadership. The study concluded there are common characteristics

related to each of the school leadership dimensions; the framework involved an ongoing cycle of school leadership learning in regards to perception, construction, enactment and meaning for Hispanic female superintendents (Ovando & Rodriguez-Casas, 2005). In order to learn more about women superintendents and their leadership styles, more studies are needed to give a voice to practicing women superintendents. One study that accomplished this goal to some extent was Ovando and Rodriguez-Casas (2005); the researchers indicated that women in administrative positions need to share their insight in order to prepare aspiring women superintendents to know how to handle the position of superintendent. Similarly, researchers affirm that the voices of female superintendents are seldom heard (Skrla, Reyes, & Sheurich, 2000). Other common school leadership characteristics found to be critical include building collaboration and communication, focusing on student learning, integrating an improvement planning process and conducting campus and classroom visitations are critical characteristics of Hispanic female superintendents' school leadership (Ovando & Rodriguez-Casas, 2005). These findings supported previous research on the characteristics of successful women superintendents including interpersonal skills such as communication, the ability to maintain cooperative relationships and clarity of role (Hoy & Hoy, 2003; Kowalski, 1999; Petersen & Short, 2001). The resulting recommendation from previous studies was that aspiring female superintendents should develop a working base knowledge of the three leadership dimensions: instructional, managerial and political, and construct their leadership emphasizing procedural and contextual knowledge to affect student learning (Ovando & Rodriguez-Casas, 2005).

Similarly, another single case study focused on how a woman superintendent dealt with challenges in her position, which can be a lesson for aspiring female superintendents. The purpose of the study was to understand how a woman deals with the superintendency. Grogan (2008) reported on a two-year tenure of a women superintendent; the study showed women in the superintendency still face issues of gender stereotyping that influence the way they are perceived as leaders of school systems. The superintendent being studied was known for her relationship building. She was hired because of her nature to build bridges between the schools, parents and the business community. In analyzing the data of the study, Grogan (2008) discovered the superintendent faced a number of difficulties, some of her own making, and some over which she had little control. For instance, she realized that not forming a better relationship with her staff was a serious oversight. Further, she also realized she was not able to work with the school board; and the hands-on instructional approach she used also contributed to her demise. The superintendent was expected to act the same as her male predecessors but yet to act feminine and lady-like. By moving too quickly and aggressively, she had in the eyes of the staff, board, and community, violated her femininity. She was perceived differently in her role as superintendent, than a man would have been. She also received higher visibility in the position than a male superintendent would have (Grogan, 2008). She resigned from her position. All superintendents need to know when to cut their losses and move on. The most important thing was that the superintendent did not lose confidence in her own

abilities. She was cognizant of the mysterious ways in which gender complicates the superintendency.

FACTORS AFFECTING LEADERSHIP OF FEMALE SUPERINTENDENTS

There are several factors that affect the leadership of female superintendents. A few examples include gender, the glass ceiling effect and perception of leadership practices.

Gender

Viewing the superintendency as male-centered was labeled by Shakeshaft as *androcentric* which means centered or focused on men (1989). As a result, the social construction of gender concept conveys the belief that men make better leaders than women (Ridgeway, 2001). As stated in the literature, a woman makes a better leader if she acts more like a man (Brunner, 1998).

Although females represented two-thirds of the licensed professionals in education and a majority in doctoral programs in educational administration, they still constituted a significant minority of superintendents across the country, according to Kowalski & Reitzug (1993). Women appeared to be leaving building leadership positions, going to central office director jobs and then into the superintendency. Females made up 21.7 percent of the current superintendents (Glass & Franceschini, 2007).

Several studies on female superintendents, focusing on gender differences in leadership styles, indicated that women tended to have a more collaborative approach to

leadership than do men (Aburdene & Naisbett, 1992; Bjork & Keedy, 2001; Bjork & Rodgers, 1999; Funk, 1998, 2004). The research on women's leadership suggested that the traditional top-down hierarchy has been replaced by a web-like organization in which females operate from the center (Helgesen, 1990). This allowed them to utilize their strengths: acting on their priorities, relating to people, encouraging employees, providing opportunities for collaboration, soliciting input, and opening two-way communication channels. Particularly in educational systems, women's experiences in teaching and knowledge of curriculum allowed them to guide from a position of expertise. Their natural empathy and compassion were essential in creating a positive, collegial workplace environment (Fennell, 1999; Helgesen, 1990; Wesson & Grady, 1994).

Glass Ceiling Effect

For many women experiencing equity and social justice in the workplace is simply a dream and an illusion. Glass ceilings have been systematically constructed as a consequence of our cultural attitudes, behaviors, and practices (Dana & Bourisaw, 2006). The glass ceiling metaphor represents those invisible barriers that prevent women from reaching the highest levels of executive positions in organizations (Freeman, et al., 2001; U.S. Department of Labor, 1995). The glass ceiling effect is also used frequently in the research to describe the limited access women have as superintendents of public school systems (Dana & Bourisaw, 2006; Ridgeway, 2001).

In 1991, the United States Department of Labor's Federal Glass Ceiling Commission authorized its first study of the glass ceiling under Section 504 of the Civil

Rights Act to investigate those perceived or actual obstacles. This fact-finding report resulted in a major agreement that was stated as follows: “Corporate leaders surveyed, and women and minorities who participated...all agree that a glass ceiling exists and that it operates substantially to exclude minorities and women from the top levels of management” (U.S. Department of Labor, 1995, p.7). According to congressional studies, women on average earned 20% less than men (Stein, 2003). Among the findings of the commission were the following: (a) Prejudice against minorities and white women was the single greatest barrier to their achievement into the executive ranks; (b) Glass ceilings exclude able people of diverse backgrounds that businesses need to compete successfully from top leadership of corporations; and (c) Three levels of barriers do exist: societal barriers which may be outside the direct control of business, internal structural barriers, and governmental barriers (Dana & Bourisaw 2006). The glass ceiling is an apt metaphor for the levels of leadership beyond which women have not been admitted, and it is just the beginning of the complete metaphor (Dana & Bourisaw, 2006).

Perception of Practice in Leadership

The *2003 Study of Women Superintendents and Women Central Office Administrators* commissioned by the American Association of School Administrators, revealed perceptive insights into how we might generalize across the national sample of women superintendents. The results showed a strong emphasis on women superintendents as instructional leaders with expertise in curriculum and instruction. The study further revealed that more women superintendents than men

superintendents actively sought citizen participation in district decision-making. Community-building included working closely with teachers and administrators, the school board, and the various citizen groups that comprised the larger community. This work assumed both the political skills implied in the role of the superintendent as democratic leader and the academic skills of the applied social scientist. Kowalski (2005) asserted that women superintendents' focus on community was a strong indication of their acceptance of such a role. An advantage in this endeavor was the particularly strong relational dimension to leadership that women superintendents bring to the position. For example, both men and women superintendents viewed interpersonal skills as a strength women share, and both believed that it is valued in the superintendency (Kowalski, 2005).

Women utilized a more collaborative approach to leadership, building on relationships and involving others in decision-making (Mountford, 2004; Harris, 2009). A woman's style of collaborative leadership challenged the status quo, often creating discomfort for school boards and those she supervised because control was spread throughout the organization (Dana & Bourisaw, 2006). The essence of leadership is collaborative; it is about establishing relationships then massaging those relationships through the practice of key principles: trust, passion, courage, the common good, a focus on performance, and keeping it real (Harris, 2009).

The literature review provides a historical perspective of women in the superintendency since the beginning of the 20th century to present day. Some of the female pioneers in education in the state of Texas were noted for their leadership and

path-blazing characteristics. Studies of leadership, power and women superintendents were presented; as well as, the factors affecting leadership of female superintendents. The leadership traits of female superintendents are shared that made women successful and effective as superintendents of public school systems.

Previous studies of women superintendents (Edmunds, 2007; Ward, 2006) explored leadership styles using the Bolman and Deal model (2003). However, these studies were conducted in other states and not in Texas. The leadership framework that serves as the foundation for this study was Bolman and Deal's Four Frames of Leadership (2003) framework and is described in the following section.

LEADERSHIP FRAMEWORK

Several schools of thought have emerged from the social sciences that contain distinctive concepts and assumptions that represent a unique view of how organizations work and the leadership that they need (Bolman & Deal, 2003). While there were many ways to view organizations, research suggested viewing the organization through four different frames. These were often described as lenses, windows, maps, tools, orientations or perspectives because the images suggest multiple functions (Bolman & Deal, 2003).

The four frames include: (a) structural; (b) human resource; (c) political; and (d) symbolic. Each of the frames was powerful and coherent, and collectively, they made it possible to reframe, or view, the same situation from multiple perspectives (Bolman & Deal, 2003).

The Structural Frame

The structural frame emphasized goals, specialized roles, and formal relationships. Structures were commonly depicted by organizational charts and were designed to fit an organization's environment and technology. Organizations allocated responsibilities to participants. They then created rules, policies, procedures, and hierarchies to coordinate diverse activities into a unified strategy (Bolman & Deal, 2003). Structural leaders emphasized their role in making decisions, analyzing problems, determining different solutions, choosing the most appropriate strategy and executing it (Bensimon et al., 1989).

Leaders who utilized the structural frame appreciated data analysis, stayed focused on the bottom line, set clear directions, held people responsible for results, and tried to resolve organizational problems with new policies and rules (Bolman & Deal, 1992).

The Human Resource Frame

The human resource frame, based particularly on ideas from psychology, saw an organization as much like an extended family, made up of individuals with needs, feelings, prejudices, skills, and limitations (Bolman & Deal, 2003). From a human resource perspective, the key challenge was to tailor organizations to individuals and to find a way for people to get the job done while feeling good about what they were doing (Bolman & Deal, 2003). Human resource leaders honored relationships and feelings and attempted to lead through facilitation and empowerment (Bolman & Deal, 1992).

Employee-centered leaders related to the needs of their constituents and viewed the workplace as an investment in people.

The Political Frame

The political frame was rooted in the work of political scientists. It saw organizations as arenas, contests, or jungles (Bolman & Deal, 2003). Narrow-minded interests competed for power and scarce resources. Bargaining, negotiation, coercion, and compromise were a normal part of everyday life; coalitions formed around specific interests and changed as issues came and went (Bolman & Deal, 2003). According to Bolman and Deal (2003), five statements summarized this approach: (1) Organizations were coalitions; (2) There were enduring differences among coalition members; (3) Important decisions involved allocating scarce resources; (4) Scarce resources and enduring differences made conflict central and power the most important asset; and (5) Goals and decisions emerged from bargaining, negotiation, and jockeying for position among competing stakeholders (p. 186).

The Symbolic Frame

The symbolic frame, drawing on social and cultural anthropology, treated organizations as tribes, theaters, or carnivals (Bolman & Deal, 2003). It abandoned assumptions of rationality in other frames. It saw organizations as cultures, propelled more by rituals, ceremonies, stories, heroes, and myths than by rules, politics, and managerial authority (Bolman & Deal, 2003). Symbols expressed an organization's culture: "the interwoven pattern of beliefs, values, practices, and artifacts that defined

for members who they were and how they did things" (Bolman & Deal, 2003, p. 243). Symbolic leaders were able to make improvements through the manipulation of symbols and were seen primarily as catalysts or facilitators of an on-going process who channeled activities in subtle ways (Bensimon et al., 1989).

Bolman & Deal's four frames identified effective leaders as analysts and architects (structural frame), catalysts and servants (human resource frame), advocates and negotiators (political frame), and prophets and poets (symbolic frame). A combination of analysis, intuition, and artistry was involved when leaders chose a frame or understood others' perspectives, and this process built on a lifetime of skill, knowledge, intuition, and wisdom (Bolman & Deal, 2003). Research suggested that leaders who integrated elements of the four frames were likely to have more flexible responses to different administrative tasks because they perceived the multiple realities of an organization and were able to interpret circumstances in a variety of ways (Bensimon et al., 1989). Bolman & Deal advocated reframing or looking at events from each of the four frames in order to have a better picture of what was happening in the organization and made the best decisions possible. Leaders, such as superintendents, who can think and act using more than one frame, may be able to fulfill the multiple, and often conflicting, expectations of their leadership positions more skillfully than leaders who cannot differentiate among situational requirements (Bensimon et al., 1989).

SUMMARY

This chapter reports the review of the literature as related to women superintendents in Texas and the nation. The chapter is divided into five major sections: history of women in the superintendency; history of Texas women superintendents; leadership, power and women superintendents; factors affecting leadership of female superintendents; and the leadership framework. Additionally, Bolman & Deal (2003) provides the leadership framework for understanding how women superintendents used the four frames of leadership to increase their performance.

Chapter III: Methodology

According to previous research, focusing on women in educational administration, particularly women in the superintendency, this study is warranted. For instance, it has been suggested that women in administrative positions need to share their experiences and expertise.

Therefore, the purpose of this study was to examine the self-perception of the leadership styles of practicing female superintendents in Texas and how their preferred leadership style affected their performance. To achieve this goal, a mixed methods design was used, consisting of collecting, organizing, and analyzing data from surveys and interviews. A mixed-methods research used both quantitative and qualitative features in the design, data collection and analysis (Teddlie & Tashakkori, 2002).

The following research questions guided the study:

1. What are the preferred leadership styles of the practicing female superintendents in Texas as measured by Bolman & Deal's (2003) four frames of leadership?
2. What are the predominant behaviors that female superintendents in Texas identify within each frame of leadership?
3. How do the preferred leadership styles and behaviors influence the superintendents' every day performance?

Chapter III presents an overview of the research methodology and design for this study. This chapter is organized into the following sections: research design,

mixed-methods research approach, sample selection, participants, and data collection methodology of the study.

RESEARCH METHOD

For the purpose of this study, the researcher selected a mixed-methods approach to determine the self-perceptions of leadership styles and behaviors of practicing female superintendents in Texas; and how their preferred leadership style affected performance. A mixed- method design was one in which both quantitative and qualitative methods were used to answer research questions in a single study (Mertens, 2005). As Teddlie and Tashakkori (2002) affirmed, mixed methods have particular value when a researcher tries to solve a problem that is presented in a complex educational or social context. Because mixed-methods designs incorporate techniques from both the quantitative and qualitative research traditions, they were used to answer questions that could not be answered in any other way (Mertens, 2005). The features of a mixed-methods design included surveying practicing female superintendents, collecting and analyzing the quantitative data, using the researcher as a key instrument, additionally collecting data through participant observation and in-depth interviewing, and analyzing the qualitative data, provided a research design for this study.

Survey research

Surveys allow the collection of data from a larger number of people than was generally possible when using an experimental design. Surveys relied on individuals' self-reports of their knowledge, attitudes, or behaviors. Surveys are a familiar part of

most peoples' lives in the sense that survey results are often cited in the popular media, such as newspapers, magazines, and television programs (Mertens, 2005).

According to Dillman (2000), there was an increasing trend toward self-administered surveys. This movement has been influenced by advances in technology including computer assisted telephone interviews, e-mail, and Web-based surveys. As with any data collection technique, there were potential barriers to obtaining useful information. Dillman (2000) suggested that researchers use a mixed-method approach using mail and telephone surveys and personal interviews along with Web surveys. E-mail and Web surveys were similar in that they both relied on the Internet and computers for the collection of information. E-mail surveys were much less interactive and restricted the options for responding to the survey.

The purpose of the survey method of research is to collect data from or about people to describe, compare, or explain their knowledge, feelings, values, and behavior (Fink, 2006). In this research, the survey was used to determine the leadership styles of women superintendents in the state of Texas. The inclusion of all women superintendents in the survey for the state of Texas generated an acceptable return rate (35.5%.) Two email requests were sent as a follow up to increase the participation rate. Google Docs retained the survey responses until all participants had completed the survey; then the analysis of the data began after all responses had been collected. The open-ended question responses were collected at the time of the follow-up interviews with the six selected female superintendents. The responses to

the questions were analyzed according to the four frames of leadership and emerging trends or topics related to the literature.

According to Fink (2006), a survey was a method of collecting information from people about their ideas, feelings, health, plans, beliefs, and social, educational, and financial background. It usually took the form of questionnaires and interviews. Self-administered questionnaires were completed by computer by the participants. An existing survey instrument, Bolman and Deal's *Leadership Orientations* survey (1990) was used to collect data about the leadership frames. The first section of the survey was about behaviors and the second section of the survey was about leadership styles. There was a semi-structured interview consisting of questions broken into different sections. The first part included demographic information. This section contained location of district (urban, suburban, or rural), number of students served in their current school district, number of years as a school superintendent, and the number of districts served as a superintendent. The second section consisted of a few statements related to leadership characteristics, relationships, and the role of the superintendent. The last section included open ended questions. The open ended questions allowed the respondents to answer in their own words, which give the respondents maximum autonomy over their responses (Fink, 2006).

Sample Population

The female superintendents who participated in this study were practicing in public schools. The sample only included female superintendents who were currently

employed in Texas public school districts, not including private or charter school districts, and had been in their position for at least one year.

Selection of participants for the survey included a review of the names on the Texas Education Agency's database as a way to identify a pool of participants. Two sources were used: (a) a search of the Texas Education Agency's School Directory, and (b) a search of the Directory of the Texas Association of School Boards.

There were 141 potential qualifying female superintendents out of the 189; from that number, 50 actually participated in the survey, and six were selected for the follow-up interviews. There were two female superintendents selected from rural school districts, two from suburban school districts and two from urban school districts.

A recruitment email solicited participation from a female superintendent in all 189 public school districts. One email received from a male superintendent stated his name was a unisex name, and he would not be participating in the study. In addition, six returned with undeliverable email notices; fifteen email notices from interim superintendents; seventeen email responses were from superintendents in their position for less than one year; and nine email responses were from retired superintendents stating they were no longer in the position of superintendent. Approximately 35.5% of the potential participants completed the survey. One urban school district's organizational structure prohibited the inclusion of their superintendent for this study.

Participants

Survey participants for this study were selected using the following criteria:

- a. Gender being female;

- b. Employed as a superintendent in a Texas public school system for at least one year.
- c. Not employed with a charter or private school district in Texas.

Participant Experience

The participants were asked to indicate how many years had they been in their current job and how many total years of experience they had as an administrator. The data showed the majority of female superintendents had been in their position for one to five years (62%); others were six to ten years in their current position (26%); and only a few were in their position for more than eleven years (12%.) The shortest time in their current position was one year and the longest time period in their current position was 18 years. In response to the question of total years of experience as an administrator, the range was from four years to 35 years.

Instrumentation for Data Collection

A data collection instrument included an online survey for all practicing female superintendents. Initially developed by Bolman & Deal (1990) the survey was based on the underlying concepts of the frames of leadership. The copyrighted *Leadership Orientations Survey* instrument. There were two formats: (a) Self-Report and (b) Report for Others. The researcher used only the Self-Report Survey. There were three sections to the survey; (a) Behaviors, (b) Leadership Styles, and (c) Management and Leadership Rating. All items in the survey were presented in the same sequence: structural, human resource, political, and symbolic. See Appendix A.

Validity and Reliability of the Survey Instrument

Permission from Dr. Lee Bolman through personal communication, to use the *Leadership Orientations (Self-Report) Survey* was granted (See Appendix C). The survey instrument as constructed was tested for validity and reliability. Extensive statistical analysis was conducted to determine its validity using tests of Split Half Correlation, Spearman Brown Coefficient, Guttman (Rulon) Coefficient, and Coefficient Alpha (Bolman, 2008). Bolman based the reliability statistics on approximately 1,300 ratings of managers and administrators in the business and education fields. It is not, however, a normed test. Extensive statistical analysis of each of the items on the Bolman & Deal *Leadership Orientations Survey* was conducted in several ways. The reliability of the *Leadership Orientation Scales* was placed in Appendix D.

Instrument Structure

The survey instrument entitled *Leadership Orientations Survey (Self Report,)* was utilized. In Section I, “behaviors,” the participants were instructed to select a response for each question that they felt best described their leadership behavior according to a 5-point Likert scale in which 1= never, 2 = occasionally, 3 = sometimes, 4 = often, and 5 = always (Bolman, 2008). The survey was developed to measure leadership orientations style based on a Four Frame model: (a) structural frame, (b) human resource frame, (c) political frame, and (d) symbolic frame (Bolman & Deal, 2003).

In Section II, “leadership styles,” the participants were asked to describe a series of six traits. Each item contained four responses to be rated by the participant

using a Likert scaled response. Responses were scored by assigning 4 = best describes you, 3 = to the next best item, and so on until 1=least like you.

In Section III, the participant was asked to self-assess their overall effectiveness first as a manager and second, as a leader. The rating was represented on a scale from 1 to 5. A response of “1” or “2” represents lower quintiles designated such as bottom 40%; a response of “3” represents the middle 20%; and a response of “4” or “5” represents the top 40%.

Procedures for Data Collection

The first step in collecting data using the survey involved sending out an email to prospective participants. The next step in collecting survey data involved making sure the techniques for administering the survey were standardized for all participants; so that information from each respondent was gathered in the same manner. The third step was to ensure the instructions were clearly indicated on how the participants should complete and return the surveys; in this study, the instructions was made available on the survey itself as administered through Google Docs. The next step involved monitoring the e-mail inbox for returned surveys and responding with an automated thank you response e-mail for those who participated. The researcher followed up with an additional email request for participation to all practicing female superintendents two weeks after sending out the survey request, thanking those who had participated and encouraging others to participate.

The survey instrument entitled *Leadership Orientations Survey (Self Report)* was sent to all practicing female superintendents in Texas. For practicality purposes an

online survey tool provided by Google Docs was used to distribute the survey via email; valid work email addresses were obtained through the Texas Education Agency database. The Texas Association of School Boards also maintained a database of all members who were active superintendents in Texas. The e-mail solicitation letter contained (a) an invitation to participate in the research; (b) a statement regarding the purpose of the research; (c) an explanation of the procedures to be followed; (d) an explanation of how the data will remain strictly confidential; (e) a statement that participation would be voluntary; (f) contact information for the researcher; and (g) a hyperlink to the survey on the web-site Google Docs.

A follow-up email was sent to all female superintendents to thank those who had responded already and reminded others who may still want to respond to the survey. The researcher sent a second follow-up email three weeks after the original email had been sent containing the same hyperlink to the survey and requested that the potential participants complete the survey if they so desired.

The programming contained in the online survey collection tool did not allow participants to return to the survey once they had completed the survey. If the participants closed the survey before completion, they were able to return to the last question they had left unanswered and complete the survey. The participants' anonymity was assured because the survey was designed so the researcher could not obtain identifying information that would identify participants.

In a study of comparison of web and mail survey response rates; Kaplowitz, Hadlock, & Levine (2004) stated that possible advantages of using the Internet include

cost savings associated with eliminating the printing and mailing of survey instruments; as well as, time and cost savings of having returned survey data already in an electronic format. Some studies suggest that in populations with access to the Internet, response rates for email and Web surveys may not match those of other survey methods (Cook, Heath, and Thompson 2000; Couper, 2000). Apparent differences in response rates for Web surveys had many causes or explanations. One explanation for these differences in response rates may have been the fact that less time and attention have been devoted to developing and testing motivating tools to increase Web survey responses, compared to the time spent studying tools employed in mail surveys (Kaplowitz, Hadlock, & Levine, 2004). The results of this study suggested in a population in which each member had Web access, a Web survey application can achieve a comparable response rate to a questionnaire delivered by surface mail if the Web version was preceded by a surface mail notification. The findings suggested that a mail pre-notice can increase response rates; however, a reminder notification was less effective.

Data Analysis

In the first section of the survey, the participants were instructed to select a response for each question they felt would best describe their leadership behavior according to a 5 point Likert scale in which 1= never, 2 = occasionally, 3 = sometimes, 4 = often, and 5 = always. The responses to the survey questions were entered into a Google Docs spreadsheet listing the data. The first step in the analysis was to determine percentages for the initial set of demographic questions.

For the behaviors section, frequency counts that represented the positive responses of “often” and “always” were combined into one. Percentages representing the negative responses of “sometimes,” “occasionally,” and “never” were grouped for each item. A mean percentage was calculated for each one of the frames; one for the combined positive responses and one for the combined negative responses.

For the leadership styles section, the participants were asked to rank order their styles into positive responses for “Best Describes Me” and “Next Best Describes Me.” These positive responses for the items were grouped together. The same was done for the negative responses for “Next Best Describes Me” and “Least Like Me” were grouped together as well. Factor analysis was used to determine patterns in the survey data, the responses from the survey were tallied.

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Phenomenological research

Phenomenological research emphasizes the individuals’ subjective experience (Bogdan & Biklen, 2003). It sought the individual’s perceptions and meaning of a phenomenon or experience. The intent was to understand and describe an event from the point of view of the participant. The key characteristic of phenomenology was the study of the way in which members of a group themselves interpreted the world and life around them. The researcher did not make assumptions about an objective reality that exists apart from the individual (Mertens, 2005). The focus was on understanding how individuals created and understood their own life spaces. In a qualitative study the researcher was the instrument for collecting data. The researcher decided which questions to ask and in what order, what to observe, and what to write down. Considerable interest had to be given to the researcher’s values, assumptions, beliefs or biases she brought to the study. It is noteworthy that the researcher monitored these items as she progressed through the study to determine their impact on the study’s data and interpretations.

A semi-structured interview was used to provide a voice to the practicing female superintendents in Texas. Several open-ended questions guided the interviews (See Appendix B). The researcher conducted the in-depth semi-structured interviews with six female superintendents who were currently employed in public school districts throughout the state of Texas. The interviews allowed the female superintendents to provide a voice to the literature regarding behaviors and leadership styles they felt made them successful and effective leaders of their school districts.

Sample Population

The superintendents selected for the follow up interviews were from six public school districts affiliated with six of the 20 Texas Education Service Center regions; those regions are 6, 7, 8, 10, 11 and 12. Interestingly, the Education Service Center region 12 had the most female superintendents in the state of Texas.

The second level, the qualitative, included the selection of interview participants using purposeful sampling. From the survey responses, six female superintendents were identified for the follow up open-ended questions, based on their location (urban, suburban, or rural). The researcher interviewed the six superintendents, two from each category of urban, suburban, and rural to get an accurate picture of the landscape for women superintendents in Texas. An additional alternative process was applied in locating study participants if there were more than two female superintendents willing to participate from each category. In addition, the superintendents were selected from across the state to allow for a wide cross-section of

participants. The sample was determined using criteria to establish as closely as possible divergent representation of female superintendents in Texas. This informal approach involved discussions with the researcher's professor, co-workers, and executive directors of the Education Service Centers in which the school districts were located.

Participants

The qualitative section of the mixed-methods design involved the interviews which included six selected female superintendents. Interview participants for this study were selected using the following criteria:

- a. Gender being female;
- b. Employed as a superintendent in a Texas public school system for at least one year.
- c. Not employed with a charter or private school district in Texas.
- d. Agreed to participate in the follow-up interviews.

Participant Experience

The six superintendents selected for the follow up interviews averaged 11 years of experience in being a superintendent. The shortest time in the current position was four years and the longest time period in the current position was 18 years.

Instrumentation for Data Collection

Data was collected using methods consistent with mixed-methods research design which required a qualitative interview. The second level of the

instrumentation for data collection involved the follow-up face- to-face interviews with six selected practicing female superintendents who consented to being interviewed. The interviews took place in the superintendents' office which was the natural setting for the participants in their everyday interactions. If necessary, phone interviews took the place of face-to-face interviews if time constraints were present. Other data collection instruments may consist of conducting observations and gathering pertinent documents as needed. Questions on the interview provided demographic data which included, but not limited to, the following: length of years in the superintendent's position; size of district; a description identifying the district as urban, suburban or rural; and other items such as Education Service Center (ESC) regions. The ESC regions break the state of Texas down into 20 various regions.

Procedures for Data Collection

The first step in collecting data through the interviews was to schedule and conduct the interview after identifying the participants for the semi-structured interviews based on their willingness to participate from the surveys. To capture women's *voices*, in-depth semi- structured interviews were conducted with each superintendent individually. These interviews were conducted in person or over the telephone depending on the convenience of the participants. Each interview lasted approximately one hour. All interviews were digitally recorded with written permission of the participant and subsequently were transcribed by the researcher. The second step involved categorizing and analyzing the data through descriptive

statistics involving frequency and percentages. Next, this researcher wrote interview elaborations of each interview session, self-reflections on her role, her reactions, additional information, and extensions of interview meanings. The researcher transcribed the interviews as quickly as possible for each participant.

Data Analysis

The second stage of data analysis of the interviews was completed as follows: The descriptive analysis included geographic location, district size, years of teaching experience, and years of administrative experience. The responses from the semi-structured interviews were audio-recorded, transcribed and analyzed. The data were analyzed to give meaning and voice to the responses in order to draw conclusions regarding leadership styles and behaviors.

The coding process involved organizing the interview responses according to the emerging topics and the frequency of each response in comparison to the other female superintendents in the follow up interviews. There were specific steps as outlined by Miles and Huberman (1994) which were followed by the researcher in the coding process: (1) Codes were given to the first set of notes drawn by observations and the interviews; (2) Personal reflections were written in the margins; (3) Similar phrases and themes were identified; (4) Patterns and commonalities were identified; (5) Generalizations were made; and (6) Themes within the literature were used to measure the generalizations of the responses given in relation to the national data on

female superintendents. The descriptive statistics were used to analyze the data, including percentages.

SUMMARY

This chapter describes the methodology used to examine the extent to which the leadership styles of women superintendents in Texas can be understood by applying Bolman & Deal's four frames of leadership model (2003). To achieve this goal, a mixed-method design was used, consisting of methods of collecting, organizing, and analyzing data. The researcher conducted multiple interviews of practicing female superintendents from public school systems in Texas. The analyses of the quantitative and qualitative data of practicing Texas female superintendents was conducted in order to collect data and build theory regarding the leadership orientation styles and behaviors of Texas female superintendents. The research study drew conclusions as related to policy, practice, and further research.

Chapter IV: Findings

The purpose of this research study was to examine the self-perception of leadership styles and behaviors of practicing female superintendents in Texas and how their preferred leadership style affects their performance. The first two research questions were addressed by the responses to the survey instrument. The last question was addressed through the interviews.

The research questions posed in this study were:

1. What are the preferred leadership styles of the practicing female superintendents in Texas as measured by Bolman & Deal's (2003) four frames of leadership?
2. What are the predominant behaviors that female superintendents in Texas identify within each frame of leadership?
3. How do the preferred leadership styles and behaviors influence the superintendents' every day performance?

This chapter offers a description of the findings. These include: the female superintendents preferred leadership styles, the predominant behaviors demonstrated by the female superintendents, the preferred leadership styles and behaviors that influence the superintendent's everyday performance, beliefs and behaviors that lead to their success, characteristics that contribute to the female superintendents' success, and suggestions offered by the participants.

DESCRIPTIVE FINDINGS

According to the descriptive findings, 28% of the female superintendents served in urban school districts; 48% served in suburban school districts; and 24% served in rural school districts. The participating superintendents served school districts with various enrollments, the lowest student enrollment of 120 students and the highest enrollment of 36,000 students, as shown below. This was in alignment with Katz (2006) finding's that most female superintendents are leading larger school districts.

Table 1: Demographics of the Districts

| District Setting | Size of District | % of Districts |
|------------------|------------------|----------------|
| Rural | <1999 | 24% |
| Suburban | 2000 – 8999 | 48% |
| Urban | >9000 | 28% |

Research Question 1: What are the preferred leadership styles of the practicing female superintendents in Texas as measured by Bolman & Deal's (2003) four frames of leadership?

Overall, in response to the questions regarding the preferred leadership styles on Bolman and Deal's (1990) *Leadership Orientations Survey* (Self); 86% of the female superintendents stated they operated most often in the Human Resource frame. In Texas, the female superintendents' preferred leadership style was one that involved being viewed as a catalyst who motivated and empowered subordinates to

perform at their best; they perceived themselves as being humanists. The participants believed in people and communicated that belief, were visible, accessible, and empowered people by increasing participation, providing support, sharing information and moving decision making as far down the school district as possible. The participants operated with strong interpersonal skills; they were good listeners; they coached and developed people; they had a concern for others; and they genuinely cared and supported others in the school district. The second highest percentage was in the Symbolic frame of leadership orientations with 74.3% of the female superintendents identifying in that frame of leadership style. This meant that the superintendents viewed their leadership style in the symbolic frame with the ability to excite and motivate others; being an inspirational leader; being able to energize and inspire others; using charisma; using their imagination and creativity and being known as a visionary. Table 2 below lists the female superintendents' preference by leadership frame in descending order of their preference based on the Bolman & Deal (1990) Leadership Orientations Survey (Self).

Table 2: Superintendents' Preference by Leadership Frame

| | |
|-------|--|
| 86% | Human Resources Frame as preferred leadership style. |
| 74.3% | Symbolic Frame as preferred leadership style. |
| 65% | Structural Frame as preferred leadership style. |
| 58.3% | Political Frame as preferred leadership style. |

There were six questions which asked the superintendents through a forced-choice method to rate the characteristics which best described their leadership style. For each item, the participants were asked to give the number “4” to the phrase that best described them, “3” to the item that is next best, and continuing in descending order to the item least like the participants.

According to the data, the female superintendents identified their strongest skills were “interpersonal skills” with 90% of the superintendents stating this best described them, operating in the Human Resource frame of leadership. The skills that the female superintendents identified were least like them were the “political skills,” which operate in the Political frame of leadership.

According to the data, the female superintendents identified being “an inspirational leader” best described them with 92% of the superintendents selecting this response. The superintendents felt being “a technical expert” was least like them. The leadership frame which correlated to being an inspirational leader was the Symbolic frame. The analysis was that female superintendents were inspiring others more often than being a technical expert while leading their school districts.

The female superintendents selected their abilities “to make good decisions,” as well as, “coach and develop people” as the abilities which helped them the most to be successful 86% of the time. This data referred to the Structural and Human Resource frames as being equal in the items that best described the female superintendents in Texas within these two leadership frames. Furthermore, when the female superintendents were asked to select the characteristic regarding what people were most

likely to notice about them; 84% selected their “concern for people” as the characteristic that best described them, which indicated they operate in the Human Resource leadership frame more often than the other characteristics listed.

Also, 86% of the female superintendents selected their most important leadership trait as “caring and support for others,” and they felt the characteristics of “toughness and aggressiveness” as well as, “imagination and creativity” were least like them with selecting each only 44% of the time. This meant that the female superintendents operated in the Human Resource frame of leadership when identifying their most important leadership trait. Lastly, when the female superintendents were asked which characteristic best described them; 88% of the superintendents selected “a humanist.” The characteristic in which the female superintendents described as least like them was of “a politician,” with only 38% of the female superintendents selecting this characteristic. Again, the superintendents identified within the Human Resource frame when selecting or identifying how they best would be described.

The results for each characteristic for each question with the correlating frame of leadership utilizing combined scores for negative/positive responses were grouped according to combined responses of “*least like me*” with a score of 1 or 2 and “*best describes me*” with a score of 3 or 4 are listed below.

Table 3 Texas Female Superintendents' (n=50) Responses to Survey Items on Leadership Styles

| Question #1 My strongest skills are: | Least Like Me Frequency | Best Describes Me Frequency | Least Like Me % | Best Describes Me % | Leadership Frame |
|--|--|--|------------------------|----------------------------|-------------------------|
| a. Analytic skills | 14 | 36 | 28% | 72% | Structural |
| b. Interpersonal skills | 05 | 45 | 10% | 90% | Human Resource |
| c. Political skills | 23 | 27 | 46% | 54% | Political |
| d. Ability to excite & motivate | 11 | 39 | 22% | 78% | Symbolic |
| Question #2 Best way to describe me is: | | | | | |
| a. Technical expert | 29 | 21 | 58% | 42% | Structural |
| b. Good listener | 10 | 40 | 20% | 80% | Human Resource |
| c. Skilled negotiator | 16 | 34 | 32% | 68% | Political |
| d. Inspirational leader | 4 | 46 | 8% | 92% | Symbolic |
| Question #3 What has helped me the most to be successful is my ability: | | | | | |
| a. Make good decisions | 7 | 43 | 14% | 86% | Structural |
| b. Coach & develop people | 7 | 43 | 14% | 86% | Human Resource |
| c. Build strong alliances & a power base | 20 | 30 | 40% | 60% | Political |
| d. Energize & inspire others | 15 | 35 | 30% | 70% | Symbolic |

| Table 3 Texas Female Superintendents' (n=50) Responses Continued | | | | | |
|--|----|----|-----|-----|----------------|
| Question #4 What people are most likely to notice about me is my: | | | | | |
| a. Attention to detail | 20 | 30 | 40% | 60% | Structural |
| b. Concern for people | 8 | 42 | 16% | 84% | Human Resource |
| c. Ability to succeed in the face of conflict & opposition | 13 | 37 | 26% | 74% | Political |
| d. Charisma | 17 | 33 | 34% | 66% | Symbolic |
| | | | | | |
| Question #5 My most important leadership trait is: | | | | | |
| a. Clear, logical thinking | 11 | 39 | 22% | 78% | Structural |
| b. Caring & support for others | 7 | 43 | 14% | 86% | Human Resource |
| c. Toughness & aggressiveness | 22 | 28 | 44% | 56% | Political |
| d. Imagination & creativity | 22 | 28 | 44% | 56% | Symbolic |
| | | | | | |
| Question #6 I am best described as: | | | | | |
| a. An analyst | 24 | 26 | 48% | 52% | Structural |
| b. A humanist | 6 | 44 | 12% | 88% | Human Resource |
| c. A politician | 31 | 19 | 62% | 38% | Political |
| d. A visionary | 8 | 42 | 16% | 84% | Symbolic |

Research Question 2: What are the predominant behaviors that female superintendents in Texas identify within each frame of leadership?

Overall, the participants of the study identified the specific behaviors within each of the four frames of leadership (Structural, Human Resource, Political, and Symbolic.)

First, the highest behaviors identified (90.3%) corresponded to the Human Resource frame; indicating they often “show high levels of support and concern for others,” and “build trust through open and collaborative relationships.” Basically, the female superintendents viewed their employees as the school district’s greatest assets, the human capital was the key to their effectiveness. The female superintendents were considerate of the needs of others and looked for ways for everyone to succeed in an atmosphere of mutual respect, trust, and human dignity.

The second highest behaviors identified (84.8%) corresponded to the Political frame; indicating the superintendents “have an exceptional ability to mobilize people and resources to get things done.” The female superintendents understood that it was imperative for schools and communities to form a partnership in improving education, especially with the complex nature of a school district. These superintendents understood the political aspects within their own school system; as well as, the external politics affecting the school district.

The third highest behaviors identified (82.8%) corresponded to the Symbolic frame; indicating they “inspire others to do their best,” and “serve as an influential model of organizational aspirations and values.” The female superintendents

understood the importance of developing a shared vision and mission statement. It was critical for female superintendents to understand the culture of their school district; they involved others through effective, positive communication, personal charisma, and conviction. The behavior commitments of this practice were envisioning the future and enlisting the support of others.

Lastly, the fourth highest behaviors identified (82.3%) corresponded to the Structural frame; indicating they often “think very clearly and logically,” they “approached problems with facts and logic,” and they “set specific, measurable goals and held people accountable for results.” The female superintendents understood and behaved in a way that demonstrated the critical need for structure to avoid confusion and to reach common goals. The degree of structure required depended on the situation or need. Effective female superintendents were highly supportive in personal relations when required; but were capable of making quick, authoritative decisions when necessary.

Table 4 lists the results of the descriptive statistics of the female superintendents’ predominant behaviors demonstrated within each of the leadership frames in descending order.

Table 4: Superintendents’ Preference of Predominant Behaviors by Leadership Frame

| | |
|-------|--|
| 90.3% | Predominant behaviors demonstrated within the Human Resources Frame. |
| 84.8% | Predominant behaviors demonstrated within the Political Frame. |
| 82.8% | Predominant behaviors demonstrated within the Symbolic Frame. |
| 82.3% | Predominant behaviors demonstrated within the Structural Frame. |

Table 5 indicates the responses to each of the statements on the behaviors section of the survey of the participants as their behaviors demonstrate within their daily operations of the school district. The complete list of behaviors that the female superintendents selected according to the frequency of use is presented below.

Table 5 Texas Female Superintendents' (n=50) Responses to Survey Items on Behaviors

| Statements | Sometimes/ Occasionally Frequency | Always/ Often Frequency | Sometimes/ Occasionally Percentage | Always/ Often Percentage | Leadership Frame |
|--|--|--|---|---|-----------------------------|
| 1. Think very clearly & logically. | 4 | 46 | 8% | 92% | Structural |
| 2. Show high levels of support & concern for others. | 1 | 49 | 2% | 98% | Human Resource |
| 3. Have exceptional ability to mobilize people & resources to get things done. | 1 | 49 | 2% | 98% | Political |
| 4. Inspire others to do their best. | 2 | 48 | 4% | 96% | Symbolic |
| 5. Strongly emphasize careful planning & clear time lines. | 12 | 38 | 24% | 76% | Structural |
| 7. Am a very skillful and shrewd negotiator. | 12 | 38 | 24% | 76% | Political |
| 8. Am highly charismatic. | 23 | 27 | 46% | 54% | Symbolic |
| 9. Approach problems through logical analysis & careful planning. | 7 | 43 | 14% | 86% | Structural |
| 10. Show high sensitivity & concern for others' needs & feelings. | 4 | 43 | 14% | 86% | Human Resource |
| 11. Am unusually persuasive & influential. | 7 | 43 | 14% | 86% | Political |
| 12. Am able to be an inspiration to others. | 10 | 40 | 20% | 80% | Symbolic |
| 13. Develop & implement clear, logical policies & procedures. | 8 | 42 | 16% | 84% | Structural |
| 14. Foster high levels of participation & involvement in decisions. | 8 | 42 | 16% | 84% | Human Resource |
| 15. Anticipate & deal adroitly with organizational conflict. | 5 | 45 | 10% | 90% | Political |
| | | | | | |

| | | | | | |
|--|----|----|-----|-----|----------------|
| 16. Am highly imaginative & creative. | 18 | 32 | 36% | 64% | Symbolic |
| 17. Approach problems with facts & logic. | 4 | 46 | 8% | 92% | Structural |
| 18. Am consistently helpful & responsive to others. | 4 | 46 | 8% | 92% | Human Resource |
| 19. Am very effective in getting support from people with influence and power. | 8 | 42 | 16% | 84% | Political |
| 20. Communicate a strong & challenging sense of vision & mission. | 3 | 47 | 6% | 94% | Symbolic |
| 21. Set specific, measurable goals & hold people accountable for results. | 7 | 43 | 14% | 86% | Structural |
| 22. Listen well & am unusually receptive to other people's ideas & input. | 5 | 45 | 10% | 90% | Human Resource |
| 23. Am politically very sensitive & skillful | 14 | 36 | 28% | 72% | Political |
| 24. See beyond current realities to generate exciting new opportunities | 9 | 41 | 18% | 82% | Symbolic |
| 25. Have extraordinary attention to detail. | 19 | 31 | 38% | 62% | Structural |
| 26. Give personal recognition for work well done. | 10 | 40 | 20% | 80% | Human Resource |
| 27. Develop alliances to build a strong base of support. | 11 | 39 | 22% | 78% | Political |
| 28. Generate loyalty & enthusiasm. | 3 | 47 | 6% | 94% | Symbolic |
| 29. Strongly believe in clear structure & a chain of command. | 10 | 40 | 20% | 80% | Structural |
| 30. Am a highly participative manager. | 3 | 47 | 6% | 94% | Human Resource |
| 31. Succeed in the face of conflict & opposition. | 3 | 47 | 6% | 94% | Political |
| 32. Serve as an influential model of organizational aspirations & values. | 1 | 49 | 2% | 98% | Symbolic |

Research Question 3: How do the preferred leadership styles and behaviors influence the superintendents' everyday performance?

The qualitative component of the mixed method design was completed through semi-structured interviews with six of the female superintendents who consented to the follow up interview. The results from the interviews enhanced the findings from the surveys, providing rich information about the leadership styles and behaviors of practicing female superintendents in Texas. It was important to use the personal interviews to give a “voice” to the female superintendents in Texas in regards to their self-perception of their leadership styles and behaviors; especially in how those influenced the superintendents' performance. The six female superintendents were selected for the follow up interviews based on their district size, location, student enrollment, and willingness to participate in the interview. Rural Superintendent 1 represented a school district with an enrollment of approximately 900 students. Rural Superintendent 2 represented a school district with an enrollment of approximately 1700 students. Suburban Superintendent 1 represented a school district with an enrollment of approximately 2,700 students. Suburban Superintendent 2 represents a school district with an enrollment of approximately 6,500 students. Urban Superintendent 1 represented a school district with an enrollment of approximately 9,000 students. Urban Superintendent 2 represented a school district with an enrollment of approximately 36,000 students.

The qualitative data revealed that several commonalities existed in relationships to the perceived influence of the preferred leadership style and behaviors highlighted.

These were clustered in five major themes including (a) embracing collaboration, (b) being transparent, (c) sharing a vision, (d) being passionate for education, and (e) building trusting relationships; each will be discussed below.

Embracing Collaboration

This refers to jointly working together with others to accomplish a goal or perform a task. Participants discussed the effort to respond to the multiple and competing pressures placed on schools, emphasizing the need for superintendents to reexamine the traditional organizational structures and reconsider their roles and responsibilities. This is critical in how they articulate and model their leadership behaviors that focus on curriculum and instruction and improving student learning. Each superintendent reported that it was necessary to involve the stakeholders of the district in decision making. Urban superintendent 2 stated, “I believe in surrounding myself with strong people. I have a collaborative style, I choose to discuss initiatives and get feedback from all stakeholders, especially from my cabinet.” To follow up on her comment, Suburban superintendent 2 emphasized, her leadership style influenced her performance “tremendously, it depends on the climate of the district and community, but I use a collaborative model for leadership.” In addition, Suburban superintendent 1 stated, “as a primary collaborative leader, I prioritize the quality feedback I both give to and receive from staff.” The same sentiment was shared by Urban superintendent 1, “my comfortable leadership style is to use committees, and shared leadership in decision making.” Rural superintendent 1 commented, “My leadership style is all about collaboration. The bottom line might be mine, but it won’t be made without a lot of input from other people.” To conclude this

theme, Rural superintendent 2 said it best, “I’m collaborative but not afraid to make a decision. I’ll listen and there will be times when I have to be focused and make the decision; then in speaking with the cabinet or district leadership team I’ll hear that it wasn’t the best decision. Then there are times when I’ve gone against them and ended up making the right decision, so I kind of lead with my gut but it varies. I’m very collaborative by nature.”

Being Transparent

This refers to performing in a clear or translucent manner with high levels of visibility or accessibility of information especially concerning educational practices. Transparency is about promoting open accountability and accessibility, providing timely information for students, staff and parents about what their school district is doing. Urban superintendent 1 simply stated, “Communication is also very important, you must be open and transparent.” This was echoed by the other superintendents as well. Suburban superintendent 2 emphasized, “You better be grounded in truth in order to experience success; organizationally, the truth is embodied in your values. Your agreed upon values determine the behaviors within your district culture.” From another standpoint, Urban superintendent 2 said she handled transparency this way, “I communicate expectations then hold everyone involved accountable, that way there are no surprises nor hidden agendas.” All of the female superintendents spoke of the critical need to clearly and openly communicate with all stakeholders, and advised not to let anything surprise the school board, to keep them informed at all times. These superintendents are using blogs and other online tools to rebuild trust by making district issues and decision making more

transparent. The superintendents stated they must be responsive to community and employee concerns, and most of them report they return emails and phone calls within 24 hours and ask their staff members to do the same.

Sharing a Vision

This refers to the act of participating with others in foreseeing or anticipating what may come to be in the future of the school district. The process for establishing a shared vision and a strategic plan is complex, time consuming, and stressful. Vision is a mental image of a possible and desirable future state of the organization. Sharing a vision spoke volumes about the leadership styles of the female superintendents in Texas. Each one explained the importance of letting the community; as well as the staff, know the direction of the school district, where it was heading. Rural superintendent 1 stated, “Just as the teacher is structuring a lesson, so does the superintendent structure the vision for the district, but you have to have a system for achieving it. Most people work on strategic planning, we work on systemic planning.” One way to accomplish this is to do what Suburban superintendent 2 believes, “The superintendent has to be the instructional leader of the district. She has to model the vision, develop the culture of accountability and communicate clearly the vision of the district.” Suburban superintendent 2 said, “You have to have complete buy-in from all stakeholders; engage people on the way, let them try it for six months and check the feedback.” Each of the superintendents thought that school board relations were important in creating and/or implementing the school district’s vision. In speaking of moving the district forward in regard to the school board, Rural superintendent 2 stated, “Especially with increased accountability, you have to

bring everyone together to move forward, and that definitely includes the school board.” Suburban superintendent 1 put it this way, “There isn’t just one style of leadership, it depends on the situation; and over the years. I’ve developed multiple skills in dealing with personalities, most importantly, with the school board. You have to learn the make-up of the school board and who the power players are in the community because that will influence your performance.”

Being Passionate

This refers to expressing strong positive emotions about the position and moving stakeholders toward increasing student success with powerful or compelling conviction. The superintendents explained that they had a strong passion for the position, or as this researcher refers to it as ‘*occupassion*.’ This is a major finding and an important theme that has implications for the understanding of women’s leadership in the most powerful position in the school district. This passion is expressed through a high commitment to educate and enlighten people. Making a difference in children’s lives should be the driving force behind every action that dedicated and effective superintendents take.

A passion for education was a thread throughout each interview; all superintendents spoke enthusiastically about the need for an education and being passionate in helping students succeed in their education. One of the suburban superintendents said, “I have a driving passion to make a difference in the lives of my students and my staff members.” Similarly, a rural superintendent put it this way, “You have to lead with passion and have the desire to help the students of your district, get

involved with your students, their families and the community.” Another participant simply stated, “My passion is for education.” An element of the primary position of authority as a superintendent is the ability to bring out the best leadership qualities in colleagues, parents and students and engender in them the same kind of passion for the district’s vision and goals.

Building Trusting Relationships

This refers to creating connections with others based on trust (assured reliance on someone) and promoting integrity and consistency. The female superintendents spoke of the importance of building trusting relationships. Urban superintendent 1 suggested, “To develop personal relationships with the school board members. We did a personality inventory with the board and it was great to learn the differences in each other and how we all work together.” Another urban superintendent stated, “Establish relationships, have open communication, build trust with all the stakeholders.” She elaborated how she built trust by visiting every department, facility and campus in her school district. Rural superintendent 2 said, “Build relationships with superintendents, male and female, and those that are aspiring to become superintendents.” She went on to advocate for “paying it forward,” that is, being willing to help others as they reach out for a mentor and to establish relationships. Each female superintendent spoke of the importance of building trusting, and meaningful relationships with their staff, the stakeholders of the school district, the board members, and the community. Most importantly they also advised building these relationships with other superintendents. For instance, Rural superintendent 1 stated, “Women superintendents need one another;

we think we are an island. Men aren't afraid to ask for help. Women fail to ask for help thinking they will appear weak. Don't be ashamed or afraid to ask for help from other superintendents." In discussing the changing times and greater accountability, Rural superintendent 2 shared, "In order to be properly prepared, the key is to build relationships with superintendents, male and female; and those that are aspiring to become superintendents. Most are thrilled to mentor you. I know of a lot of sitting superintendents that want to inspire others and will take a moment to give advice." One of the superintendents who has been a mentor for many other superintendents, simply said, "Connect with other superintendents, develop strong, trusting relationships with them; it helps to have a strong mentor and then be a strong mentor to someone else in the future, pay it forward."

ADDITIONAL FINDINGS

There were three additional questions asked during the open – ended interview process. These provided additional insight about the female superintendents' perceptions regarding what contributed to their success and specific suggestions for aspiring female superintendents.

These questions were stated as follows:

- 1. What beliefs or behaviors do you feel make you successful and effective?*
- 2. Which of your personal characteristics have attributed to your success?*
- 3. What advice would you give to aspiring women superintendents?*

The responses from the superintendents were organized according to each question with subthemes emerging from the data. In analyzing the data from the interviews, several common themes emerged. The beliefs and behaviors that female superintendents report as contributing to their success and effectiveness are: (a) being honest, (b) depersonalize the situations; (c) education makes a difference; (d) adopt flexibility; and (e) power to make decisions.

Beliefs and behaviors that promote success

In analyzing the data from the interviews, there were common themes throughout all six of the female superintendents. The beliefs or behaviors that female superintendents felt made them successful and effective were: (a) being honest is important; (b) it is not a personal attack on the superintendent (c) education makes a difference; and (d) flexibility and power to make decisions.

Being honest

Telling the truth even if it hurts, it is important. All of the superintendents spoke of the importance of being honest in all of their interactions, especially with the stakeholders of the district. Rural superintendent 1 said, “You have to know what your core beliefs are that you won’t deviate from; mine include honesty and telling the truth – even if it hurts; always be open and honest.” Suburban superintendent 2 stated, “Number one is integrity and honesty, then comes establishing trust with stakeholders.” She emphasized these are the foundations for everything else.

Depersonalize the situations

Which refers to the idea of not taking things personally - it is not about the superintendency, but about the organization. Rural superintendent 2 stated, "It's not personal and I know this is cliché, but every decision I make is in the best interest of the District. I do not have a big ego. I have to take my feelings out of it; I have to set those feelings aside and look at the big picture and be on the look-out for all students in the school district." This was echoed by Suburban superintendent 1, "Don't take things personally, and don't play favorites!" She went on to say, "At work, it's business, strictly professional." The superintendents spoke of living in the district and the challenges that poses when they are out in public. For instance, Rural superintendent 2 shared, "I probably have to put in more time than other superintendents since I grew up here, live here, shop here, and see all the students and their families, everywhere I go. I just try to focus on the children." The superintendent is always in the spotlight, someone is always watching you to see if what you say and do are consistent and sending the same message. Rural superintendent 1 stated, "I'll see a parent in the grocery store and they will start telling me about how they feel about an initiative, and it's hard not to take it personally when they disagree with an idea I feel passionately about." She gave an example of redistricting in which would cause a hardship on her family; but in the big picture, it was in the best interest of the school district. The superintendent said she could empathize with the parent, but she could not take it as a personal attack on her.

Education makes a difference

Superintendents acknowledged a strong belief in how important education is in their lives; as well as, the lives of their students. Suburban superintendent 1 spoke of her staff in this way, “I hate that I can’t give more money to the custodians and landscapers, but the real difference and equalizer is an education; the only difference between them and me is my education.” In telling a story of how her grandmother who only had a fifth grade education raised her, Rural superintendent 2 shared, “She did help me by providing a place to live and basic necessities, so growing up in poverty, I realized that it was education that changed my life. It’s now my job to make sure other kids who come from poverty or other backgrounds know that education can make a world of difference.” The importance of education was evident throughout all the superintendents’ interviews; and in the private lives of each superintendent, only one did not have a doctorate degree. Urban superintendent 2 said, “Professionally, I’m a strong advocate of public education. I was a product of public education, and I’m a teacher’s advocate; they impact decisions in and out of the classroom.” The researcher heard throughout the interviews the sentiment stated by Rural superintendent 2, “Education is my passion because I know education makes a world of difference; it changes your future. Without it, there’s no telling where I would be today.”

Adopt flexibility

The female superintendents felt having the flexibility to make decisions in the best interest of the district was a major behavior that made them successful and effective. Urban superintendent 1 spoke of decision making and communication in this

manner. “Be flexible to make decisions. Keep your mind open to the cultures or vibes of the district. Conduct hard research and try to be pre-emptive to the discussions on initiatives; think of the ripple effects of the decision; and most importantly, go to the group or people who you respect for advice.”

Power to make decisions

Rural superintendent 1 put it this way, “You have power, you’re able to take charge when you need to and make the necessary decisions.” She also pointed out that open communication is critical in gaining input regarding major district initiatives.” In speaking of taking major initiatives to the school board, Suburban superintendent 1 said she never had a recommendation voted down by her board, and the reason is because, “I’ll never take a major issue to the board that I haven’t first done my homework on.” She says she does it early on and educating the board on what she wants to do, she went on to say, “I won’t take an issue to the board until I feel the board is ready for it. I don’t want to create the perception of me against them because we’ll only be successful if we work together.”

It is also important to look at the personal characteristics that the female superintendents in Texas perceived as contributing to their success, they are described in the next paragraph.

Personal characteristics that lead to success

The personal characteristics the female superintendents reported as contributing to their success were: (a) being spiritual, (b) being organized, (c) being committed, and (d) willing to help others.

Being spiritual

This refers to having faith and it was mentioned in several of the interviews, Urban superintendent 1 said “Faith, sense of purpose, honesty and integrity; as well as, establishing trusting relationships have made me successful.” The Rural superintendent 1 stated that it is lonely at the top and if you don’t have an outlet for stress or some kind of support system outside of the district; it is harder to cope with the challenges of the position. “I have my church family and my faith to see me through the tough times. I never could do this job by myself on my own accord.” She also stated there must be a balance between the personal life and the professional life of a superintendent.

Being organized

This refers to working in a systematic and efficient way. Being organized is another character trait that all female superintendents agreed was critical to their success as a superintendent. Rural superintendent 1 said, “My organizational skills and my leadership skills are what make me successful.” She elaborated that if she were not organized, she would not be able to keep up with the demands of the position, that she would be lost in paperwork. When asked about her personal skills, Suburban superintendent 1 stated, “It’s a combination of being a perfectionist, an overachiever, being organized, and the willingness to put in the hours required to get the job done that makes her successful.”

Being committed

This refers to act of pledging to a particular course of action or purpose. Being committed to the profession was another characteristic that the female superintendents

reported made them successful. Suburban superintendent 1 said, “I’m very loyal, and committed to the school district. Commitment is very important across the board, even with athletics. My husband says I’m married to the school, then him.” In the days of rigorous accountability, one has to stay focused on the job at hand, and it may be several jobs at one time, as shared by Rural superintendent 1. Another way of looking at it was stated by Urban superintendent 1, who said, “You can be of average intelligence and do well; but you must be intuitive, and committed to the profession.”

Willing to help others

This refers to the desire to make something easier or possible for somebody to do something that one person cannot do alone by providing assistance. The desire to help others radiated through all the interviews. Each of the female superintendents spoke of their desire to help and/or value staff members. Rural superintendent 1 said it this way, “I’m all about developing other people. Seeing others be successful is my goal and helps me to be successful.” The superintendents felt making an investment in the human capital of the school district was important. Suburban superintendent 2 emphasized, “A driving passion to make a difference, the ability to build trust and a desire to value others makes her successful.”

Advice for aspiring women superintendents

In answering what advice would the superintendents give to aspiring female superintendents, their responses included: (a) learn to cope with high level of visibility; (b) become knowledgeable of the district’s needs and characteristics; and (c) develop a professional image.

Learn to cope with high level of visibility

This refers to the need to deal with being in the spotlight. This is in regards to the superintendents' personal life. Urban superintendent 1 shared, "Make sure your husband can handle the job. There is a lot of role reversal in public, but not at home; it doesn't have to be that way." Another way to look at it is the way Suburban superintendent 1 shared, "The hardest part about the job is that it's lonely at the top; be careful about the friendships you create because it's immediately perceived that you're showing favoritism." Most school districts require the superintendent to establish residency within the school district boundaries. Most of the superintendents spoke of lack of privacy in living within those parameters, but also dismissed it as a concern because they have to live up to higher expectations on their behavior than the average person in the community.

Become knowledgeable of the district's needs and characteristics

This refers to the need to know the community and the culture of the district. Each of the female superintendents spoke of how important it was to have knowledge about the district. Urban superintendent 1 advised, "Knowledge is power, so do your homework! Get a good base of understanding in finances and school law; school boards look at finance and you can use policy on line." It is critical to know about the school district you are applying to for the superintendent position. One crucial piece of advice comes from Urban superintendent 2, who says, "Look at the district's financial situation; you must have an understanding of the state of the district." It is a little different in the smaller school districts, as Rural superintendent 1 tells us, "Small

districts do it all; females have to know more than male counterparts. They are very good politically, but women have to push harder for the same effect. Women are stronger in curriculum and instruction, but we underestimate our abilities to make change. We have to have confidence to take risks. Men aren't afraid to take risks." Rural superintendent 2 agreed, stating, "The times have changed and research is showing it's going to take more to succeed. Women have to be better prepared for the job than men."

Develop a professional image

This refers to being professional in their attire and demeanor as well as paying attention to their personal appearance. All of the female superintendents were very open and candid in their advice to aspiring female superintendents. As Urban superintendent 1 reflected in discussing a conversation about personal appearance with one of her mentees. She advised, "Appearance is key; your wardrobe must be in tune with what the community wants and with your body language. The community or the school board may want heels, but not spike heels, and red nail polish is out." It is also advised that aspiring female superintendents need to learn the norms and expectations of the community before applying for the top position of the school district.

SUMMARY

In summary, the *Leadership Orientations Survey (Self)* provided a tool for practicing female superintendents in Texas to rate the leadership style phrases and behaviors in the instrument to identify their dominant frames of leadership. The

female superintendents perceived the leadership style that influenced their performance as collaborative in nature, which is consistent with the Human Resource frame of leadership as identified by Bolman & Deal's (2003) four frames of leadership. The female superintendents also identified with behaviors they felt made them successful and effective as identified through this leadership framework. The female superintendents also indicated they do not operate in just one frame of leadership, but depending on the content of the decision, and the situation, numerous frames could be utilized. These findings are consistent with findings from other studies (Edmunds, 2007; Kolb, 2009) in the literature.

The superintendents reported there were several variables of their leadership style that influenced their performance, which included (a) embracing collaboration, (b) being transparent, (c) sharing a vision, (d) being passionate for education, and (e) building trusting relationships. The beliefs or behaviors that female superintendents felt made them successful and effective were: (a) being honest, (b) depersonalize the situations, (c) education makes a difference, (d) adopt flexibility, and (e) power to make decisions. The personal characteristics the female superintendents felt contributed to their success were: (a) being spiritual, (b) being organized, (c) being committed, and (d) willing to help others. In answering what advice would the superintendents give to aspiring female superintendents, their answers included: (a) learn to cope with a high level of visibility; (b) become knowledgeable of the district's needs and characteristics; and (c) develop a professional image.

Chapter V: Summary of Findings, Conclusions and Implications

Researchers suggest that women superintendents accounted for 1% to 3% of the superintendents only twenty years ago (Blount,1998; Grogan, 2000). That figure rose to 13% in 2000, and later data showed that 18% of the superintendents in the United States were female (Brunner, Grogan, & Prince, 2003). According to a new study released by the American Association of School Administrators, *The State of the American School Superintendency: A Mid-Decade Study*, women made up more than 20% of the superintendents in the nation (AASA, 2006.) According to the Texas Association of School Boards (2011) there were 189 female superintendents in the 1029 school districts in the state of Texas. This equated to 18.4 % of Texas superintendents being female.

Although several researchers (Bjork, 2000; Brunner, 2003; Dana & Bourisaw, 2006; Eagly & Johannesen-Schmidt, 2001; Funk, 2004; Grogan, 2000; Katz, 2004; Skrla, 2000) focused on female superintendents, few determined the preferred leadership styles of female superintendents. Some researchers used Bolman & Deal (2003) to study leadership styles of superintendents (Kolb, 2009; Parent, 2004; Ward, 2006; Washington, 2002); however, their studies were from the perspective of subordinates or superintendents from other states, and not related to the leadership preferences of practicing female superintendents in Texas. This research examined the various self-perceived leadership styles of women superintendents currently practicing in Texas.

Current practicing female superintendents in Texas public schools had an opportunity to add their voice in the literature so they could provide their knowledge, expertise and experience to the field of education, specifically to the leadership styles of female superintendents. The purpose of this research was to examine the self-perception of leadership styles of practicing female superintendents in Texas and how their preferred leadership style affected their performance. The following research questions guided the study:

1. What are the preferred leadership styles of the practicing female superintendents in Texas as measured by Bolman & Deal's (2003) four frames of leadership?
2. What are the predominant behaviors that female superintendents in Texas identify within each frame of leadership?
3. How do the preferred leadership styles and behaviors influence the superintendents' every day performance?

A mixed method design approach was used that included both quantitative and qualitative components. First, an existing survey, the *Leadership Orientations Survey* (Self-Report) by Bolman and Deal (1990) was used to identify the preferred leadership styles and behaviors of the practicing female superintendents in Texas. A total of 50 surveys were completed by qualifying participants.

The second component was qualitative, which incorporated a semi-structured interview with six of the female superintendents who consented to the follow up

interview. The emerging themes from the interviews enhanced the findings from the surveys providing rich information about the influence of leadership styles and behaviors of practicing female superintendents in Texas.

SUPERINTENDENTS' PREFERRED LEADERSHIP STYLE

The female superintendents selected the Human Resource frame as their preferred leadership style. The phrases that best described the superintendents' leadership style included: "My strongest skills are interpersonal skills;" "The best way to describe me is a good listener;" "What has helped me the most to be successful is my ability to coach and develop people;" "What people are most likely to notice about me is my concern for people;" "My most important leadership trait is caring and support for others;" and "I am best described as a humanist." The Political frame was selected as the frame that least described their preferred leadership style. The phrases in this frame reflecting the superintendents' leadership style include: "My strongest skills are political;" "The best way to describe me is skilled negotiator;" "What has helped me the most to be successful is my ability to build strong alliances and a power base;" "What people are most likely to notice about me is my ability to succeed in the face of conflict and opposition;" "My most important leadership trait is toughness and aggressiveness;" and "I am best described as a politician." This finding is related to the female superintendent's preferred style of leadership: Human Resource affirms previous research that women superintendents tend to perform with a major focus on relationships (Edmunds, 2007; Kolb, 2009; Parent, 2004; Ward, 2006; Washington, 2002.)

SUPERINTENDENTS' PREDOMINANT BEHAVIORS

Almost all of the female superintendents in this research study indicated their behaviors were multidimensional. The female superintendents selected the behaviors they most often engaged in or most often demonstrated, which fell within the Human Resource frame. These behaviors included: “showing high levels of support and concern for others;” “building trust through open and collaborative relationships;” “being consistently helpful and responsive to others;” “listening well;” “unusually receptive to other people’s ideas and input;” and” being a participative manager.” The behaviors least identified corresponded to the Structural frame which includes behaviors such as: “thinking very clearly and logically;” “approaching problems with facts and logic;” “approaching problems through logical analysis and careful thinking;” “setting specific, measurable goals and hold people accountable for results;” and “developing and implementing clear, logical policies and procedures.”

The findings of the survey also suggest that the female superintendents in this research rely, to some extent, on all of the four frames of leadership. This finding also reflects what is found in the literature (Edmunds, 2007; Kolb, 2009) in regards to utilizing multiple frames of reference or lenses for solving problems or making the day to day decisions. However, it is evident from the data that behaviors under the Human Resource frame are the most predominant. In addition, this finding related to female superintendent’s predominant behaviors confirms previous research (Edmunds, 2007; Kolb, 2009; Parent, 2004; Ward, 2006; Washington, 2002) which noted specific behaviors being congruent with the Human Resource frame. The

majority of the respondents (90.3%) selected the behaviors that correspond to the Human Resource frame.

When selecting their predominant behaviors, the female superintendents chose the Human Resource frame as the highest; however, their next highest behaviors were in the Political frame, which includes negotiating, bargaining, compromising or dealing with conflict as a normal part of their everyday life. This study confirms previous research that female superintendents construct their political leadership “in their own unique way” (Ovando & Rodriguez-Casas, 2005, p. 83.)

LEADERSHIP STYLE AND BEHAVIORS INFLUENCE ON FEMALE SUPERINTENDENTS PERFORMANCE

The findings suggest that the female superintendents’ performance is affected by their preferred leadership style. The superintendents reported that their preferred leadership styles and behaviors greatly influenced their everyday performance. The data revealed the following major themes: embracing collaboration, being transparent, sharing a vision, being passionate for education, and building trusting relationships. As a result, they embrace collaboration while emphasizing communication as a critical component; as well as, getting stakeholders’ input and ideas in the decision making process; and helping others to be successful. The participants most identified with the leadership styles relating to helping others succeed. This was the most important as the superintendents spoke of the stakeholders of the district being involved and valued as an integral part of the success of the district. The next influence involved being an inspiration to others – (modeling a vision); the superintendents felt it necessary to

model and demonstrate the district vision and mission statement as well as be an inspiration to others. Another influence involved processes and analyses. All of the female superintendents felt it was necessary to have processes in place for different items, whether it was for board meetings or getting input from the community or staff members. There were strategic plans in place for each district. Lastly, the influence of major constituencies and coalitions was important; however, the female superintendents identified this influence as the least used in making every day decisions or in relation to their performance. They did consult various coalitions and constituencies but not for the day to day operations of the school district. However, most of the female superintendents spoke of doing their homework on items going before the school board. One superintendent spoke of the communication with stakeholders that was needed in order to assure passage of an initiative on the board's agenda, saying she won't take an issue to the board until she feels the board is ready for it. She does not want to create the perception of her against them; they will only be successful if everyone works together. In addition, most of the superintendents felt the position was political and not to take things personally. Another superintendent said the job is political, but do not get involved in the politics; there is a difference.

This research study's findings related to embracing collaboration, being transparent, sharing a vision, being passionate for education, and building trusting relationships were in agreement with the current research literature. Researchers Glanz (2004) and Scheckelhoff (2007) report "the roles of leaders may be defined as the behaviors exhibited during the day to day activities that reflect the leadership styles of

female superintendents. Clisbee (2005) states, “female leadership style is collaborative and caring.” This study added to the body of knowledge available by providing a voice to the currently practicing female superintendents in Texas regarding what they perceived was their most preferred leadership styles and behaviors that influenced their performance. However, another interesting finding was that the Political frame behaviors were the second highest behaviors the female superintendents most often demonstrated, which contradicted other research (Edmunds, 2007); in which New Jersey female superintendents rated the Symbolic or Structural frame behaviors as second. The study did confirm other research (Kolb, 2009) that the female superintendents in Texas did identify with the leadership styles within the Human Resource frame as the dominant frame when making decisions for the day to day operations of their school district. These findings such as, sharing a vision, being passionate for education, and building trusting relationships reflected what Scheckelhoff, 2007 had found in regards to building a vision, having a passion, being a person of integrity, creating a positive culture, communicating and networking to build meaningful relationships.

ADDITIONAL FINDINGS

The beliefs or behaviors that female superintendents report made them successful and effective were: (a) being honest; always tell the truth, even if it hurts; a female superintendent must know her own core beliefs and what she will not deviate from; integrity and honesty are the foundations for everything else; (b) depersonalize the situations; it is not a personal attack on the superintendent; do not play favorites, at

work it is strictly business; the position is political but the superintendent does not have to play politics; (c) education makes a difference; education is the equalizer, it is what stands between someone being the boss and someone doing what the boss says to do; (d) adopt flexibility; always keep an open mind, listen to the community stakeholders and staff, but be willing to make the decision and stand behind it alone, and (e) power to make decisions; take charge when need to, conduct hard research, try to be preemptive to the discussions on initiatives. This study affirms previous research on integrity for the position and the use of power to make decisions (Brunner, 2000; Funk, 2004; Gilmour & Kinsella, 2009,) by making sure all stakeholders are provided an opportunity for input; however, realizing that the superintendent is ultimately responsible for all decisions made in the district.

The personal characteristics the female superintendents found to contribute to success were: (a) being spiritual; this position is lonely and a superintendent has to have a way of dealing with the stress and pressures of the position, your faith will get you through the dark times; (b) being organized; strong organizational skills are crucial to the success of the superintendent, even down to the calendar and time management; (c) being committed; the superintendent must be there to make a difference in the lives of the children and make the difficult decisions based on what is best for the children; and (d) willing to help others; you will only be as successful as the ones you reach down to help move forward; it is important to serve as a mentor and role models to other females. This study supports previous research that confirms certain personal characteristics of women superintendents, such as being spiritual, being organized,

being committed, and being nurturing (Dobie, 2001; Sampson & Davenport; 2010; and Skrla, 2000.)

In responding to the question about advice the superintendents would give to aspiring female superintendents, their answers included: (a) learn to cope with a high level of visibility; this is something most female superintendents do not spend much time thinking about as it relates to their families, especially spouses; (b) become knowledgeable of the district's needs and characteristics; obtain as much knowledge as you can about the school district before applying to it; knowledge is power, and if you do not know something, make it a priority to learn, and (c) develop a professional image; appearance is the key, your wardrobe must be in tune with what the community wants and your body language is important as well as your appearance, be conservative and professional at all times.

This research study confirms previous research of the personal characteristics of female superintendents that successful female superintendents possess; such as: having faith, being organized, being committed, helping others, and being prepared (Brunner & Grogan, 2007; Dana & Bourisaw, 2006;) overcoming barriers and learning the community norms and expectations, and balancing the demands of personal life with the professional life of being a superintendent (Derrington & Sharratt, 2009; Galloway, 2007; and Gilmour & Kinsella, 2009.)

It is important to note that while the female superintendents selected the Human Resource frame as the highest leadership style, and lowest as the Political frame, the findings of their predominant behaviors, corresponded to the next highest

in the Political frame. This gives insight into how superintendents perceive their leadership style in connection to the behaviors demonstrated on a daily basis. This suggests that although female superintendents do not prefer the political frame, their everyday behaviors reflect the need to be skillful in the political.

IMPLICATIONS FOR PRACTICE

Given the findings of the study, several implications are advanced. These include recommendations for: aspiring female superintendents, superintendent preparation programs, and local school district's boards of education were derived.

Aspiring female superintendents should conduct a self-assessment of their leadership styles. This would provide them with insight to what kind of leader they will be in the position. Aspiring female superintendents who wish to be successful in their superintendency, should hone and utilize their political skills in their day to day operations and decisions.

Similarly, aspiring female superintendents is for them to be aware of their leadership style and their behaviors that influence their performance; they must know what their “non-negotiable” core values and beliefs are and not to deviate from them. Another thought is the superintendency is multidimensional and a successful superintendent will use all the lenses available to see clearly the decisions to be made based on information provided. It is important for the superintendent to model the vision of the school district to stakeholders.

The findings from this research study indicate that current practicing female superintendents in Texas do well with the behaviors of mobilizing people and resources, being successful in conflict and anticipating organizational conflict. Therefore, the aspiring female superintendents should identify which of their own behaviors will lead to success. The weaker behaviors or ones that are missing will need to be developed or enhanced in order to be successful.

Furthermore, the data revealed that the current superintendents' preferred leadership styles and behaviors influenced their performance and motivated them to embrace collaboration, be transparent, share a vision, be passionate for education, and build trusting relationships. Aspiring female superintendents should become knowledgeable of these areas and see how they can develop within each particular area for professional development to enhance these skills.

Superintendent preparation programs may use assessment strategies to initially identify how the skills of candidates relate to their preferred leadership styles. The findings from this research inform the university community and other educator preparation programs. These programs should aim at developing aspiring female superintendent's skills, including the ability to be a politician, and operate with toughness and aggressiveness. Superintendent preparation programs should also emphasize content that promotes political leadership and behaviors so that aspiring female superintendents are better equipped to serve in the top executive position of public school districts.

Finally, local school districts' boards of education should plan to include an assessment of leadership behaviors as part of the selection process. The decision to hire

a female superintendent could be enhanced if the school board is aware of leadership style preferences of women candidates and understanding how these preferences may benefit the local school district. In addition, school board members may develop an awareness of the different leadership styles and predominant behaviors. Such awareness may facilitate a better understanding and professional working relationship between the superintendent and the school board.

The local school district's boards of education may also consider how the leadership styles and behaviors of female candidates may contribute to enhancing the district's image within the community. By attempting to match the candidates' leadership style to the school district, school boards will enhance the success of aspiring female superintendents.

RECOMMENDATIONS FOR FURTHER RESEARCH

Limitations

This study attempted to identify the leadership styles preferred by the female superintendents only. Further, participants were selected purposefully from a variety of urban, suburban, and rural public school districts in Texas. The student population was also considered, the districts ranged from small (enrollment of 120) to large (enrollment of 36,000). Moreover, the availability of the female superintendents for the follow up interviews was dependent on their own professional commitments.

Therefore, there continues to be a need to examine how female superintendents lead and their preferences into their leadership styles. As female superintendents continue to be under-represented in the field of education, other researchers may conduct comparative studies using other leadership models to see if there is a correlation. It is recommended that another study be conducted that will examine the differences between male and female superintendents and their leadership preferences. It would be important to see how leadership preferences differ between men and women superintendents and in which areas. One of the female superintendents interviewed stated she didn't feel she leads differently than her male counterparts.

Other researchers may determine how female superintendents perceive their leadership style and what makes them successful in various settings, e.g., rural, suburban, or urban. Others may replicate this study with female superintendents with different ethnic backgrounds in examining the leadership style preferences. Finally, it is important that all female superintendents have a voice in the literature regarding leadership.

CONCLUSION

The current practicing female superintendents in Texas are leaders of their school districts. Their performance is informed by the leadership styles they embrace. Further, by becoming collaborative they are in a better position to engage all stakeholders in a shared decision-making process. Similarly, their actions are supported by their "occupassion" for the education of all students.

The superintendent must have multiple skills in working with the various personalities within the school district. Therefore, she should develop a collaborative leadership style, surround herself with strong people that are experts specific areas, and consistently communicate the expectations of the school district and serve as an inspiration to others; as well as, exposing the hopes and dreams of the school district.

Further, all superintendents must truly believe in the mission of their school district and being an advocate for all students. To do so, networking and building trusting relationships with other superintendents and the stakeholders of the school district will enhance the success of female superintendents. It is important that female superintendents make themselves available to other females aspiring to be superintendents to give them encouragement and help build a mentoring network. Role models are needed at all levels in education, from the superintendency, down to the building principals, and further down to the teachers who are paving the way for the young girls in their classes; telling them they can become anything they want to become, even President of the United States, or the Superintendent of their school district.

Appendix A: Leadership Orientations Survey

LEADERSHIP ORIENTATIONS (SELF)¹

This questionnaire asks you to describe your leadership and management style.

I. Behaviors

You are asked to indicate *how often* each of the items below is true of you.

Please use the following scale in answering each item.

| | | | | |
|-------|--------------|-----------|-------|--------|
| 1 | 2 | 3 | 4 | 5 |
| Never | | Sometimes | | Always |
| | Occasionally | | Often | |

So, you would answer '1' for an item that is never true of you, '2' for one that is occasionally true, '3' for one that is sometimes true of you, and so on.

Your results will be more helpful if you think about each item and distinguish the things that you really do all the time from the things that you do seldom or never.

1. _____ *Think very clearly and logically.*
 2. _____ *Show high levels of support and concern for others.*
 3. _____ *Have exceptional ability to mobilize people and resources to get things done.*
 4. _____ *Inspire others to do their best.*
 5. _____ *Strongly emphasize careful planning and clear time lines.*
 6. _____ *Build trust through open and collaborative relationships.*
 7. _____ *Am a very skillful and shrewd negotiator.*
 8. _____ *Am highly charismatic.*
 9. _____ *Approach problems through logical analysis and careful thinking.*
 10. _____ *Show high sensitivity and concern for others' needs and feelings.*
 11. _____ *Am unusually persuasive and influential.*
 12. _____ *Am able to be an inspiration to others.*
-

13. _____ *Develop and implement clear, logical policies and procedures.*
14. _____ *Foster high levels of participation and involvement in decisions.*
15. _____ *Anticipate and deal adroitly with organizational conflict.*
16. _____ *Am highly imaginative and creative.*
17. _____ *Approach problems with facts and logic.*
18. _____ *Am consistently helpful and responsive to others.*
19. _____ *Am very effective in getting support from people with influence and power.*
20. _____ *Communicate a strong and challenging sense of vision and mission.*
21. _____ *Set specific, measurable goals and hold people accountable for results.*
22. _____ *Listen well and am unusually receptive to other people's ideas and input.*
23. _____ *Am politically very sensitive and skillful.*
24. _____ *See beyond current realities to generate exciting new opportunities.*
25. _____ *Have extraordinary attention to detail.*
26. _____ *Give personal recognition for work well done.*
27. _____ *Develop alliances to build a strong base of support.*
28. _____ *Generate loyalty and enthusiasm.*
29. _____ *Strongly believe in clear structure and a chain of command.*
30. _____ *Am a highly participative manager.*
31. _____ *Succeed in the face of conflict and opposition.*
32. _____ *Serve as an influential model of organizational aspirations and values.*

II. Leadership Style

This section asks you to describe your leadership style. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:

- _____ a. *Analytic skills*
- _____ b. *Interpersonal skills*
- _____ c. *Political skills*
- _____ d. *Ability to excite and motivate*

2. The best way to describe me is:

- _____ a. *Technical expert*
- _____ b. *Good listener*
- _____ c. *Skilled negotiator*
- _____ d. *Inspirational leader*

3. What has helped me the most to be successful is my ability to:

- _____ a. *Make good decisions*
- _____ b. *Coach and develop people*
- _____ c. *Build strong alliances and a power base*
- _____ d. *Energize and inspire others*

4. What people are most likely to notice about me is my:

- _____ a. *Attention to detail*
- _____ b. *Concern for people*
- _____ c. *Ability to succeed, in the face of conflict and opposition*
- _____ d. *Charisma.*

5. My most important leadership trait is:

- _____ a. *Clear, logical thinking*
- _____ b. *Caring and support for others*
- _____ c. *Toughness and aggressiveness*
- _____ d. *Imagination and creativity*

6. I am best described as:

- _____ a. *An analyst*
- _____ b. *A humanist*
- _____ c. *A politician*
- _____ d. *A visionary*

III. Overall rating

Compared to other individuals that you have known with comparable levels of experience and responsibility, how would you rate yourself on:

1. Overall effectiveness as a **manager**.

| | | | | |
|------------|------------|---|---|---------|
| 1 | 2 | 3 | 4 | 5 |
| Bottom 20% | Middle 20% | | | Top 20% |

2. Overall effectiveness as a **leader**.

| | | | | |
|------------|------------|---|---|---------|
| 1 | 2 | 3 | 4 | 5 |
| Bottom 20% | Middle 20% | | | Top 20% |

IV. Background Information

1. Are you: Male Female

2. How many years have you been in your current job? _____

3. How many total years of experience do you have as a manager? _____

Appendix B: Semi-Structured Interview Questions

1. How many years have you been a superintendent in Texas?
2. Is this your first position as a superintendent?
3. If this is not your first superintendency, in how many other school districts were you a superintendent?
4. Have you had a contract as a superintendent renewed?
5. Did you work in the district in which you became employed as superintendent?
6. How many years of administrative experience did you have prior to becoming superintendent?
7. Is your district best described as rural, suburban or urban?
8. Which Education Service Center (ESC) does your district belong?
9. What is the student enrollment for your district?

Additional Questions:

- 1. What beliefs or behaviors do you feel make you successful and effective?*
- 2. Which of your personal characteristics have attributed to your success?*
- 3. What advice would you give to a woman aspiring to be a superintendent?*

Thank you for your participation in this interview process.

Appendix C: Permission to Use Survey Instrument

From: Bolman, Lee G. [BolmanL@umkc.edu]
Sent: Wednesday, October 27, 2010 11:12 AM
To: Lisa McCool
Subject: RE: Leadership Orientations Instrument

Dear Ms. McCool:

I am pleased to grant you permission to use the Leadership Orientations survey in your research, subject to the conditions listed on my website:

(1) The researcher agrees to provide us with a copy of any reports, publications, papers or theses resulting from the research.

(2) The researcher also promises to provide, if we request it, a copy of the data file from the research.

Best wishes in your research. I look forward to learning of your results.

Lee G. Bolman, Ph.D.
Professor and Marion Bloch/Missouri
Chair in Leadership Bloch School of
Business and Public Administration
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, MO 64110

Tel: (816) 235-540

Appendix D: Reliability of Leadership Orientations Scales

Reliability statistics for Leadership Orientations (Based on approximately 1,300 colleague ratings for a multi-sector sample of managers in business and education).

Structural Frame (Section I)

Data below are based on 1309 complete cases for 8 data items.

TEST SCORE STATISTICS

| | Total | Total/8 | Odd | Even |
|--------------------|--------|---------|--------|--------|
| Mean | 32.493 | 4.062 | 16.412 | 16.081 |
| Standard Deviation | 5.703 | 0.713 | 2.917 | 2.974 |
| Standard Error | 0.158 | 0.020 | 0.081 | 0.082 |
| Maximum | 40.000 | 5.000 | 20.000 | 20.000 |
| Minimum | 8.000 | 1.000 | 4.000 | 4.000 |
| Number of Cases | 1309 | 1309 | 1309 | 1309 |

INTERNAL CONSISTENCY DATA

Split Half Correlation: .875

Spearman Brown Coefficient .933

Guttman (Rulon) Coefficient .933

Coefficient Alpha (All Items) .920

Coefficient Alpha (Odd Items) .856

Coefficient Alpha (Even Items) .834

ITEM RELIABILITY STATISTICS (Item excluding standard total reliability this item.)

| Item | Label | Mean | Deviation | Item/total R | Index | R excl. item | Alpha |
|------|-------|-------|-----------|--------------|-------|--------------|-------|
| 1 | 1 THI | 4.204 | 0.761 | .733 | .589 | .710 | .911 |
| 2 | 9 LOG | 4.120 | 0.867 | .829 | .719 | .771 | .906 |
| 3 | 17 FA | 4.159 | 0.843 | .852 | .718 | .802 | .904 |
| 4 | 25 AT | 3.872 | 0.964 | .781 | .753 | .700 | .912 |
| 5 | 5 CAR | 4.061 | 0.924 | .823 | .761 | .759 | .907 |
| 6 | 13 CL | 4.008 | 0.903 | .845 | .763 | .789 | .904 |
| 7 | 21 SP | 3.988 | 0.949 | .795 | .755 | .720 | .910 |
| 8 | 29 CL | 4.081 | 0.902 | .716 | .646 | .625 | .918 |

Human Resource Frame (Section I)

Data below are based on 1331 complete cases for 8 data items.

TEST SCORE STATISTICS

| | Total | Total/8 | Odd | Even |
|--|-------|---------|-----|------|
|--|-------|---------|-----|------|

| | | | | |
|--------------------|--------|-------|--------|--------|
| Mean | 32.458 | 4.057 | 16.334 | 16.124 |
| Standard Deviation | 6.303 | 0.788 | 3.267 | 3.256 |
| Standard Error | 0.173 | 0.022 | 0.090 | 0.089 |
| Maximum | 40.000 | 5.000 | 20.000 | 20.000 |
| Minimum | 8.000 | 1.000 | 4.000 | 4.000 |
| Number of Cases | 1331 | 1331 | 1331 | 1331 |

INTERNAL CONSISTENCY DATA

Split Half Correlation .867

Spearman Brown Coefficient .929

Guttman (Rulon) Coefficient .929

Coefficient Alpha (All Items) .931

Coefficient Alpha (Odd Items) .902

Coefficient Alpha (Even Items) .843

ITEM RELIABILITY STATISTICS (Item excluding standard total reliability this item.)

| Item | Label | Mean | Deviation | Item/total R | Index | R excl. item | Alpha |
|------|-------|-------|-----------|--------------|-------|--------------|-------|
| 1 | 2 HIG | 4.226 | 0.866 | .853 | .738 | .807 | .919 |
| 2 | 10 HI | 4.064 | 1.005 | .864 | .867 | .813 | .918 |
| 3 | 18 HE | 4.116 | 0.908 | .870 | .791 | .827 | .918 |
| 4 | 26 GI | 4.077 | 1.011 | .758 | .767 | .676 | .929 |
| 5 | 6 BUI | 3.925 | 1.002 | .844 | .846 | .788 | .920 |
| 6 | 14 HI | 3.936 | 0.959 | .780 | .748 | .708 | .929 |
| 7 | 22 LI | 4.067 | 0.935 | .838 | .783 | .784 | .921 |
| 8 | 30 HI | 4.046 | 0.974 | .783 | .763 | .710 | .926 |

Political Frame (Section I)

Data below are based on 1268 complete cases for 8 data items

TEST SCORE STATISTICS

| | Total | Total/8 | Odd | Even |
|--------------------|--------|---------|--------|--------|
| Mean | 31.391 | 3.924 | 15.875 | 15.517 |
| Standard Deviation | 5.739 | 0.717 | 2.961 | 3.027 |
| Standard Error | 0.161 | 0.020 | 0.083 | 0.085 |
| Maximum | 40.000 | 5.000 | 20.000 | 20.000 |
| Minimum | 8.000 | 1.000 | 4.000 | 4.000 |
| Number of Cases | 1268 | 1268 | 1268 | 1268 |

INTERNAL CONSISTENCY DATA

Split Half Correlation .837

Spearman Brown Coefficient .911

Guttman (Rulon) Coefficient .911

Coefficient Alpha (All Items) .913
 Coefficient Alpha (Odd Items) .839
 Coefficient Alpha (Even Items) .842

ITEM RELIABILITY STATISTICS (Item excluding standard total reliability this item.)

| Item | Label | Mean | Deviation | Item/total R | Index | R excl. item | Alpha |
|------|-------|-------|-----------|--------------|-------|--------------|-------|
| 1 | 3 MOB | 4.039 | 0.889 | .794 | .705 | .725 | .901 |
| 2 | 11 PE | 3.812 | 0.922 | .793 | .732 | .721 | .901 |
| 3 | 19 GE | 4.006 | 0.883 | .798 | .705 | .730 | .900 |
| 4 | 27 DE | 3.956 | 0.927 | .786 | .729 | .711 | .902 |
| 5 | 7 SKI | 3.909 | 0.915 | .779 | .712 | .702 | .903 |
| 6 | 15 AD | 3.731 | 0.964 | .789 | .761 | .711 | .902 |
| 7 | 23 PO | 3.922 | 0.920 | .775 | .713 | .697 | .903 |
| 8 | 32 SU | 4.018 | 0.859 | .795 | .683 | .728 | .901 |

Symbolic frame (Section I)

Data below are based on 1315 complete cases for 8 data items.

TEST SCORE STATISTICS

| | Total | Total/8 | Odd | Even |
|--------------------|--------|---------|--------|--------|
| Mean | 31.382 | 3.923 | 15.923 | 15.459 |
| Standard Deviation | 6.325 | 0.791 | 3.137 | 3.384 |
| Standard Error | 0.174 | 0.022 | 0.087 | 0.093 |
| Maximum | 40.000 | 5.000 | 20.000 | 20.000 |
| Minimum | 8.000 | 1.000 | 4.000 | 4.000 |
| Number of Cases | 1315 | 1315 | 1315 | 1315 |

INTERNAL CONSISTENCY DATA

Split Half Correlation .882
 Spearman Brown Coefficient .937
 Guttman (Rulon) Coefficient .936
 Coefficient Alpha (All Items) .931
 Coefficient Alpha (Odd Items) .846
 Coefficient Alpha (Even Items) .887

ITEM RELIABILITY STATISTICS (Item excluding standard total reliability this item.)

| Item | Label | Mean | Deviation | Item/total R | Index | R excl. item | Alpha |
|------|--------|-------|-----------|--------------|-------|--------------|-------|
| 1 | 14 INS | 4.064 | 0.906 | .830 | .751 | .776 | .920 |

| | | | | | | | |
|----------|-------|-------|-------|------|------|------|------|
| 2 | 12 IN | 3.805 | 0.995 | .872 | .868 | .825 | .916 |
| 3 | 20 VI | 4.084 | 0.931 | .805 | .750 | .743 | .923 |
| 4 | 28 GE | 3.935 | 1.000 | .846 | .846 | .790 | .919 |
| 5 | 8 CHA | 3.806 | 1.027 | .760 | .780 | .677 | .928 |
| 6 | 16 HI | 3.769 | 0.937 | .798 | .749 | .734 | .923 |
| 7 | 24 SE | 3.968 | 0.925 | .815 | .754 | .755 | .922 |
| 8 | 32 MO | 3.951 | 0.983 | .842 | .827 | .786 | .919 |

Structural Frame (Section II forced-choice)

Data below are based on 1229 complete cases for 6 data items.

TEST SCORE STATISTICS

| | Total | Total/8 | Odd | Even |
|--------------------|--------------|----------------|------------|-------------|
| Mean | 15.773 | 2.629 | 8.543 | 7.230 |
| Standard Deviation | 4.955 | 0.826 | 2.570 | 2.893 |
| Standard Error | 0.141 | 0.024 | 0.073 | 0.083 |
| Maximum | 24.000 | 4.000 | 12.000 | 12.000 |
| Minimum | 6.000 | 1.000 | 3.000 | 3.000 |
| Number of Cases | 1229 | 1229 | 1229 | 1229 |

INTERNAL CONSISTENCY DATA

Split Half Correlation .644

Spearman Brown Coefficient .783

Guttman (Rulon) Coefficient .780

Coefficient Alpha (All Items) .841

Coefficient Alpha (Odd Items) .743

Coefficient Alpha 9 (Even Items) .782

ITEM RELIABILITY STATISTICS (Item excluding standard total reliability this item.)

| Item | Label | Mean | Deviation | Item/total R | Index | R excl. item | Alpha |
|-------------|--------------|-------------|------------------|---------------------|--------------|---------------------|--------------|
| 1 | II1 ANALY | 2.716 | 1.134 | .819 | .929 | .718 | .795 |
| 2 | II2 TECHN | 2.271 | 1.212 | .729 | .884 | .578 | .825 |
| 3 | II3 MAKEG | 2.854 | 1.040 | .666 | .692 | .521 | .833 |
| 4 | II4 ATTEN | 2.340 | 1.168 | .751 | .877 | .616 | .816 |
| 5 | II5 CLEAR | 2.972 | 0.984 | .690 | .678 | .561 | .826 |

| | | | | | | | |
|---|--------------|-------|-------|------|------|------|------|
| 6 | II6 ANALY | 2.619 | 1.084 | .825 | .894 | .731 | .793 |
|---|--------------|-------|-------|------|------|------|------|

Human resource frame (Section II forced-choice)

Data below are based on 1233 complete cases for 6 data items.

TEST SCORE STATISTICS

| | Total | Total/8 | Odd | Even |
|--------------------|--------|---------|--------|--------|
| Mean | 16.369 | 2.728 | 8.018 | 8.351 |
| Standard Deviation | 4.852 | 0.809 | 2.412 | 2.765 |
| Standard Error | 0.138 | 0.023 | 0.069 | 0.079 |
| Maximum | 24.000 | 4.000 | 12.000 | 12.000 |
| Minimum | 6.000 | 1.000 | 3.000 | 3.000 |
| Number of Cases | 1233 | 1233 | 1233 | 1233 |

INTERNAL CONSISTENCY DATA

Split Half Correlation .755

Spearman Brown Coefficient .861

Guttman (Rulon) Coefficient .856

Coefficient Alpha (All Items) .843

Coefficient Alpha (Odd Items) .626

Coefficient Alpha (Even Items) .792

ITEM RELIABILITY STATISTICS (Item excluding standard total reliability this item.)

| Item | Label | Mean | Deviation | Item/total R | Index | R excl. item | Alpha |
|------|--------------|-------|-----------|--------------|-------|--------------|-------|
| 1 | II1 INTER | 2.721 | 1.075 | .785 | .844 | .673 | .808 |
| 2 | II2 GOODL | 2.682 | 1.065 | .728 | .775 | .595 | .823 |
| 3 | II3 COACH | 2.450 | 1.030 | .467 | .481 | .277 | .878 |
| 4 | II4 CONCE | 2.828 | 1.069 | .829 | .887 | .737 | .795 |
| 5 | II5 CARIN | 2.847 | 1.083 | .842 | .912 | .754 | .791 |
| 6 | II6 HUMAN | 2.841 | 1.254 | .826 | .953 | .722 | .797 |

Political frame (Section II forced-choice)

Data below are based on 1218 complete cases for 6 data items.

TEST SCORE STATISTICS

| | Total | Total/8 | Odd | Even |
|--------------------|--------|---------|-------|-------|
| Mean | 14.300 | 2.383 | 6.720 | 7.580 |
| Standard Deviation | 4.720 | 0.787 | 2.747 | 2.358 |

| | | | | |
|-----------------|--------|-------|--------|--------|
| Standard Error | 0.135 | 0.023 | 0.079 | 0.068 |
| Maximum | 24.000 | 4.000 | 12.000 | 12.000 |
| Minimum | 6.000 | 1.000 | 3.000 | 3.000 |
| Number of Cases | 1218 | 1218 | 1218 | 1218 |

INTERNAL CONSISTENCY DATA

Split Half Correlation .708

Spearman Brown Coefficient .829

Guttman (Rulon) Coefficient .824

Coefficient Alpha (All Items) .799

Coefficient Alpha (Odd Items) .680

Coefficient Alpha (Even Items) .602

ITEM RELIABILITY STATISTICS (Item excluding standard total reliability this item.)

| Item | Label | Mean | Deviation | Item/total R | Index | R excl. item | Alpha |
|------|-----------|-------|-----------|--------------|-------|--------------|-------|
| 1 | II1 POLIT | 2.264 | 1.148 | .800 | .919 | .681 | .736 |
| 2 | II2 SKILL | 2.656 | 1.004 | .670 | .673 | .525 | .774 |
| 3 | II3 BUILD | 2.432 | 1.214 | .681 | .826 | .501 | .781 |
| 4 | II4 ABILI | 2.730 | 1.010 | .559 | .565 | .385 | .802 |
| 5 | II5 TOUGH | 2.025 | 1.155 | .714 | .825 | .557 | .767 |
| 6 | II6 POLIT | 2.194 | 1.140 | .800 | .912 | .681 | .736 |

Symbolic frame (Section II forced-choice)

Data below are based on 1221 complete cases for 6 data items.

TEST SCORE STATISTICS

| | Total | Total/8 | Odd | Even |
|--------------------|--------|---------|--------|--------|
| Mean | 14.400 | 2.400 | 9.663 | 7.135 |
| Standard Deviation | 5.413 | 0.773 | 3.147 | 2.517 |
| Standard Error | 0.155 | 0.022 | 0.090 | 0.072 |
| Maximum | 24.000 | 4.000 | 16.000 | 12.000 |
| Minimum | 6.000 | 1.000 | 4.000 | 3.000 |
| Number of Cases | 1221 | 1221 | 1221 | 1221 |

INTERNAL CONSISTENCY DATA

Split Half Correlation .825

Spearman Brown Coefficient .904

Guttman (Rulon) Coefficient .892

Coefficient Alpha (All Items) .842

Coefficient Alpha (Odd Items) .701

Coefficient Alpha (Even Items) .682

ITEM RELIABILITY STATISTICS (Item excluding standard total reliability this item.)

| Item | Label | Mean | Deviation | Item/total R | Index | R excl. item | Alpha |
|-------------|--------------|-------------|------------------|---------------------|--------------|---------------------|--------------|
| 1 | II1 ALIBI | 2.410 | 1.054 | .736 | .776 | .624 | .816 |
| 2 | II2 INSPI | 2.514 | 1.132 | .841 | .952 | .760 | .793 |
| 3 | II3 ENERG | 2.375 | 1.116 | .789 | .880 | .688 | .806 |
| 4 | II4 CHARI | 2.241 | 1.118 | .605 | .677 | .447 | .843 |
| 5 | II5 IMAGI | 2.246 | 0.963 | .566 | .545 | .426 | .844 |
| 6 | II6 VISIO | 2.498 | 1.027 | .615 | .631 | .475 | .838 |

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