

EQUITY OF BENEFITS AND GENDER DIFFERENCES IN LIFE  
EXPERIENCES OF SCHOOL SUPERINTENDENTS IN MISSOURI

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by  
MELONIE D. BUNN  
Dr. Robert Watson, Dissertation Supervisor  
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Melonie D. Bunn

Robert Watson, Dissertation Supervisor

ABSTRACT

Historically there has always been an inequality in the number of females who occupy positions in the public school districts nationwide. This inequity is evident in Missouri even in 2010. Missouri currently has 523 public school districts with only 110 or 21% of those positions being held by females.

The purpose of this study was to find the underlying reason or reasons why women are not equally represented in the superintendency ranks. The population for this study included 52 of the 110 female superintendents and 181 of the 413 male superintendents currently serving in the state of Missouri during the 2009-10 school year.

Data were gathered to determine answers to the following questions: whether females are equally represented in salary and total benefits packages in the superintendency in Missouri, what the differences are in life experiences for a male to become a superintendent as compared to that of a female, and what sacrifices each gender must go through in life in pursuit of this professional position.

The M.D.B. Survey of School Superintendents (Appendix C), which is a 15-question survey instrument, was downloaded onto Survey Monkey, a survey designing tool found on the World Wide Web. These surveys were then sent electronically to all superintendents in Missouri. Data analysis was completed using *t*-tests and chi-square analyses ( $\chi^2$ ) on the data obtained from both the Missouri Department of Elementary and Secondary Education and the survey participants.

The first research question in the study was answered by obtaining information pertaining to “who” the male and female superintendents are in Missouri. The answers to questions pertaining to the educational level, years of experience prior to becoming a superintendent, breadth of experience prior to becoming a superintendent, marital status prior to becoming a superintendent, divorce rate of superintendents while in the job, number of children at the beginning of the superintendency and the ages of children at the beginning of the superintendency were requested.

The second research question centered around “where” the superintendents are in Missouri. Information was obtained from the Missouri Department of Elementary and Secondary Education pertaining to the number of K-8 school districts and K-12 school districts in Missouri and whether they were being run by male or female superintendents. Additional information for this research question was also requested by the electronic survey to obtain data representative of the career level each individual was at when they decided to pursue the superintendency.

The third research question investigated “what” the professional treatment of the superintendents in the State was during the 2009-10 school year. Information on their current salaries was obtained from the Missouri Department of Elementary and Secondary Education. There were two questions on the survey instrument that gathered information on the number of applications each superintendent submitted prior to obtaining his or her first superintendency as well as the benefits that they currently received in their superintendency position.

The final conclusions pertaining to the differences in the superintendents in Missouri as compared by gender showed that females differ from their male colleagues in

Missouri in the school district configuration that they are more widely represented in, in the ages of their children when they enter the superintendency and in their marital status while serving as superintendents.

The conclusions discovered pertaining to differences between K-8 superintendents as compared to K-12 superintendents which were discovered to be significant showed up in five of the twelve research categories investigated. Significant differences existed between the K-8 superintendents as compared to the K-12 superintendents in the following categories: educational level, years of experience in education prior to the superintendency, breadth of experience in education prior to the superintendency, salaries and benefits received.

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## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### *Background*

The superintendency position began in 1812 in New York State (Education Encyclopedia, n.d.; Else, 2008; Townley, n.d.). Gideon Hawley was appointed to the office of State Superintendent over all common schools in New York State (Delaware County, 2009; Pulliam, 1987; University of Albany, n.d.). This type of appointment soon spread to other states as well. By the late 1820s the individuals who served as state superintendents were pulled in many directions by all the needs placed on them to oversee the growing populations of common schools that another office was forced to appear. The office of local superintendent of schools replaced the office of state superintendent and this was in theory the birth of what is seen in each of the districts in Missouri today. Today in Missouri, all districts with more than 25 full time teachers must employ a superintendent to serve as its chief financial officer.

According to information obtained from the Missouri Department of Elementary and Secondary Education, during the 2007-08 school year there were 495 certified superintendents in Missouri and of those, 98 were females (T. Ogle, personal communication, May 16, 2008). In 2000a, Skrla wrote “women hold less than 7% of superintendencies, yet 75% of the teaching force from which superintendents come is female” (p. 2). This is a difference that continues to hold true some 40 years after the passage of Title IX. Title IX, which will be discussed in chapter 2, was enacted to prohibit discrimination on the basis of gender when hiring employees.

Historical and current data show that there are also significantly more females than males in the ranks of classroom teachers; however, those who are in charge of the districts nationwide tend to be male. An analysis of extrinsic rewards, as well as life experiences and sacrifices, will be investigated in an attempt to determine the reasons for the inequity.

### *Conceptual Underpinnings for the Study*

The focus of this study centered around the underlying factors associated in inequality of representation of males and females in the superintendency. The research included an investigation of the career differences and the extrinsic rewards received by superintendents in Missouri as well as the career aspirations and career experiences encountered by each gender and the uniqueness of these experiences while moving into the profession. Lindsey (1994) stated that liberal feminism is based on the concept that “all people are created equal and should not be denied equality of opportunity because of gender” (p. 14). The role of the superintendent, however, is one that through time has become “socially constructed” to be best occupied by the “socially constructed” characteristics thought to be held by males (Johns, 1996; Skrla, 2000a), and therefore, “the role of the superintendent has been created...by society as masculine” (Skrla, 2000b, p. 297). Shakeshaft (1989) buttressed this view when explaining that in order to be thought of as superintendent material one must also be thought of as in charge, and, in society, the male gender espouses the gender characteristic of being “in charge.” Marshall (1986) added that the very characteristics that are thought to be needed by a superintendent, are not necessarily the characteristics established to be socially acceptable attributes for the female as characteristics of her gender. Yukl (2006),

expanded on this thought when discussing the gender biases in all walks of life for leaders. It was stated in his book, *Leadership in Organizations*, that leaders in general, not only those who were leaders of schools, have long been thought to only be effective if they are “confident, task-oriented, competitive, objective, decisive, and assertive, all of which were traditionally viewed as masculine attributes” (p. 427). He further contended that leadership not only requires the previously mentioned skills that are thought to be essentially male characteristics, but it also requires “strong interpersonal skills, concern for building cooperative, trusting relationships, and use of behaviors traditionally viewed as feminine (e.g., supporting, developing, empowering)” (p. 427).

In conclusion, this problem will not be solved quickly due to the generations of socially constructed beliefs about what a superintendent must look like, however, by being cognizant of the facts, the balance of gender may someday be more equal. This belief is aligned with that of the liberal feminist view that asserts the world doesn't need to have a complete restructuring to resolve this problem, but rather that the social system simply needs to be nonsexist (Lindsey, 1994).

#### *Statement of the Problem*

Although historical records showed that there have always been significantly fewer females than males in the superintendency positions across the nation, and in Missouri in particular, just as there is today, little research has been done regarding the underlying reasons for this inequity. There is research that seeks to identify the inequity based on differences in the leadership styles of males and females (Boone, 1997; Wesson & Grady, 1993), which tries to justify the reason for the imbalance based on a perceived lack of ability or lack of congruence between leadership styles of women and the

expectations of what a superintendent is expected to look like to society. There is also research that seeks to identify that discrimination is occurring between male and female superintendents based on a perceived lack of power utilization by females (Alexander, 2002).

Research pertaining to the statistical factors associated with the personal lives of females in the superintendency was found (Kowalski & Stouder, 1999; Sharp, Malone, Walter, & Supley, 2000; Skrla, 2000a); however, there appears to be no documented research concerning the possibility that the personal life choices must be made in order to pursue this career may affect gender inequity. Another factor that will be examined in this study includes identifying whether or not there is an inequality in benefits received by those who choose to pursue a career in the superintendency in Missouri. These aspects will be examined based both on gender and in a comparison between school district configuration comparing K-8 female superintendents to K-12 female superintendents.

#### *Purpose of the Study*

The purpose of this study is to find the underlying reason or reasons why women are not equally represented in the superintendency ranks. Data will be gathered to determine the following questions: whether females are equally represented in salary and total benefits packages in the superintendency in Missouri, what the differences are in life experiences for a male to become a superintendent as compared to that of a female, what sacrifices each gender must go through in life. By obtaining this data conclusions will be made to determine the possible answers as to why females are underrepresented in the superintendency ranks in Missouri.



The questions under investigation in the proposed study centered around the topic of whether or not females experience the same career benefits and experience the same professional life experiences as their male counterparts as they attempt to become superintendents. Information concerning whether females experience the same career benefits and professional life experiences when comparing the grade level configuration of superintendency they occupy will also be collected and examined. It is believed that there will be discrepancies between the career benefits and professional life experiences when comparing superintendents based on gender as well as when comparisons are made based on grade configuration of only the female gender. It is presumed that the reasons for the discrepancies and inequality could center around differences based solely on aspects related to gender life differences and grade configuration of the school served as a superintendent.

#### *Research Questions*

1. Who are the male and female superintendents in Missouri in terms of:
  - a. Educational level,
  - b. Years of experience possessed in the education field before becoming a superintendent,
  - c. Breadth of experience in the education field before becoming a superintendent,
  - d. Marital status at the beginning of the superintendency,
  - e. Rate of divorce while serving as superintendent,
  - f. Number of children prior to entering the superintendency, and
  - g. Ages of children at the beginning of the superintendency.

2. Where are male and female superintendents in Missouri in terms of:
  - a. K-8 or K-12 districts, and
  - b. Career aspirations toward a position as a superintendent at the beginning, middle, or final years of their career in the field of education.
3. What is the professional treatment of male and female superintendents in terms of:
  - a. Salary,
  - b. Benefits, and
  - c. Number of applications submitted prior to being offered a contract for the first superintendency position.

#### *Limitations, Assumptions, and Design Controls*

##### *Limitations and Assumptions*

The results of this study are limited by the following factors:

1. The study was limited to the state of Missouri.
2. The study was limited to only practicing superintendents serving in districts during the 2009-10 school year.
3. The study was limited to only superintendents in public school districts in Missouri.
4. The assumptions and biases of the researcher must be noted factors because of the researcher's time spent as both an elementary K-8 principal and a female K-8 superintendent.
5. The study was limited to the assumption that all information submitted by the superintendents of Missouri is factual and accurate.

6. The study was limited to the assumption that all surveys were completed by the superintendent himself or herself.

### *Design Controls*

The design selected for this study was descriptive. The data gathered pertained only to individuals who served as male or female school superintendents during the 2009-2010 school year. This information was then used to identify similarities and differences between the two groups.

In order to verify that ethical procedures were followed, surveys, along with informed consent letters, were sent electronically to all superintendents in Missouri only after obtaining approval from the dissertation proposal committee at Missouri State University and the University of Missouri Institutional Review Board (IRB). The consent letters sent to the superintendents covered the following topics: research purpose, research procedures, risks to the participant, benefits to the participant, withdrawal and alternatives, confidentiality, contact information, and a disclosure of potential conflicts of interest.

### *Definition of Key Terms*

The following terms will be used for this study:

*K-8 School District.* A school structure designed to accommodate the needs of kindergarten through eighth grade students only is defined as a K-8 model. This type of school district may be the complete district with its own board of education and chief financial officer. Because this type of district model only offers education through the 8<sup>th</sup> grade, the district is legally obligated in Missouri to pay tuition to another district in any adjoining county when the students within its boundaries are prepared for ninth through

twelfth grades (Missouri Revised Statutes RSmo. § 167.131, 1959). This type of model may also be only a grade configuration within a K-12 district. For the purpose of this study, information will be analyzed from superintendents in districts that are providing for the academic needs of K-8<sup>th</sup> grade students only with tuition being paid to another district for the needs of students when they are ready to enter the high school grades. There are currently 74 K-8 districts in Missouri. A map and name designation for each one is located in Appendix A.

*K-12 School District.* The K-12 model is a school structure designed to accommodate the needs of kindergarten through twelfth grade students who reside within the boundaries allotted as part of the district. All of the educational needs of students between the kindergarten and twelfth grade years are attempted to be met by this structure.

*IDEA.* The Individuals with Disabilities Education Act was adopted as a federal standard in 1975 and has been amended many times since and most recently in 2004. This federal law mandates how public schools throughout the United States must provide early intervention and special education services for disabled students from birth through age 21. Although this mandate partially funds for these needs it is not a fully funded mandate at this time and therefore these obligations must be provided for yet are not fully funded by the federal government (U.S. Department of Education, 2007).

*Breadth of Experience in Education.* The breadth of experience in the field of education includes the number of years the surveyed superintendent spent in professional areas of the educational field such as while being a teacher, counselor, special education

director, vocational director, assistant principalship, principalship, curriculum director, C.E.O., or assistant superintendent, prior to their first appointment as a superintendent.

*Career Aspirations.* Career aspirations is a section of this study that will assess each superintendent's career goals prior to receiving his or her first position as a school superintendent. This will be one of the questions included in the survey sent to all superintendents in the State. The answers will be in the form of a multiple-choice list that each superintendent can choose from.

*Commuter Marriage.* This term is used to describe the marriage of a couple when either the wife or the husband moves away from the family home to pursue a career opportunity. The individual who moves away lives somewhere other than the family home during work days in order to be closer to his or her job.

*Current Benefit Package.* The current benefit package is composed of any items of value in the superintendent's contract in addition to his or her yearly salary. Benefits might include but are not limited to the following: personal days, sick days, vacation days, moving expenses, disability insurance, life insurance, health insurance, family health insurance, dental insurance, automobile allowance, housing allowance, cell phone expenses, and yearly wellness exams.

*Current Salary.* Current salary is the amount the superintendent's contract shows as his or her yearly base salary during the 2009-10 school year.

*Depth of Experience in Education.* The depth of experience in the field of education includes the number of different positions the surveyed superintendent held in professional areas of the educational field such as being a teacher, counselor, special education director, vocational director, assistant principalship, principalship, curriculum

director, C.E.O., or assistant superintendent, prior to his or her first appointment as a superintendent.

*Educational Level.* The educational level is the highest professional degree obtained by the superintendent.

*Elementary and Secondary Education Act.* This Act also referred to as (ESEA) was enacted into legislation in 1965 and was to be in existence for five years. The Act, however, has been reauthorized every five years since its enactment in 1965. The original act provided money to fund Title I, Title II, Title III, Title IV, Title V, and Title VI. As mentioned in the definition for NCLB, legislation was proposed by President George W. Bush and signed into law on January 8, 2002, which reauthorized ESEA as NCLB. This legislation was the reauthorization of programs from the Elementary and Secondary Education Act of 1965 and now provides money and guidance for numerous programs under ten separate titles.

*Family Composition.* Family composition refers to the individuals in the superintendent's immediate family such as a spouse and/or children.

*G.I. Bill.* This legislation, also called the Servicemen's Readjustment Act of 1944, was enacted to provide servicemen and women with college or vocational training opportunities as well as one year of unemployment compensation. The G.I. Bill has evolved many times since it's original draft was signed into law by Franklin D. Roosevelt on June 22, 1944. Since that date, the bill has been revised many times beginning with the Veterans' Adjustment Act of 1952, the Veterans Readjustment Benefits Act of 1966, the Readjustment Assistance Act of 1972, the addition of a subsection called the Veterans Educational Assistance Program (VEAP), and the Montgomery G.I. Bill (MGIB). The

most recent revision passed by Congress is an expansion to the bill stating that veterans who have been servicemen since September 11, 2001 would be eligible for a stipend to pay the full cost for any university in the veteran's state of residence, in addition to a set amount to pay for housing and books. This most recent expansion to the GI Bill is known as the Veterans Educational Assistance Act of 2008. Individuals who are eligible for items provided under the Veterans Educational Assistance Act of 2008 will be able to begin collecting benefits in August of 2009 (U.S. Department of Veterans Affairs, 2009).

*Job Search Experiences.* Job search experience will be a category of the research for this study that will be evaluated by asking the superintendents to answer questions concerning number of job interviews the candidate participated in prior to receiving his or her first job as a superintendent as well as whether or not the superintendent was hired as a superintendent within the district he or she had any previous experience in the year prior to becoming a superintendent.

*No Child Left Behind Legislation (NCLB).* NCLB was proposed by President George W. Bush and signed into law on January 8, 2002. This legislation was the reauthorization of programs from the Elementary and Secondary Education Act of 1965 and provided money and guidance for numerous programs under 10 separate titles. The basic principles of the proposed law were to provide accountability for what was taught in the classrooms, to provide more choices for parents, to provide greater local control and flexibility, and to encourage the use of scientifically researched methods for educating students (U.S. Department of Education, 2009). The reality of the law is that educators are held responsible for teaching a prescribed program of study and the accountability for doing so is based solely on the results of the end of year test. The test

which is given in April to all students in grades 3<sup>rd</sup>-8<sup>th</sup> is known as the M.A.P. Test. Schools that do not perform on the test to the acceptable level must offer students the opportunity of moving to another building within the district.

*Superintendent.* The school superintendent in Missouri is also known as the chief financial officer of the school district. This individual is responsible for oversight of the day-to-day operations of the building including oversight of personnel, carrying out policy, and preparation of the budget. The Missouri Department of Elementary and Secondary Education requires that a chief administrative officer be assigned to all school districts in the State. Although most districts employ a full time, fully certified superintendent to assume this role, the State does make provisions to accommodate districts that are small as well as districts that are unable to find a person to serve in the position of superintendent until one can be employed. The following exceptions are allowable for districts in order to meet the requirements of having a chief administrative officer.

1. Two adjacent school districts, each of which employs 25 (25 FTE) or fewer professional staff members and at least one (1) of which is “provisionally accredited” or “accredited,” may share a superintendent who possesses a valid Missouri superintendent’s certificate and who serves full-time as the chief administrative officer of both districts.
2. For a period of one year only, any two (2) adjacent districts, at least one (1) of which is classified “provisionally accredited” or “accredited”, regardless of the number of professional staff members employed, may share a superintendent. Any two (2) such districts, one (1) of which



employs more than 25 (25 FTE) professional staff members, which wish to share a superintendent for more than one (1) year, shall obtain prior approval from the State Board of Education.

3. A superintendent of schools in a district which employs 25 (25 FTE) or fewer professional staff members and who holds a valid Missouri superintendent's certificate may serve as the secondary principal, the elementary principal, or both, regardless of certification as a principal, in addition to serving as the chief administrative officer of the district.

4. Elementary districts (K-8) with over 25 (25 FTE) professional staff members must employ a certificated superintendent as chief administrative officer. Elementary districts with 25 (25 FTE) or fewer professional staff members may employ either a certificated superintendent or certificated elementary principal as chief administrative officer. (Missouri Department of Elementary and Secondary Education, 2006, p. 11)

*Title IX.* Title IX is part of the Education Amendments of 1972. It states, "No person in the United States shall, on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance" (United States Department of Justice, 2000, sec. 1681, para. 1).

*Years of Experience.* This refers to the number of years that an individual has been employed in the education profession in any professional capacity.

### *Summary*

The school superintendency position has been called by the U.S. Department of Labor the most gender stratified managerial position in the nation (Bjork, 1999), and although past research studies have been done to show that there is an inequity in Missouri and in the nation, the majority of the past studies focused on identifying reasons for this inequity based on differences in negotiating items such as salary (Alexander, 2002) or a perceived lack of leadership ability by females (Boone, 1997; Wesson & Grady, 1993).

Although some research has been done to examine factors associated with the personal lives of males and females in the superintendency, there is little research nationwide, or in Missouri in particular, concerning the possibility that personal and professional life choices, which must be made in order to pursue this career, may actually affect the imbalance. Many factors will be examined in this study to analyze whether or not there is an inequality in benefits received by the females who choose to pursue a career in the superintendency in Missouri in 2009. In addition to the identifiable and measurable benefits provided to a superintendent by the school where they are employed, this study will also examine whether or not females experience the same personal life experiences as their male counterparts when they attempt to become superintendents.

Finally, there was an examination of factors females themselves experience based on the type of school district model they occupy based on school grade configuration. Chapter two will report findings from a comprehensive study that investigated the history of the superintendency profession, leadership styles, and possible reasons cited for the lack of females in the superintendency that were analyzed in past research studies.

Chapter 3 of this study will present the research design and methods that will be used to collect and analyze the data received. In chapter 4, the data collected was analyzed and presented, and in chapter 5, the findings will be investigated and future research possibilities proposed.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

Women are destined to rule the schools of every city....In the near future we will have more women than men in executive charge of the vast educational system. It is a woman's natural field, and she is no longer satisfied to do the greatest part of the work and yet be denied leadership.

Ellen Flagg Young, 1909 (Criswell & Betz, 1995, p. 40)

The accomplishments in 2008 by Hillary Clinton, the first female to ever be a candidate to run for the United States presidency and the accomplishments of Sarah Palin, the second female to ever be selected as a vice presidential candidate give hope that gender inequity is beginning to diminish (Wing & Nielson, 2009). Even in Missouri, in June of 2009, for the first time ever, a female, Dr. Chris Nicastro, was named as Commissioner of Education for the State (Goldstein, 2009); yet, it still remains that few women have attained the leadership position described by Ellen Flagg Young 100 years ago. This inequity issue has been reported in various studies for many years, and the issue still remains that few women ever become a public school superintendent.

The question on the forefront of this study concerns why women are not equally represented in these offices along with their male counterparts. The following literature review focuses on the school grade configurations where superintendents serve in Missouri, the evolution of the superintendency both historically and by gender, and an exploration of leadership styles. A research inquiry was also done to examine the outside influences that affect the office of the superintendent as compared between the male and

female sexes. These factors were investigated as issues that appeared prior to being appointed and during one's tenure in the position.

### *School Grade Spans*

In the state of Missouri in 2009, there are a total of 523 school districts. Of the districts, there are 449 school districts with a K-12 grade span and 74 school districts that have a K-8 grade span. This means that K-12 districts house and educate students from grade kindergarten through 12<sup>th</sup> grade, and the K-8 districts house and educate students from kindergarten through grade eight. The 74 K-8 districts in Missouri pay tuition to another district that is a K-12 district in order to educate students in 9<sup>th</sup>-12<sup>th</sup> grades.

According to Patton (2005), "K-8 schools were introduced more than a century ago with the one-room schoolhouse" (p. 54). According to the Center for Educational Reform (2008):

This K-8 model actually goes back to the way schools were organized in the early twentieth century, until educators questioned if that was the best model for adolescents. Between 1910 and 1960, junior high schools or middle schools were created, and by 1960, 80 percent of American students attended three schools during their public school career: elementary, middle and high school. (p. 2)

At this time, there appears to be a trend in districts located in larger cities to configure schools into the K-8 grade span. There was a move in 2004 in the cities of Cincinnati, Cleveland, Denver, Phoenix, Milwaukee, New York, and Philadelphia to create and recreate schools that house students in the K-8 grade-span all in one building (Gewertz, 2004; Patton, 2005). In June of 2008, "D.C. Schools Chancellor Michelle Rhee included the consolidation of elementary and middle schools into K-8 programs as a major part of

her effort to reform the D.C. public school system” (Center for Education Reform, 2008, p. 5). In July of 2008, \$125 million dollars was appropriated for the configuration of 18 schools in the D.C. area to open in August of 2009 as new K-8 buildings.

Although there are many strengths associated with the K-8 school model, grade configuration is dictated in many of these districts in rural areas by geographic location because of the distance between homes where students live in relation to the nearest K-12 district. By having smaller K-8 districts in place to educate students, these students do not have to be transported for longer than one hour to get to their school, an amount of travel time that would be too long for these younger students. K-8 districts are a successful and practical answer to areas where there are lengthy distances between homes. Many such districts have stayed in place to accommodate farming communities.

Table 1 showed how many K-8 districts were in existence in Missouri during the 2009-10 school year in comparison to the total number of K-12 school districts in Missouri. Information is also presented to show how many males and females are serving as the superintendent in each type of district.

Table 1

*Superintendents in Missouri by School District Configuration*

School District Configuration	Male Superintendents	Female Superintendents	Total
K-8 Districts	43	31	74
K-12 Districts	369	80	449

The move from cities such as Cincinnati, Cleveland, Denver, Phoenix, Milwaukee, New York, and Philadelphia to adopt the K-8 school district configuration in many of their schools are based on research that showed the success that has been achieved by such a model. The small family atmosphere and parent involvement provided by this model are two aspects that have been cited as benefits to students in these buildings and districts (Horst & Martin, 2007).

### *Historical Stages of the Superintendency*

The history of the superintendency began in 1812 in New York State (Education Encyclopedia, n.d.; Else, 2008; Townley, n.d.). Gideon Hawley was appointed to the office of State Superintendent over all common schools in New York State (Delaware County, 2009; Pulliam, 1987; University of Albany, n.d.). This type of appointment soon spread to other states as well. By the late 1820s, the state superintendents were pulled in so many directions by the needs placed on them to oversee the growing populations of the common schools that another office was forced to appear that would become known as a district level superintendency position. This type of superintendency position was the first of its kind. The office of the district level superintendent of schools was the birth of what we see in each of the districts in Missouri today. At that time, some of the many local superintendents already serving were asked to oversee one district; however, some were charged with overseeing two or more local districts. This office first appeared in both Buffalo, New York and Louisville, Kentucky in 1837 (Norton, Webb, Dlugosh, & Sybouts, 1996; Rinehart, 2005). Although the superintendent of 1837 and the superintendent in 2009 both oversee the entire district, the office of superintendent of 1837 had very little responsibility for the budget or for the other financial duties of the

district. Another difference in the job description of the early superintendent was to be what one would today call the curriculum director. By the middle of the 1800s, because of the need for a common curriculum among districts, the superintendent began to be seen as a teacher for the teachers or resident scholar for the district (Townley, n.d.).

The history of the superintendency is broken into three eras. The first stage encompasses the years of 1837-1900, the second stage includes 1900 through approximately 1950, and the final stage from 1950 to the present. Although historians are not in exact agreement on the dates of each stage, many are in agreement that the first stage ended at or around the turn of the century, the second stage ended at the mid-point of the 1900s, and the third stage began around the middle of the 19<sup>th</sup> century and is in progress currently (Townley, n.d.).

The second era of the superintendency was one where the local superintendent held much power and authority when it came to his own individual district. This individual, who was likely a male, was the chief financial officer for the district (Glass, 1992). The superintendent was thought of as one of the most influential members of his or her community, and little outside influence interfered with the best judgment of the local superintendent concerning the school.

According to Blount (1998), superintendents were elected during county elections at this time to fill the posts. The local board of education was mainly in place to assist and support the superintendent of this era (American Association of School Administrators, 2007; Townley, n.d.). “Blount found that in 1910, approximately 9% of the school superintendents were women and this increased to 11% in 1930” (cited in Bjork, 2000, p. 8). Many times women were appointed to the position of school



superintendent because there were no males available or because it was more reasonable to hire a woman (Shakeshaft, 1989).

By the beginning of the third era, the percentage of female superintendents had again declined to 9%. Researchers have found that this was due to the of number of men returning from World War II in need of work and the existence of the G.I. Bill (Blount, 1999). Because the pool of applicants was again filled with men, the females were not employed as often, and therefore, the total number of female administrators began to again shrink. By 1971, females represented only 3% of the superintendencies in the United States (Bjork, 2000). According to Shakeshaft (1989), after World War II “...Men were encouraged to become teachers and administrators, women were encouraged to remain at home” (p. 46).

Table 2 showed the total number and percentage of superintendents in the United States by gender as well as the total comprehensively by year throughout the United States. This data represented is divided by year including data from 1910, 1930, 1950, 1970, 1990, and 1998.

During the third era of the superintendency, from approximately 1950 until the present, there was also a change from the superintendent being the authority and chief decision maker to a position of shared leadership between the superintendent and many outside interest groups. Outside interest groups have been instrumental in promoting and influencing legislators to pass new legislation such as the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act, and most recently The No Child Left Behind Legislation of 2002. These legislative changes have mandated certain requirements that may or may not be what is viewed as the best choice by the

superintendent of the district. Because of all of this legislation, many decisions are no longer made by the superintendent as something he or she may feel passionate about but rather are made in order for the district simply to stay in compliance with state and federal laws.

### *Benefits Throughout History*

In 1837, the first known superintendent was appointed in Buffalo, New York. Oliver G. Steele accepted the position of overseeing the district without pay (Hechinger Institute Primer for Journalists, 2008; Norton et al., 1996). This individual stepped down within only a few months and a second individual was appointed for the city of Buffalo, New York. This person was offered a contract with a salary of \$75 per year. By 1840, a contract with a salary of \$1,250 was offered to the superintendent of the school district in Providence, Rhode Island, which was thought to be a tremendous amount for the time (Norton et al., 1996). One hundred fifty years later, superintendents' salaries nationwide do show a significant increase above those accepted by the individuals in 1840, however, not in comparison to similar positions in the business world of the same time. According to information obtained in a comparison of salaries during the 1990-91 school year, the highest paid superintendent in the United States was found to be the superintendent of the New York City Public Schools. This individual received \$195,000 annually while the superintendent of Los Angeles Public School District received, \$164,555. Business executives who managed the same number of personnel as the 25,000 or more students managed by each of the two superintendents from New York and Los Angeles received salaries ranging from \$350,000-\$400,000 during the same time frame (Lunenburg & Ornstein, 1991).

Table 2

*Historical Data on Superintendents by Gender, 1910-1998*

Year	Female Supts. Number	Female Supts. %	Male Supts. Number	Male Supts. %	Uncertain Sex Supts. Number	Uncertain Sex Supts. %	Total Supts. Number
1910	732	8.9	7,411	90.6	41	.5	8,184
1930	959	11.0	7,712	88.3	62	.7	8,733
1950	808	9.1	8,020	90.0	80	.9	8,908
1970	440	3.4	12,483	95.8	112	.9	13,035
1990	633	4.9	11,997	93.7	171	1.3	12,801
1998	1,245	10.0	10,623	85.0	629	5.0	12,497

SOURCE: The source of the data reflected in the first five lines is adapted from *Destined to Rule the Schools: Women and the Superintendency, 1873-1995* by Jackie M. Blount, the State University of New York Press, 1998. The source of the data reflected in line six is from *Women and the Superintendency: Insights from Theory and History* by Marilyn Tallerico and Jackie M. Blount, 2004, *Educational Administration Quarterly*.

The compensation packages of the school district superintendents are often not necessarily all presented in the district's financial statement as simply a salary but rather the true compensation is often times spread out over many negotiated benefits. The Missouri Association of School Administrators has a full time attorney on staff who works with superintendents to negotiate the best possible compensation package available. The negotiable items are also published in the form of a model contract for member superintendents of M.A.S.A. The additional items, outside of a base salary, are considered part of a benefits package. The model contract document is included as Appendix B.

### *Salary Equality*

Researchers have noted that females are often hired because they are just as qualified yet are seen as a financial bargain to the district (Shakeshaft, 1989). As explained by research done by Babcock and Laschever, (2003) women are not as apt to discuss the items in a contract such as salaries and benefits but rather take the published amount as nonnegotiable. Men, however, are more likely to negotiate salary and benefit items; and, therefore, the results show women making less than men who do the same work.

Although unsuccessful, legislation was proposed in the Missouri Senate in 2008, (SB994), that would have required school districts to "provide a detailed financial statement to the Department of Elementary and Secondary Education containing names, total compensation packages, and any expenses made on behalf of the districts' superintendents" (para. 1). This information would then be published on the Missouri Department of Elementary and Secondary Education's website; however, this bill was not

successfully passed. If this bill would have passed, the information would be useful in the examination of salary equality statewide.

### *Evolution of Qualifications*

In a survey of superintendents in 1899, the educational levels ranged from 4% having no college degree at all to 58% holding a bachelor's degree. By 1923, the Department of Superintendence recommended that a person who aspired to obtain a position as a school superintendent should have a degree from a standard college and from one to three years of professional graduate training for school administrators (Norton et al., 1996). The educational levels of superintendents throughout the years since 1923 are depicted in Table 3. Table 3 shows that as the educational requirements for superintendents in the United States have increased so have the percentages of advanced degrees held by the majority of the superintendents.

Revisions were made in October of 2005 that mandated a person holding a position of superintendent of schools must possess a superintendency certification (Missouri Department of Elementary and Secondary Education, 2006). This certificate is typically obtained by completion of a specialist degree in educational leadership above a baccalaureate degree and master's degree, completion of at least one year of experience as an administrator in an accredited public or non-public school, and successful completion of the School Superintendent Assessment Test (Alan, 2000; Richard, 2000).

### *Credentials by Gender*

Although female superintendents are unequally represented in the ranks, female students are enrolling in doctoral programs focused on educational leadership in larger numbers than their male counterparts. More than half of the doctoral students in

educational administration programs are actually female; however, only about 10% are choosing to pursue their superintendency certificate (Glass, 2000; Gupton & Slick, 1996; Logan, 2000; McCabe & Dobberteen, 1998). According to Bell and Chase (1993), the number of females in educational administration programs has been at more than 50% of the total since the mid-1980s as shown by data in Table 4. The information described by Bell and Chase is consistent with what professors are seeing within administrator preparation programs, Dana and Bourisaw (2006) stated that professors “routinely comment about a strong majority of their students being women. Likewise, state certification agencies report that a majority of those who are currently certificated or licensed to serve as superintendents of schools also are women” (p. 28).

According to information by Gupton and Slick (1996), the need to pursue the advanced degrees by women may be a need society has placed on them. Because of the underrepresentation of women in the ranks, their research showed that women feel that in order to be hired they must be a better candidate than any male they go up against for a job or that they will be denied the job if all things are equal simply because of gender. Table 4 shows the total number of doctoral degrees earned in education since the 1979-80 school year. Females have earned the highest percentage of these degrees since the 1989-90 school year; however, in Missouri in 2009 females still only hold 20% of the superintendency positions.

Table 3

*Highest Degree Held by Superintendents: 1923-1992*

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Highest Degree Held	Percentage of Respondents Holding Degree in Report Year					
	1923	1933	1951	1971	1982	1992
No College Degree	12.8	3.8	0.2	0.3	0.0	na
Bachelor's Degree	51.9	36.2	5.5	2.1	0.9	0.8
Master's Degree	32.0	56.7	78.7	55.1	44.3	37.9
Specialist / 6 <sup>th</sup> Year				13.4	14.9	15.8
Doctorate	2.9	3.0	14.0	22.7	32.5	36.0
Post Doctorate				6.5	7.0	8.4
Other	0.4	0.3	1.6	na	0.4	1.2

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Source: Norton, S., Webb, L., Dlugosh, L., & Sybouts, W. (1996). *The school superintendency*. Needham Heights, Massachusetts: Allyn & Bacon.

### *Title IX*

Title IX is part of the Education Amendments of 1972. It states, “No person in the United States shall, on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance” (United States Department of Justice, 2000, para.1). One of the reasons Title IX was created was due to the strong feelings by the United States Congress that discrimination on the basis of gender was a violation of the fourteenth amendment (McDade & Drake, 1982). Section 1 of the fourteenth amendment states,

No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. (Cornell University Law School, n.d., para. 1)

The passage of Title IX on March 22, 1972 made it illegal to discriminate against applicants on the basis of gender, and in effect, would have been thought to positively effect the number of female superintendents in the United States, and specifically for the interest of this study, the female superintendents in Missouri.

### *Superintendents by Gender*

The school superintendency has been referred to by the U.S. Department of Labor as the chief executive officer role that is “the most gender stratified executive position in the country” (Bjork, 1999, p. 1). According to research by Skrla in 2000a, countries such as England, New Zealand, Australia, and Canada have gender inequality in this type of administrative position as well.



Table 4

*Doctoral Degrees in Education by Gender of Recipients*

School Year	1979-80	1989-90	1994-95	1999-00	2001-02	2003-04	2004-05	2005-06	2006-07
Number of doctoral degrees in education	7,576	6,510	6,649	6,420	6,488	6,635	6,229	7,584	8,261
Gender (percent)									
Male	55.5	42.4	38.4	35.1	33.8	34.2	33.2	35.1	32.4
Female	44.5	57.6	61.6	64.9	66.2	65.8	66.8	64.9	67.6

Source: United States Department of Education Institute of Education Sciences (2008, September). *National Center for Education Statistics*. Retrieved July, 30 2009 from [http://nces.ed.gov/programs/digest/d08/tables/dt08\\_273.asp?referrer=list](http://nces.ed.gov/programs/digest/d08/tables/dt08_273.asp?referrer=list)

Source: United States Department of Education Institute of Education Sciences (2006, May) . *National Center for Education Statistics*. Retrieved July, 30 2009 from [http://nces.ed.gov/programs/digest/d04/tables/dt04\\_297.asp](http://nces.ed.gov/programs/digest/d04/tables/dt04_297.asp)

Source: United States Department of Education Institute of Education Sciences (2007, June). *National Center for Education Statistics*. Retrieved July, 30 2009 from [http://nces.ed.gov/programs/digest/d08/tables/dt08\\_292.asp?referrer=list](http://nces.ed.gov/programs/digest/d08/tables/dt08_292.asp?referrer=list)

Source: United States Department of Education Institute of Education Sciences (2007, Fall). *National Center for Education Statistics*. Retrieved July, 30 2009 from [http://nces.ed.gov/programs/digest/d08/tables/dt08\\_275.asp?referrer=list](http://nces.ed.gov/programs/digest/d08/tables/dt08_275.asp?referrer=list)

Research cited by Yukl in 2006 defined a concept called, “gender egalitarianism.” This is described as “the extent to which men and women receive equal treatment and both masculine and feminine attributes are considered important and desirable” (p. 433). Countries where there is a high amount of gender egalitarianism are more accepting of traits traditionally thought to be feminine attributes. These accepted attributes include characteristics such as being nurturing and team oriented. According to Yukl’s (2006) research he explained that countries where there is high gender egalitarianism, “sex roles are not clearly differentiated, jobs are not segregated by gender and attributes such as compassion, empathy, and intuition are as important as assertiveness, competitiveness, and objective rationality” (p. 433). Countries where there is low gender egalitarianism, the opposite is true. Yukl categorized countries based on this concept, and the countries were grouped by high egalitarianism, medium egalitarianism, and low egalitarianism. The countries described as being ones with a high degree of egalitarianism are Denmark, Norway, Finland, Sweden, Netherlands, and Chile. Countries with a medium degree of gender egalitarianism included Canada, Indonesia, Israel, France, India and China and the countries shown to possess the lowest degree of egalitarianism overall included Japan, Austria, Italy, Mexico, Venezuela, and Switzerland.

Although there are still four male superintendents employed for every one female superintendent in Missouri in 2009, there does appear to be a trend occurring that shows percentages fluctuating slightly with a higher percentage of females joining the ranks of superintendents each year and a lower percentage of the total number of superintendents in Missouri being represented by males.

Research compiled by Gross and Trask in 1976 showed that only 2% of public school administrators nationwide were females, and 1% was the total for female superintendents during that same time period in Missouri. During the same timeframe, 63% of the teachers nationally were female. These numbers were close in comparison to those in Missouri during the school year just two years later while less than 1% of the superintendencies were being occupied by females and 70% of the teaching positions were held by females.

During the 1995-96 school year, the percentage of male superintendents to male teachers nationally stood at 13,901 (93.4%), male superintendents to 553,984 (25.6%), male teachers, and the ratio of female superintendents was at 982 (6.6%), as compared to 1,610,016 (74.4%) female teachers throughout the United States (Skrla, 2000a). This information was then analyzed, and projections on the odds of becoming a superintendent for males during the 1995-96 school year stood at 1 in 40 while the odds of a female rising from the ranks of female teacher to female superintendent stood at 1 in 1,667. Skrla further stated that male teachers were more than 40 times as likely to advance into the superintendency as female teachers. This number increased nationwide, according to research done in 2000 showing that 13% of the superintendency positions were held by females (Glass, Bjork, & Brunner 2000).

Information obtained from the Missouri Department of Elementary and Secondary Education showed that during the 2007-08 school year, 78.7% of the total number of educators in the State were female and 21.3% of the educators were male, as shown in the information provided by Table 5. During the same year, female superintendents occupied 19.5% of the superintendency positions in Missouri while

80.5% of the superintendents were male, as depicted by the data in Table 6. The information in these two tables also provides insight into the odds of obtaining a superintendency based on an individual’s gender. In Missouri, during the 2007-08 school year, the odds of a male classroom teacher becoming a superintendent stood at 1 in 38 while the odds for a female to rise from the ranks of educator to superintendent stood at 1 in 583.

The following information in Table 5 presents evidence for the past 30 years on numbers of male and female educators employed in Missouri. Table 5 illustrates the historical data for the past 30 years of numbers and percentages of male and female superintendents by gender in Missouri. Table 5 shows the total number of female and male teachers and the percentages of each.

Table 5

*Missouri Teacher Demographics Based on Gender*

School Year	Female Teachers	Male Teachers
1977-78	36,994 (70.5%)	15,468 (30.5%)
1987-88	37,382 (75%)	12,489 (25%)
1997-98	47,270 (77.8%)	13,464 (22.2%)
2007-08	54,263 (78.7%)	14,653 (21.3%)

Table 6 depicts the total number of male and female administrators by category along with the percentages of each based on gender. This information is based on a 30-year span so differences in growth by gender can be depicted. The percentages on this graph show that female superintendents are increasing in comparison to their male colleagues and the number of female assistant superintendents, building level principals, and assistant principals outnumbered males for the first time ever during the 2007-08 school year.

Table 6

*Missouri Administrator Demographics Based on Gender*

School Year	Female Assistant Superintendents Principals & Assistant Principals		Male Assistant Superintendents Principals & Assistant Principals		Female Superintendents	Male Superintendents
1977-78	303	(12.1%)	2,193	(87.2%)	1 (>1%)	453 (99.7%)
1987-88	800	(25%)	2,382	(75%)	9 (2%)	441 (98%)
1997-98	1,366	(40.2%)	2,031	(59.8%)	37 (8%)	415 (92%)
2007-08	2,255	(53%)	1,999	(47%)	93 (19.5%)	382 (80.5%)

*Superintendent Personality Traits by Gender*

There is an extensive amount of research on gender differences, and it has been found that there are stereotypes of what each gender should act like and be like in everyday life (Bardwick & Douvan, 1971; Duncan & Skarstad, 1995; Pounder, 1990). Sex and gender are often used synonymously; however, the two terms mean completely separate things. Sex is used to refer to biological categories, male and female, into which

one is classified at birth based on genitalia or before birth based on chromosomal typing (Reskin, 1991; West & Zimmerman, 1991). Gender has nothing to do with biological categories but rather refers to socially created distinctions between the sexes, and the terms feminine and masculine are assigned (Reese, 1995). West and Zimmerman (1991) argued that gender is “routinely, methodically and recurrently produced through social interaction; that is, gender is something a person ‘does’ according to societal rules, rather than something a person is or has”(p. 136). West and Zimmerman further contend that a person’s gender is never complete but rather always evolving and changing based on the situation. Williams, Sneed, and Mwau (1995) buttress this view by saying, “The characteristics of gender vary and change with time, society norms, ethnicity, education and wealth. Those of sex do not” (p. 2).

Because of socially constructed ideas about gender, men and women have been labeled to have stamped characteristics inherent because of their gender. Boone (1997) contends, “Stereotypically, men are seen as using a direct ‘command and control’ style of leadership while women are assumed to be more collegial and collaborative” (p. 3). This view is buttressed by Skrla (2000b), when she explained that women are thought of in society to be passive, fragile, sensitive, empathetic, supportive, unable to take risks, nurturing, noncompetitive, have a low pain tolerance, and be an emotional liability to the workplace. The view of men on the other hand is that they are thought of as always being masculine (Marshall, 1986; Skrla, 2000b). Skrla (1999) defined that the expected role of the male to be masculine but expands on the definition by saying masculine is the opposite of the expected characteristics of a female. Skrla states males are thought to exhibit “independence, assertiveness, sturdiness, high pain tolerance, aggression,

competitiveness, outer orientation, self sufficiency, stoicism, justice, objectivity, unyieldingness, remoteness, risk taking, rationality and impassiveness” (p. 10). The role of the superintendent is one that through time has become “socially constructed” to be best occupied by the “socially constructed” characteristics thought to be held by males (Johns, 1996; Skrla, 2000b) and therefore “the role of the superintendent has been created...by society as masculine” (Skrla, 2000). Shakeshaft (1989) buttressed this view when explaining that in order to be thought of as superintendent material, one must also be thought of as in charge. Yet, in society how is a female supposed to be thought of as in charge and not be thought of as unfeminine? Marshall (1986) concluded that the very characteristics that are thought to be needed by a superintendent, are not necessarily the characteristics established to be socially acceptable attributes for females.

Although this is a real dilemma that has been created by society, it is interesting to note that in a study by Wood for a dissertation in 1980, it was found that there were no statistically significant differences between males and females on 24 identified traits typically associated as either specifically male personality traits or specifically female personality traits. The study participants of the research conducted by Wood consisted of 64 female and 64 male educational administrators in the Oklahoma City Public Schools. Although leadership style is a choice, it may not necessarily be based as much on gender as is often assumed. This belief is buttressed by Gabler (1987), he too believed that successful administrators do not lead in different ways whether they are male or female.

### *Leadership Styles*

Traditionally school superintendents were thought to need to be “top down” leaders with authoritarian styles of leadership, which were only thought to be

characteristics held by males. Women were thought to be consensus builders, negotiators, and a gender that valued relationships; these characteristics did not fit the needs of the traditional superintendency role (Logan, 1998). The school administrator role is, however, being renegotiated, and it is slowly being recognized that women, as well as men, bring unique characteristics to the position, and gender need not be the first observation of a person's leadership style.

Over the years it has been found that leadership style is not necessarily based on a person's gender but rather the style of leadership that the leader, whether male or female, feels passionate about. Gardner (1989) in *No Easy Victories*, summarized the essential job of a leader by saying, "the first and last task of a leader is to keep hope alive" (p. 57). There is, however, no right or wrong way to lead, according to Gardner. The perfect leadership style of one person may serve as the downfall of another person and the leadership style used by an individual in one organization may work beautifully while it is detrimental to the same leader in another organization. The leader is thought by Yukl (2006) to have the job of leading change. According to Yukl (2006), "Leading change is one of the most important and difficult leadership responsibilities. For some theorists, it is the essence of leadership and everything else is secondary" (p. 284). During the process of leading, "leaders shape and are shaped" (Gardner, 1989, p. 1) by their constituents. Leaders must listen and understand in order for change to occur, and in the process of working with followers, leaders are shaped by the "two way communication, nonrational, nonverbal and unconscious elements" (Gardner, 1989, p. 1) that play a role in the production of accomplishment of tasks.



The following five leadership styles are based on the premise of having a person in charge who is able to successfully attain a goal and perhaps make changes, but the methods that each style prescribes effect the elements of the process as well as the constituents involved in different ways. Yukl (2006) summarized that leaders effect the lives of their followers as well as the success of the organization in which they lead when he stated “powerful leaders can have a substantial impact on the lives of followers and the fate of an organization” (p. 417). Begley (n.d.) reflected on that fact by emphasizing that administrators or leaders must be aware that they have the power to impact both the organization and the lives of those within the organization. The following leadership styles are used by both male and female leaders; however, each style is unique, and the elements of each style effect the individuals involved and the fate of the organization in different ways.

### *Transformational Leadership*

Transformational leadership was first discussed in the 1970s in a book written by James McGregor Burns, and the theory was later expanded on by Bernard Bass (1990). Transformational leaders influence followers to complete the steps needed to meet the desired mission through inspiring them and by “making them aware of the importance of task outcomes, inducting them to transcend their own self-interest for the sake of the organization or team, and activating their higher-order needs” (Yukl, 2006, p. 262). The transformational leader “influence(s) followers by serving as a teacher, mentor and coach. They seek to elevate and empower others to a higher level” (Leading Today, para. 2). Because the followers of this type of leader respect and trust this leader they tend to be loyal and in turn are motivated to perform at a higher level than would be expected.

This type of leader is inspirational and empowering to the followers, and followers exhibit more self-confidence while working under this leadership style. The transformational leader's influence is seen even after the leader is no longer in his or her leadership position. In an article by Dana and Bourisaw (2006), which documented the findings of many research studies, it was stated that women tend to be very skilled in the transformational approach of "leading from the bottom up" (p. 29). Women tend to be more likely to practice transformational leadership (Aburdene & Naisbitt, 1992) by leading in ways that emphasize collaboration and consensus (Funk, 1998; Funk, Pankake, & Schroth, 2002). Schlecty (2000) described the essence of this type of leader when he stated, "strong leaders build cultures that outlive them, they lead even when they are gone" (p. 183).

### *Servant Leadership*

Servant leadership, was a term used by Robert Greenleaf in an essay that he wrote to other managers in 1966. According to Boyum (2008), "This first essay was the deduction of Greenleaf's personal reflection, experience and observation concerning the current state of leadership in organizations, and the reading of a metaphorical story written by Hermann Hesse, *A Journey to the East*". In 1970, Greenleaf published "The Servant as Leader," which was the first of many essays on servant-leadership that he would create (Greenleaf Center for Servant Leadership, 2008).

Servant Leadership's premise is that the leader attempts to empower and protect followers while proceeding forward collaboratively toward the goals of the organization and what they cooperatively feel should be the vision of the organization. This skill of working collaboratively is one that is thought to be a skill women are generally

characterized as having (Aburdene & Naisbitt, 1992; Bjork, 1999; Funk, 1998). Servant leaders attempt to understand the needs and goals of the followers in order to better represent their needs unlike the transformational leader who, according to Bass and Avolio, (1990), influences followers to work collectively toward the same vision. The transformational leader has the vision first and “appears to be inspiring follower commitment to shared objectives, increasing social identification and developing follower skills and collective efficacy” (Yukl, 2006, p. 270), whereby the servant leader listens and learns what the goals and visions of the followers are and helps them to attain the unified vision successfully. The servant leader does not seek to empower or influence followers but rather seeks to serve the needs of the people and the organization.

#### *Charismatic Leadership*

Charismatic leaders are often compared to transformational leaders and have many similarities. Although followers of both transformational leaders and charismatic leaders may be loyal, trusting, and devoted, the transformational leader, according to Bass (1990), have a need to transform an organization and work to influence followers so they will be able to see the significance and value of the possible outcomes, while the charismatic leader can “sway people and shape the future by their sheer presence and personality” (Raelin, 2003, p. 47). Transformational leaders work at “empowering others to take more initiative in their work, inspiring them to be more committed and building their self-confidence” (Leading Today, para. 4) unlike the charismatic leaders who will, “intentionally seek to instill devotion to themselves more than to ideals” (Yukl, 2006, p. 259). The negative charismatic leader’s “...power is often misused while the vision remains an empty dream” (Yukl, 2006, p. 261). Avolio and Gibbons (1988) described

another form of charismatic, which is the pure charismatic. This type of leader stands in opposition to the transformational leader in that this leader finds the need for autonomy by followers to be an aspect that could harm the leader's power. Charismatic leaders favor followers who follow unconditionally without questioning the leader.

### *Participative Leadership*

Participative leaders, like servant leaders, work with the followers when making decisions. They listen to the people and let them have confidence that what they add to the decision is considered. Yukl (2006) prefaced that the extent of participation in this process does vary, however "cooperation and sharing of knowledge will depend on the extent to which participants trust the leader and view the process as legitimate and beneficial" (p. 84). He also stated that in order for this type of leadership to be successful it is essential that the leader "encourage people to express concerns and criticisms....and listen carefully without getting defensive or angry" (p. 98).

Dunn and Brasco (2006) described the perfect participative leader in a school setting: "Roland Andrews, principal of Brightwood Elementary School in Greensboro, NC., ....first learns everything he can about a concept or program decides whether it will benefit the students and then personally conducts staff development sessions around it's philosophy and implementation" (p. 42). The article described Andrews as a principal and leader who "works with teachers, parents and students to create resources, experiment with classroom implementation and share suggestions for continuing improvement throughout the process" (p. 40). When a participative leader like Andrews successfully implements this form of leadership, one of the main benefits derived is the

ownership felt by the followers in the decisions, and when ownership is felt, employees tend to work harder to make a program or plan succeed.

The second benefit viewed is in the understanding of the issues by the followers. By studying the options and being informed, employees are more aware of why a choice was made. This helps them to proceed in a unified manner toward the mission of the organization rather than to feel like there was a better option that was not considered. The negative aspect of participative leadership comes when the leader asks for opinions and they appear to be completely ignored (Yukl, 2006).

### *Transactional Leadership*

The final form of leadership that will be discussed is transactional leadership. Transactional leaders use rewards and punishments to motivate their followers to do what the leader wants accomplished. This is a quid pro quo or “something for something” leadership style. Transactional leadership does resemble participative leadership in that at times transactional leaders do confer with employees, but it is not on the basis of what is best for the organization but rather as to what type of reward is satisfactory for the assignment that the leader needs to see accomplished. Although the tasks are undertaken and accomplished using this type of leadership style, it “...is not likely to generate enthusiasm and commitment to task objectives” (Yukl, 2006, p. 262), and according to Leithwood and Doris (1992), “doesn’t stimulate improvement” (p. 9).

Transactional leaders and charismatic leaders accept the least amount of follower input. Participative and transformational leaders listen to followers and accept input. Finally, the one that offers the largest degree of follower input is servant leadership. All

five leadership styles discussed focus on meeting a goal, and although there are similarities, all five have distinct characteristics, which symbolize their own unique style.

Any leader, regardless of gender, could possess and use any of the aforementioned types of leadership, and one would ultimately make decisions based on what frame from which they view the organization. Bolman and Deal (2008) described what they call “frames”, which leaders use to base their thought processes on when making decisions for an organization. These include the human resource frame, political frame, symbolic frame, and structural frame.

### *Leadership Frames*

Although information from a study compiled by Wood (1980) found there were no statistically significant differences between male and female personality traits, there are specific society imposed gender characteristics for males and females even in leadership positions. According to Boone (1997) and Logan (1998), female leaders have been thought to be consensus builders, negotiators, and a gender that tends to value relationships. The male, on the other hand, is thought to be in control and masculine (Skrla, 2000b). Although research by Gabler (1987) found that successful leaders do not lead in different ways whether they are male or female, it is important to note that societal views would imply that males and females would negotiate changes within an organization based on their gender. Although research shows that the type of leader, whether male or female, would be drawn to lead based on their leadership style and not by stereotypical gender virtues based on their gender, many societal views promote that leadership style is based on a leader’s gender. Because of this view, it is important to note that because leaders will use what Bolman and Deal (2008) described as “frames” the

frames, however, are not synonymous with a particular gender simply because they may fit the prescribed characteristics of a particular gender.

### *Human Resource Frame*

The human resource frame is built around the belief that people need organizations and organizations need people. According to Bolman and Deal (2008), “Organizations need ideas, energy, and talent; people need careers, salaries, and opportunities” (p. 122). Yukl (2006) described a concept proposed by Robert Greenleaf in 1970, servant leadership, in a way that mirrors the philosophy of the human resource frame. This leadership style, according to Yukl (2006),

Attend(s) to the needs of followers and helps them become healthier, wiser, and more willing to accept their responsibilities. It is only by understanding followers that the leader can determine how best to serve their needs. Servant leaders must listen to followers, learn about their needs and aspirations and be willing to share in their pain and frustration. (p. 420)

This type of view of the organization would align most closely to the stereotypical female gender due to the thought that women are considered to be the consensus builders, negotiators, and a gender that values relationships (Logan, 1998).

### *Political Frame*

According Bolman and Deal (2008), within each organization there are many interested stakeholders. These stakeholders all have agendas, which they seek to have met by the organization. Because of the varying stakeholders and their own needs, organizations can easily be viewed as political entities, which Bolman and Deal describe as the “political frame.” Each entity involved has differing values and beliefs about what

will be best for the organization, which is based on the perspective they work from, when every entity comes to the “planning table,” the major decisions center around how the scarce resources are divided which causes conflict among the stakeholders and evokes the use of various types of “power,” and finally during this negotiation power is used to obtain what each stakeholder feels is important by the use of bargaining and negotiations. This frame would align most with the stereotypical view of the male gender because the male is thought to have a “command and control” style of leadership (Boone, 1997).

The following two frames, symbolic and structural, are not framing styles that favor either type of gender stereotype. Both simply have elements that would appeal to both masculine and feminine genders. All leaders will employ aspects from some of the frames regardless of their particular sex or gender differences.

#### *Symbolic Frame*

The symbolic frame is based on a philosophy by Bolman and Deal (2008). According to Bolman and Deal (2008), symbols convey the culture of an organization. These interwoven patterns of beliefs, values, practices, and artifacts show new recruits what the organization takes pride in and what the people believe in. They also define for members “the way we do things around here” (p. 278). Symbolism is seen in things such as tying a yellow ribbon around an oak tree during times of war to reassure us “symbolically” that the soldiers will come home and all will be good again in the country. In schools, symbolism is expressed by school colors, and mascots. Graduation ceremonies and assemblies for state championships are also forms of symbolism that reflect, that the activity is important. Symbolism is the meaning behind what is done, such as putting a trophy case by the door when a visitor first walks in to the school. By



having nothing related to academics, yet having a trophy case by the door, the visitors get a message by the use of symbolism that sports are the most important thing that the school stakeholders value. The symbolic frame mirrors the philosophy of the transformational style of leadership most in that the premise behind transformational leadership is to provide inspirational motivation, which includes communicating an appealing vision using symbols to focus subordinate effort and modeling appropriate behaviors (Bass & Avolio, 1997).

### *Structural Frame*

In order for an organization to be successful, a leader must take many things into consideration. One component that must be analyzed is the organization's structure. The structure of an organization may be rigid with lots of rules, which are referred to by Bolman and Deal (2008) as vertical coordination of the structure, lateral coordination of the structure or a combination of the two. Factors such as the size and age of the organization, the stability of the environment, the educational level of the workforce, the technological advancement, and the goals of the organization should all affect what type of structural blueprint is drawn up. According to Bolman and Deal (2003), "Organizations operating in simpler and more stable environments are likely to employ less complex and more centralized structures" while, "Organizations operating in rapidly changing, turbulent, and uncertain environments need much more complex and flexible structures" (p. 67).

### *The Career Path to the Superintendency*

According to research, there may be career experiences that are thought of as more beneficial for individuals who are preparing for the superintendency position

(Tallerico, 2000; Kowalski & Stouder, 1999; Shakeshaft, 1989). In a study by Sharp et al. (2000), they cited that “Approximately 75% of elementary classroom teachers are women but 75% of the current superintendents did not teach at the elementary level” (p. 3). In a study by Reynolds in 1995, it was found that the number of high school principals varied only slightly whether the district sample was comprised of medium or small sized districts. At that time in Missouri, females comprised only 3% of high school administrative positions in medium sized districts and 4% of high school administrative positions in rural districts where student enrollment was considered small. This number climbed slightly when researched nationwide five years later in the study by Sharp et. al. (2000). The study found that “women constitute only 9-16% of the current high school principals” (p. 3). Research done by Kowalski & Stouder (1999), Shakeshaft (1989) and Tallerico (2000) added that the position of the secondary principalship was found to be a career path to the superintendency. In both of the aforementioned studies, the authors felt that the role of the high school principal resembled that of the superintendent more than any other position in the district. These two roles were thought to both typically deal with the most severe issues and both positions tended to be highly visible within the community.

Another factor that must be noted is that school boards are also predominantly made up of male members. According to research by Hess prepared for the National School Boards Association in 2002, schools boards in small, medium, and large districts were all made up of a larger percentage of males than females on average in school board membership. Table 7 shows what was found from the survey conducted by the National School Boards Association in 2002. Of the 811 school districts that responded, 94 were

considered large districts, 310 were considered to be medium sized districts and 396 were considered to be small districts. In all districts the females held the minority of the board seats; however, the larger the district the more open the districts appeared to be with female membership. The decision of who is employed and retained in the position of the superintendency rests solely with the elected officials of the district which we recognize as the school board. School boards in Missouri are made up of seven people. It has been proposed in many articles that the underrepresentation of female school board members also negatively affects the number of females hired into the superintendency positions. In 1972 it was found that only 12% of the school board members nationwide were female and the number got worse in states such as Kentucky where only 5% of the board seats were occupied by female member (Blanchard, 1977). The decision of who is employed and retained in the position of the superintendency rests solely with the elected officials of the district which we recognize as the school board. School boards in Missouri are made up of seven people. It has been proposed in many articles that the underrepresentation of female school board members also negatively affects the number of females hired into the superintendency positions. In 1972 it was found that only 12% of the school board members nationwide were female and the number decreased in states such as Kentucky where only 5% of the board seats were occupied by female member (Blanchard, 1977).

In a report by Hess for the National School Boards Association in 2002, it was found that the breakdown of females occupying school board seats has risen to 38.9% nationally with the majority of females being seen in larger districts. In districts with 25,000 or more students it was found that 44.4% of the board members were female

Table 7

*Gender Composition of Boards*

Districts	Large Districts (25,000+)	Medium Districts (5,000-24,999)	Small Districts (Less than 5,000)	All
Male	55.6%	60.1%	63.3%	61.1%
Female	44.4%	39.9%	36.7%	38.9%
Total districts	94	310	396	811

while in medium districts which were those comprised of 5,000-24,999 students the percentage dropped to only 39.9% of the membership being female and this number continued to decrease again in districts designated as small where the student population was at less than 5,000 where only 36.7% of the board members were female.

*Life Experiences*

Responsibilities at home appeared to receive much attention in qualitative research studies as a factor that negatively impacted the female candidates interviewed from pursuing or succeeding in their goals of becoming district level superintendents (Archer, 2003; McDade & Drake, 1982; Ramsey, 1997; Silverman, 2004). Atlanta Superintendent, Beverly Hall stated, “One of the barriers may be that the job is so demanding” (Silverman, 2004, p. 16). The responsibilities of females at home, as well as responsibilities associated with raising children, deduct from the amount of time that is available to women to devote to such a demanding job as the superintendency of a school

district. "...Parenting issues, more than spouse issues, may play a crucial role in shaping the female superintendency. They can dictate how much time a woman commits to her job, how conflicted she feels about her private and personal lives, when—and even if—she enters the superintendency at all" (Ramsey, 1997, para. 5). Another obstacle many females have to deal with is being part of a "commuter marriage" in order to obtain the position (Archer, 2003; Silverman, 2004). These women often have male spouses who are unable to move because they too have professional careers, and, unlike many of the male superintendents who are the primary bread winners and have families who must move with them for jobs, these women are forced to sometimes make the choice to be in a "commuter marriage" in order to accept a job or choose not to disturb the family home in order to pursue the position (Glass, 2000; Ramsey, 1997).

Support systems available for females are also different than they are for their male counterparts. The Office of Educational Research and Improvement state that the lack of role models, sponsors, mentors, and the lack of acceptance in informal networks as well as acts of subtle sexism and perceived weakness due to gender are a few of the experiences that women face which are unique simply due to gender (Reynolds, 1995). Few females are available to explain to others what they might need to expect in their pursuit to the highest position in a school district. The road to the superintendency has not been traveled by many females, and therefore, there are few available to help mentees.

The number of females who served as faculty in educational administration programs was only at 12% in 1986 compared to 27% of female faculty members overall (Bell & Chase, 1993; McCarthy & Kuh, 1997). The number had risen to 29% as female faculty members in educational administration programs by 1994 (McCarthy & Kuh,

1997). This number is important because these are the role models and mentors helping new women understand what to expect from the career. If not for this growing network many would choose a different direction.

### *Women's Perspectives*

It has been noted in many studies that the life experiences gained by the male superintendency candidate on the way to the superintendency position may not necessarily be the same as the life experiences of the female superintendency candidate on her way to the same position. Although it is typical for a male to enter the superintendency married, it is not as likely for females to begin while married, nor is it as likely for females to remain married during their career in the superintendency (McCreight, 1999). It was also found in two studies that women are more likely than men to enter the job and be in a commuter marriage, be widowed, divorced, or single (Hensley, 1996; McCreight, 1999). In a study conducted by Morrison, White, and Van Velsor in 1987, they observed executive females, of fortune 100 companies for three years and found that of these female executives one of the three top issues they found as an area they received the most pressure from was from life outside of work. Of the female executives, 19% were either divorced or separated, and 11% were not on their first marriage. Domestic relationships may actually restrain many women from pursuing higher levels of responsibility due to the time commitment they feel as the caregiver in the home. Females are less likely than their male counterparts to have a willing network to support their choice to immerse themselves in their careers. The husbands and family members of females do not always see the long hours and heavy demands from the job as

the woman's role, and therefore are not as supportive as the network surrounding the male candidates (Marshall, 1986).

Another challenge female superintendents face in order to pursue the superintendency, which may not be a dilemma that males moving into the superintendency experience, is whether or not to move the whole family to the job. When a female is selected for a position of superintendent it may not necessarily be the highest paying job in the marriage, and therefore, may not be one that the family will be able to move for, whereas wives of male superintendents are far more likely to follow their husbands and continue to be the caregivers in the family (McCreight, 1999). Because wives are far more likely to move with their male superintendent spouses, "the only significant personal change males experience in taking new jobs is a change in location" (Ryder, 1994).

In a study by Archer (2003), it was noted that the strong demands of the job on family time generally cause women to enter the superintendency world at a later age than men. This view was echoed in research by McCreight (1999) when she stated, "Marriage and family responsibilities, lack of mobility, and time demands of the superintendency are three reasons women enter the superintendency later in life as compared to men" (p. 6). In a study by Schuster and Foote (1990), it was found that 36% of the women in their research study and only 14% of the men entered the superintendency after the age of 46.

Finally, it is interesting to note that in addition to the difference between the ages of male and female superintendents when they enter the job and the ages of their children, the diversity between the "female superintendent" and the "male superintendent" it appears is more foundational than even the family breakdown. Researchers have also

found that females are more likely than male superintendents to be democrats, minorities, and Catholic or Jewish. Male superintendents on the other hand, are often republican, married, Anglo, and Caucasian (Brunner, 2001; Ryder, 1994).

### Summary

The previous chapter provided an overview of past research related to the history of the superintendency and the lack of gender equality since the inception of the office in 1837 (Norton et al., 1996; Rinehart, 2005). Research has shown that although women have held more than 70% of the classroom positions in schools across Missouri as far back as 1978, men still have always held more than 80% of the superintendency positions throughout the State. The reasons for this inequity which have been researched include the question of whether or not women had the same negotiation and access power as their male colleagues in Missouri (Alexander, 2002), whether or not personality traits needed to do the job were only possessed by males (Wood, 1980), and what the career path most often associated with arrival in the superintendency position consisted of (Sharp et al., 2000).

Although research has been done in some studies to examine factors associated with the personal lives of males and females in the superintendency, there is little research nationwide or in Missouri in particular concerning the possibility that personal and professional life choices, which must be made in order to pursue this career, may actually affect the imbalance.

Chapter 3 of this study will present the research design and methods that will be used to collect and analyze the data received. In chapter 4, the data collected will be



analyzed and presented for the reader, and in chapter 5 the findings will be investigated and future research possibilities will be proposed.

CHAPTER THREE  
RESEARCH DESIGN AND METHODOLOGY

*Introduction*

Title IX was enacted in 1972 (Riley & Cantu', 1997), and one of the purposes was to prohibit sex discrimination when hiring employees, yet during the 2007-08 school year only 24% of the public school superintendents in Missouri were female (Missouri Department of Elementary and Secondary Education, 2007). In a study by Gross and Trask (1976), the number of female superintendents in 1976 stood at 1% nationwide. The number rose only slightly to 7% by 1992 (Kowalski & Stouder, 1999) and continued to climb slowly to a slightly higher rate in 2004 with only 13% of superintendency positions nationwide being occupied by females (Silverman, 2004). In May of 2006 it was found that 20% of the nation's schools were being led by female superintendents (Pascopella, 2008; Zaslavsky, 2007).

According to Yukl (2006),

Widespread discrimination is clearly evident in the low number of women who hold important, high-level leadership positions in most types of organizations.

The strong tendency to favor men over women in filling high-level leadership positions has been referred to as the glass ceiling. (p. 427)

Additionally, Bjork (1999) stated that "the U.S. Department of Labor has described the school superintendency as the most gender stratified executive position in the country" (p. 1).

Data concerning women working in the classroom suggests that the number is on the rise in Missouri (see Table 1 on page 16) while the number of male educators is

shrinking. In 1976, women comprised 63% of the teachers in the United States (Gross & Trask, 1976) while during the 1986-87 school year the number of females in the classrooms had risen to 83% at the elementary level and 54% at the secondary level (McCabe, 2001). This percentage appears to hold constant in Missouri, according to data obtained from the Missouri Department of Elementary and Secondary Education in August of 2008. During the 2007-08 school year, 78.7% of the total number of educators in Missouri were female and 21.3% of the educators were male. The percentages of classroom teachers, when comparing females to males, has stayed at a steady 2:1 ratio for many years; however, that ratio of females in educational positions verses males in educational positions does not hold true in the area of administration.

#### *Research Questions*

1. Who are the male and female superintendents in Missouri in terms of:
  - a. Educational level,
  - b. Years of experience possessed in the education field before becoming a superintendent,
  - c. Breadth of experience in the education field before becoming a superintendent,
  - d. Marital status at the beginning of the superintendency,
  - e. Rate of divorce while serving as superintendent,
  - f. Number of children prior to entering the superintendency, and
  - g. Ages of children at the beginning of the superintendency.
2. Where are male and female superintendents in Missouri in terms of:
  - a. K-8 or K-12 districts, and

- b. Career aspirations toward a position as a superintendent at the beginning, middle, or final years of their career in the field of education.
3. What is the professional treatment of male and female superintendents in terms of:
  - a. Salary,
  - b. Benefits, and
  - c. Number of applications submitted prior to being offered a contract for the first superintendency position.

#### *Design of the Study*

The design of this study was to find the underlying reason or reasons why women are not equally represented in the superintendency ranks. Information was sought to determine “who” the male and female superintendents are in Missouri, “where” the superintendents are, and “what” benefits the superintendents are receiving.

The first research question in the study was answered by obtaining information pertaining to “who” the male and female superintendents are in Missouri. The answers to questions centered around the educational level, years of experience prior to becoming a superintendent, breadth of experience prior to becoming a superintendent, marital status prior to becoming a superintendent, divorce rate of superintendents while in the job, number of children at the beginning of the superintendency and ages of children at the beginning of the superintendency were requested in an online electronic survey. These surveys were sent to every superintendent in Missouri electronically. The answers to these questions were gathered from the responses to questions five through eleven on the survey instrument (Appendix C).

The second research question centered around “where” the superintendents are in Missouri. Information was obtained from D.E.S.E. pertaining to the number of K-8 school districts and K-12 school districts in Missouri and whether they are being run by male or female superintendents. Information for this research question was also requested by the electronic survey to obtain data representative of the career level each individual was at when they decided to pursue the superintendency. The answer to this question was analyzed based on the answers gathered from the superintendents on question number twelve of the survey instrument (Appendix C).

The third research question investigated “what” the professional treatment of the superintendents in the State was during the 2009-10 school year. Information on their current salaries was obtained from the Missouri Department of Elementary and Secondary Education. There were two questions on the survey instrument that gathered information on the number of applications each superintendent submitted prior to obtaining his or her first superintendency as well as the benefits that they currently received in their superintendency position. The answers to these questions were evaluated based on the answers collected from the superintendents on questions four and thirteen of the survey instrument (Appendix C).

#### *Population and Sample*

The population for this study included the 74 K-8 superintendents and 449 K-12 superintendents of the 523 public schools in Missouri during the 2009-10 school year. The email addresses of all superintendents were obtained from the Missouri Department of Elementary and Secondary Education.

### *Data Collection and Instrumentation*

After obtaining approval from the dissertation proposal committee at Missouri State University and the University of Missouri IRB, a sample of ten school superintendents were given the survey instrument to critique and feedback was obtained from these individuals concerning ease of instrument usage, clarity of instrument directions, and usefulness of instrument questions. This was considered to be an appropriate sample test. The instrument was found to be reliable because the interviewees understood what information was being requested so they could answer the survey questions correctly. It was also found to be valid because the survey questions asked for information from each interviewee which would give the correct data in order to accurately measure exactly what the researcher set out to evaluate.

The survey instrument used (Appendix C) was a 15 question document which was downloaded onto Survey Monkey, a survey designing tool found on the World Wide Web. These surveys were then sent electronically to all superintendents in Missouri. The survey also contained a consent letter which covered the following topics: research purpose, research procedures, risks to the participant, benefits to the participant, withdrawal and alternatives, confidentiality, contact information, and a disclosure of potential conflicts of interest.

### *Data Analysis*

After instrument testing the survey instrument was then distributed electronically to the superintendents of all 523 schools in Missouri. The data gathered on each question was analyzed using either an independent samples t-test of significance, comparison of

means or a Chi square test. The description of what specific test was used for each factor analyzed is described in detail in the following information pertaining to each question.

### *Research Question 1*

The information pertaining to each superintendent's educational level, years of experience possessed in the education field before becoming a superintendent, breadth of experience in the education field before becoming a superintendent, marital status at the beginning of the superintendency, rate of divorce while serving as a superintendent, number of children prior to entering the superintendency, and ages of the superintendent's children at the beginning of their superintendency was collected electronically via survey from all the superintendents in Missouri.

An independent samples *t*-test of significance, comparison of means, was used to measure differences between male and female superintendents on the following variables: (a) years of experience possessed in the education field before becoming a superintendent, survey question number six; (b) breadth of experience in the education field before becoming a superintendent, survey question number seven; (c) the number of children each superintendent had prior to entering the superintendency, survey question number ten; and (d) the ages of each superintendent's children at the beginning of the superintendency, survey question number eleven. These *t*-tests included an alpha level of (.05) significance (Fraenkel & Wallen, 2008). Chi square tests were used to compare the proportions of the data collected in order to determine if the pattern of responses was significantly different. Chi square tests were used for comparisons of the data pertaining to the following categories: (a) educational level of superintendents, survey question number five ; (b) marital status at the beginning of the superintendency, survey question

number eight; and (c) rate of divorce while serving as superintendent, survey question number nine (Fraenkel & Wallen, 2008).

### *Research Question 2*

The information pertaining to how many superintendents are working for a K-8 district and how many are working for a K-12 district by gender was collected from the Missouri Department of Elementary and Secondary Education. Information was also collected for research question number two, which investigated when in each superintendent's career that they decided to become a superintendent.

Chi square tests were used to compare the proportions of the data collected in the following categories: (a) male and female superintendents from K-8 or K-12 districts, survey questions number two and three; and (b) the time when superintendents entered the superintendency in relation to their career in the field of education, survey question number twelve (Fraenkel & Wallen, 2008).

### *Research Question 3*

Information pertaining to how many benefits each superintendent receives and the number of applications they submitted for superintendency positions prior to being offered their first superintendency was collected electronically through an online survey, which was emailed to all the superintendents in Missouri. Information on each superintendent's salary was collected by data obtained from the Missouri Department of Elementary and Secondary Education.

An independent samples *t*-test of significance, comparison of means, was used to measure differences in the following variables: (a) superintendent salary which will be obtained from the Missouri Department of Elementary and Secondary Education; and (b)



the number of benefits offered to superintendents, survey question number four (Fraenkel & Wallen, 2008). These *t*-tests included an alpha level of (.05) significance. Chi square tests were used to compare the proportions of the data collected from superintendents on question number thirteen which will attempt to gather information on the number of applications superintendents in Missouri submitted prior to being offered a contract for their first superintendency position. (Fraenkel & Wallen, 2008).

### Summary

In the previous chapter, the research design and methodology were described including the research questions, hypotheses, study design, population sample, and data collection and analysis methods. The study, which is a mixed design study, analyzed data pertaining to variables, which may be related to “who” the male and female superintendents are in Missouri, “where” the male and female superintendents are in Missouri and “what” the professional treatment is of the male and female superintendents in Missouri. This information was analyzed in order to formulate a possible explanation of why there is currently a 3:1 discrepancy when comparing the number of males to females in the superintendency in Missouri (T. Ogle, personal communication, May 16, 2008).

The results of the research data will be analyzed and described in detail in chapter four of this dissertation. Chapter five will outline the conclusions obtained from this study as well as implications for future research pertaining to the topic of equality in gender representation in the office of the school superintendency.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### *Introduction*

Presented in this chapter are the findings from the study and a statistical analysis of the data received pertaining to the research questions discussed in chapter three. This research was conducted in order to address the equity of benefits and gender differences in the life experiences of school superintendents in Missouri.

Questionnaires were sent electronically to all 523 public school superintendents in the state of Missouri. Responses were obtained from 45% or 233 members of the sample. This included, 65% (48) of the K-8 district superintendents and 41% (185) of the K-12 superintendents throughout the State. Based on gender, 43% (52) of female superintendents and 45% (181) of male superintendents responded to the survey.

#### *Research Question One*

An independent samples *t*-test of significance, comparison of means, was used to measure differences between male and female superintendents on the following variables: (a) years of experience possessed in the education field before becoming a superintendent, (b) breadth of experience in the education field before becoming a superintendent, (c) the number of children each superintendent had prior to entering the superintendency, and (d) the ages of each superintendent's children at the beginning of the superintendency. These *t*-tests included an alpha level of (.05) significance (Fraenkel & Wallen, 2008). Chi square tests were used to compare the proportions of the data collected in order to determine if the pattern of responses was significantly different. Chi square tests were used for comparisons of the data pertaining to the following categories:

(a) educational level of superintendents, (b) marital status at the beginning of the superintendency, and (c) the rate of divorce while serving as a superintendent (Fraenkel & Wallen, 2008).

#### *Research Question Two*

The information pertaining to how many superintendents were working for a K-8 district and how many were working for a K-12 district by gender was collected from the Missouri Department of Elementary and Secondary Education for the 2009-2010 school year. Information was also collected from answers on the survey instrument for research question number two, which investigated when in each superintendent's career that they become a superintendent.

Chi square tests were used to compare the proportions of the data collected pertaining to the following: (a) the time when these individuals entered the superintendency in relation to their career in the field of education (Fraenkel & Wallen, 2008). The percentages of male and female superintendents from K-8 or K-12 districts was also analyzed by using simple percentages.

#### *Research Question Three*

Information pertaining to how many benefits each superintendent received during the 2009-2010 school year and the number of applications they submitted for superintendency positions prior to being offered their first superintendency was collected electronically through an online survey, which was emailed to all the superintendents in Missouri. Information on each superintendent's salary was collected by data obtained from the Missouri Department of Elementary and Secondary Education.

An independent samples *t*-test of significance, comparison of means, was used to measure differences in the following variables: (a) superintendent salaries; and (b) the number of benefits offered to superintendents, (Fraenkel & Wallen, 2008). These *t*-tests included an alpha level of (.05) significance. Chi square tests were used to compare the proportions of the data collected from superintendents pertaining to the number of applications superintendents in Missouri submitted prior to being offered a contract for their first superintendency position. (Fraenkel & Wallen, 2008).

### *Overview of Study*

The population for this study was composed of 523 Missouri superintendents. The 523 superintendents represented the 74 K-8 school districts and 449 K-12 school districts serving our public school children during the 2009-2010 school year. A 15-question survey tool, The M.D.B. Survey of School Superintendents, was downloaded onto Survey Monkey, a survey-designing tool found on the World Wide Web. These surveys were then sent electronically to all superintendents in Missouri employed during the fall of the 2009-10 school year. The research design used was quasi-experimental with a quantitative approach to data analysis. The study focused on the differences between males and females in superintendency positions in Missouri. Analysis was also done to see if differences existed between the individuals serving as K-8 and K-12 superintendents in the state of Missouri during the 2009-10 school year.

### *Results*

#### *Research Question 1a*

An analysis of who the superintendents are in the state of Missouri in terms of their educational level was addressed on the survey instrument. Participants were asked

to submit a response to the question which asked about their highest educational level. The answers available included the choice of masters degree, specialist degree and doctoral degree. The Chi-square analysis ( $\chi^2$ ) was performed using an online Chi-square ( $\chi^2$ ) calculator. The Chi-square analysis ( $\chi^2$ ) indicated no significant differences between the educational level of male superintendents to female superintendents however, when the Chi-square analysis ( $\chi^2$ ) was performed on the educational level of K-8 superintendents as compared to the educational level of K-12 superintendents there was a significant difference shown. Superintendents at the K-8 level were found to be much more likely to have a masters degree or a specialist degree but only 14.5% of those who responded to the survey had achieved the doctoral degree.

K-12 superintendents however, were very unlikely to have only a masters degree, only 5%, but were much more likely to have achieved a specialist degree, 55%, or a doctoral degree, 40%. K-12 superintendents were almost three times as likely to have a doctoral degree than their K-8 colleagues and overall K-12 superintendents were more likely to have higher levels of education than the K-8 superintendents.

The data which was collected by responses to the survey question concerning educational level is represented in Table 8. All types of masters degrees from all programs of study were combined into the “master’s degree” category and both “doctoral degree” categories including Ph.D and Ed.D were combined into only one category which is titled “doctoral degrees.” This method of combining “master’s degree” and “doctoral degree” responses was done both during analysis and on the following tables due to a low cell count. After an analysis of the responses it was decided that there would

be three categories of responses which included, master’s degrees, specialist degrees and doctoral degrees.

Table 8

*Question 1a: Who are the male and female superintendents in Missouri in terms of their educational level?*

Comparison of 2009 Male and Female Superintendents’ Educational Levels [ $\chi^2 (2)=4.72; p=.09$ ] (Cells Adjusted)				
	Male <i>n</i>	%	Female <i>n</i>	%
Masters Degree	11	6.0%	8	15.0%
Specialist Degree	105	58.0%	28	54.0%
Doctoral Degree	65	36.0%	16	31.0%

  

Comparison of 2009 K-8 and K12 Superintendents’ Educational Levels [ $\chi^2 (2)=19.60; p<.001$ ] (Cells Adjusted)				
	K-8 <i>n</i>	%	K-12 <i>n</i>	%
Masters Degree	10	21.0%	9	5.0%
Specialist Degree	31	64.5%	102	55.0%
Doctoral Degree	7	14.5%	74	40.0%

### *Research Question 1b*

Information pertaining to the number of years each superintendent was employed in the education field before becoming a superintendent was requested on the M.D.B. Survey of School Administrators. The data collected was used to analyze whether or not differences existed in the number of years experienced in the education field prior to becoming a superintendent between male and female superintendents in Missouri as well as between K-8 and K-12 superintendents in Missouri. This information was thought to be needed to explain whether females or males were more likely to enter the superintendency at an earlier time than those of the other gender. The comparison between K-8 and K-12 superintendents was examined for the same reason.

Table 9 shows the results of the *t*-tests performed to investigate comparisons of the data collected pertaining to the number of years possessed in education by each superintendent. The first analysis was completed using a *t*-test in order to analyze if a significant difference existed between male superintendents and female superintendents based on years possessed in education prior to being appointed to a superintendency position. This *t*-test revealed no significant difference in the years of experience between male superintendents as compared to female superintendents. The mean total for the 51 female superintendents who submitted information totaled 16.43 while the total mean calculation for 181 male superintendents in Missouri who submitted data was only slightly less at 16.02 years. The second *t*-test was performed on K-8 superintendents as compared to K-12 superintendents it was found that a significant difference in the total number of years did exist. The mean average of years of experience in education for the K-8 superintendents prior to entering their career amounted to 14 years whereas, the

average number of years of experience in all educational capacities prior to the superintendency for the K-12 superintendents was increased by more than two years. The mean number of years possessed by a K-12 superintendent prior to their first superintendency was figured to be 16.64 based on the *t*-test calculation. The *t*-test calculation and significance level of this comparison was  $t(230)=-2.25; p=.03$ .

Table 9

*Question 1b: Who are the male and female superintendents in Missouri in terms of years of experience possessed in the education field before becoming a superintendent?*

Years of Experience in the Education Field by Males and Females Prior to Entering the Superintendency [ $t(230)=.36;p=.72$ ]				
	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
Males	181	16.02	7.35	.55
Females	51	16.43	7.03	.98

  

Years of Experience in the Education Field by K-8 and K-12 Superintendents Prior to Entering the Superintendency [ $t(230)=-2.25;p=.03$ ]				
	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
K-8	47	14.00	7.51	1.10
K-12	185	16.64	7.13	.52



### *Research Question 1c*

In order to find out more about the superintendents in the state of Missouri, research question 1c investigated who the male and female superintendents in Missouri were in terms of their breadth of experience in the education field. Superintendents were asked to select from a list of career roles that they may have occupied at some time in their career prior to becoming a superintendent. The list consisted of nine different roles including: teacher, counselor, special education director, assistant principal, principal, assistant superintendent, vocational director, curriculum director, and C.E.O. The total number of roles selected by each survey participant was then tabulated for each individual and factors such as their gender and district grade configuration were put into the SPSS program in order for a *t*-test to be performed. The *t*-test was administered on the data to analyze whether or not there was a significant difference between the males and females in these positions. An additional analysis was performed to see if there was a difference between the K-8 and K-12 superintendents.

Table 10 reveals that there was no significant difference between the male and female superintendents based on the number of roles they occupied prior to becoming a superintendent. The mean for females totaled 2.52 roles and the total mean for the males who participated in the survey calculated out to 2.64 total roles. There was not a significant difference in the two groups at the .05 level of significance based on the *t*-test calculation. The *t*-test calculation and significance level of this comparison was  $t(231)=-.76; p=.45$ .

The second test performed based on information obtained for research question 1c is also shown in Table 10. The test administered was a *t*-test to compare K-8 and K-12

superintendents based on the number of roles they assumed in education prior to the beginning of their career as a superintendent. There was a significant difference found between these two groups at the .05 level of significance based on the *t*-test calculation. K-8 superintendents did not tend to have as much experience in different positions in the field of education as their colleagues in K-12 districts. K-8 superintendents had a mean average of 2.27 while K-12 superintendents had a mean average of 2.70. The *t*-test calculation and significance level of this comparison was  $t(231)=-2.73; p=.01$ .

Table 10

*Question 1c: Who are the male and female superintendents in Missouri in terms of breadth of experience in the education field before becoming a superintendent?*

Comparison of Male and Female Superintendents in Missouri Based on Breadth of Experience in the Education Field [ $t(231) = -.76; p=.45$ ]				
	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
Males	181	2.64	.97	.07
Females	52	2.52	1.00	.14

  

Comparison of K-8 and K-12 Superintendents in Missouri Based on Breadth of Experience in the Education Field [ $t(231) = -2.73; p=.01$ ]				
	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
K-8	48	2.27	1.07	.15
K-12	185	2.70	.94	.07

### *Research Question 1d*

An analysis of the marital status of the superintendents in the state of Missouri at the beginning of their career as a superintendent was analyzed and can be seen in Table 11. For marital status, answers available included the choices of single, married, divorced, and widowed. A Chi-square test ( $\chi^2$ ) was performed on the data collected to see if there was a difference between the female superintendents and the male superintendents in Missouri. Due to there only being one response for the “widowed” category this response was removed from the analysis because of the low cell count. The Chi-square analysis ( $\chi^2$ ) performed indicated that there was a significant difference between the marital status of male superintendents in comparison to the marital status of female superintendents. Of the 52 female superintendents surveyed, 7.7% were divorced and 7.7% were single. Of the 180 male superintendents surveyed only 2.2% were divorced and only 1% of those surveyed were single. The largest category chosen, which was “married”, consisted of 96.7% of the males as compared to only 84.6% of the females. The Chi-square ( $\chi^2$ ) calculation and significance level of this comparison was [ $\chi^2(1)=4.10; p=.04$ ].

The second analysis in Table 11 was completed to see if there were significant differences in the marital status of K-8 superintendents in comparison to the K-12 superintendents surveyed. The Chi-square analysis ( $\chi^2$ ) of this data indicated that there was no significant difference between the marital status of K-8 superintendents in comparison to the marital status of K-12 superintendents in Missouri at the .05 level of significance. Of the 48 K-8 superintendents surveyed, 4.2% were divorced while only 2% were single and 93.8% were married. The K-12 superintendents surveyed had

percentages based on their marital status that mirrored the percentages of the K-8 superintendents very closely. Of the 184 K-12 superintendents surveyed 3.3% reported that they were divorced, 2.7% reported being single and 94.% were married. The Chi-square ( $\chi^2$ ) calculation and significance level of this comparison was [ $\chi^2(1)=.09$ ;  $p=.77$ ].

Table 11

*Question 1d: Who are the male and female superintendents in Missouri in terms of marital status at the beginning of the superintendency?*

2009 Male and Female Superintendents' Marital Status [ $\chi^2(1)=4.10$ ; $p=.04$ ]				
	Male <i>n</i>	%	Female <i>n</i>	%
Single	2	1.0%	4	7.7%
Married	174	96.7%	44	84.6%
Divorced	4	2.2%	4	7.7%

  

2009 K-8 and K-12 Superintendents' Marital Status [ $\chi^2(1)=.09$ ; $p=.77$ ]				
	K-8 <i>n</i>	%	K-12 <i>n</i>	%
Single	1	2.0%	5	2.7%
Married	45	93.8%	173	94.0%
Divorced	2	4.2%	6	3.3%

### *Research Question 1e*

An analysis of who the superintendents are in the state of Missouri in terms of their rate of divorce while serving as a superintendent was addressed on the survey instrument. Participants indicated by checking yes or no to this question on the survey instrument, whether or not they had gotten a divorce at anytime during their career as a superintendent. The results of this analysis are represented and can be viewed in Table 12.

The first analysis was completed by comparing the divorce rate male superintendents in comparison to the female superintendents in the state of Missouri. The data collected was separated first by gender and then divided into two additional categories which were, the superintendents who had at some point in their career experienced a divorce and those who had never experienced a divorce. A Chi-square analysis ( $\chi^2$ ) was then performed on the data. No significant difference was found to exist between the two genders based on their rate of divorce while serving in the superintendency. The Chi-square ( $\chi^2$ ) calculation and significance level of this comparison was [ $\chi^2(1)=.40; p=.53$ ].

An additional investigation of the data pertaining to divorce rates was investigated for this research question. The second investigation was performed in order to find out whether or not a difference existed between K-8 and K-12 superintendents based on their divorce rates while serving as superintendents. A Chi-square analysis ( $\chi^2$ ) was performed on the data which also revealed no significant difference at the .05 level of significance. The Chi-square ( $\chi^2$ ) calculation and significance level of this comparison was [ $\chi^2(1)=.09; p=.76$ ].

Table 12

*Question 1e: Who are the male and female superintendents in Missouri in terms of rate of divorce while serving as superintendent?*

2009 Male and Female Superintendents Who Experienced a Divorce While Serving as a Superintendent [ $\chi^2 (1)=.40; p=.53$ ]		
	Male	Female
Yes	16	6
No	165	45

  

2009 K-8 and K-12 Superintendents Who Experienced a Divorce While Serving as a Superintendent [ $\chi^2 (1)=.09; p=.76$ ]		
	K-8	K-12
Yes	5	17
No	42	168

*Research Question 1f*

Question number 10 of the survey instrument was created to address research question 1f. Participants were asked to provide information pertaining to the number of children they had at the beginning of their career as a superintendent. The information obtained was then analyzed using a *t*-test to investigate whether or not there was a significant difference in this aspect of the lives of public school superintendents in the State as well as to get a better picture of “who” these individuals are that are serving in the highest position in the schools throughout Missouri. The information pertaining to

question 1f has been analyzed using two comparisons and these can both be viewed in Table 13.

Of the 52 females who submitted data for this question and 181 males who submitted data, the mean average for both the males and females was exactly 2.17 for both groups. It was found that there was no significant difference between the males and females throughout the State who hold superintendency positions based on how many children they had at the beginning of their career as a superintendent. The *t*-test calculation and significance level of this comparison was  $t(231)=.009$ ;  $p=.99$ .

An additional analysis was completed in order to see if there would be a significant difference in the number of children of these individuals when comparing the K-8 superintendents to the K-12 superintendents who submitted information on the survey. Of the 48 K-8 superintendents and the 185 K-12 superintendents who submitted information for this question on the survey, it was found that the mean average number of children for the K-8 superintendents was 2.19 while the mean average number of children for the K-12 superintendents was 2.17. This *t*-test investigation also revealed that there was no significant difference found between these two groups at the .05 level of significance. The *t*-test calculation and significance level of this comparison was  $t(231)=100$ ;  $p=.92$ .

Table 13

*Question 1f: Who are the male and female superintendents in Missouri in terms of number of children at the beginning of the superintendency?*

Comparison of the Number of Children at the Beginning of the Superintendency of Male Superintendents as Compared to Female Superintendents in Missouri  
[ $t(231) = .01; p = .99$ ]

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	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
Males	181	2.17	1.11	.08
Females	52	2.17	1.59	.22

---

Who are the K-8 and K-12 superintendents in Missouri in terms of number of children at the beginning of the superintendency?  
[ $t(231) = 100; p = .92$ ]

---

	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
K-8	48	2.19	1.42	.21
K-12	185	2.17	1.18	.09

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*Research Question 1g*

Question number 11 on the survey instrument was created to address research question 1g described earlier in this study. Data was obtained from the survey participants pertaining to the ages of their children at the time that they began their career in the superintendency. This data was obtained in order to determine whether or not there



was a difference in the time each gender chose to commit the time to the job based on their own personal family obligations.

The data obtained was divided into categories with the participant's gender, district configuration and the age of the youngest child of each participant as well as the age of the oldest child of each participant. This data was then compared to find out if there was a significant difference in the male superintendents as compared to the female superintendents based on the ages of their oldest and youngest children.

In the first analysis of this data, which can be viewed on Table 14, a *t*-test was performed on the data submitted to see if there was a significant difference between the ages of the youngest child of the male superintendents as compared to the youngest child of the female superintendents. The youngest child of the male superintendents surveyed was shown to have a mean average age of 10.66 years while the youngest child of the female superintendents was shown to have a mean average age of 14.24 years. This was found to be a significant difference at the .05 level of significance. The *t*-test calculation and significance level of this comparison was  $t(207)=2.83; p=.01$ .

The second analysis, also available in Table 14, was completed using a *t*-test to do an assessment of the male superintendents as compared to the female superintendents in relation to the ages of their oldest child at the time of their first superintendency. The mean average age of the oldest child of the female superintendents surveyed was 19.67 years while the mean average age of the oldest child of the male superintendents surveyed was 15.22 years. This was also found to be a significant difference at the .05 level of significance. The *t*-test calculation and significance level of this comparison was  $t(206)=3.33; p=.001$ .

Table 14

*Question 1g: Who are the male and female superintendents in Missouri in terms of ages of children at the beginning of the superintendency?*

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Age of the Youngest Child at the Time of the First Superintendency of Male Superintendents Compared to Female Superintendents [ $t(207)= 2.83;p=.01$ ]

---

	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
Males	167	10.66	7.40	.57
Females	42	14.24	6.97	1.08

---

Age of the Oldest Child at the Time of the First Superintendency of Male Superintendents Compared to Female Superintendents [ $t(206)= 3.33;p=.001$ ]

---

	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
Males	166	15.22	7.96	.62
Females	42	19.67	6.80	1.05

---

An additional analysis (Table 15) was administered to determine if there was a significant difference between the ages of the children of superintendents when comparing K-8 superintendents to K-12 superintendents. A *t*-test investigation showed that there was no significant difference in the ages of the children of the K-8 superintendents as compared to the K-12 superintendents of either their youngest child or their oldest child.

A *t*-test of significance showed that the mean average age of the youngest child of the K-8 superintendents was 10.81 years while the mean average age of the youngest child of the K-12 superintendents was only slightly older at 11.53 years. The *t*-test calculation and significance level of this comparison was  $t(207) = -.56; p = .58$ .

The mean average age of the oldest child of the K-8 superintendents was 16.24 years while the mean average age of the oldest child of the K-12 superintendents was only slightly less at 16.08 years. The *t*-test calculation and significance level of this comparison was  $t(206) = 1.12; p = .91$ .

Table 15

*Who are the K-8 and K-12 superintendents in Missouri in terms of ages of children at the beginning of the superintendency?*

Age of the Youngest Child of K-8 and K-12 Superintendents at the Beginning of their Career as a Superintendent [ $t(207) = -.56; p = .58$ ]				
	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
K-8	42	10.81	7.51	1.16
K-12	167	11.53	7.43	.58

  

Age of the Oldest Child of K-8 and K-12 Superintendents at the Beginning of their Career as a Superintendent [ $t(206) = 1.12; p = .91$ ]				
	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
K-8	42	16.24	7.99	1.23
K-12	166	16.08	7.94	.62

### *Research Question 2a*

An analysis of where the male and female superintendents were in the state of Missouri in terms of whether they served in a K-8 or K-12 district was investigated. Participants in the survey were asked to indicate if they served in a K-8 or K-12 district and this data was then separated by gender. The information gathered is formatted in Table 16. Table 16 is divided into three separate analyses which include the following: a comparison of the number and percentage of the total number of males to females in superintendencies in Missouri during the 2009-2010 school year, a comparison of males to females serving only in K-8 districts and a comparison of males to females serving only in K-12 districts.

When the total number of male superintendents in the State were compared to the total number of female superintendents in the State, it was found that females only represented 110 of the 523 districts or 21.03% of the superintendency positions Missouri in 2009. This means females only occupy slightly over one-fifth of the total superintendencies available. This inequity was even worse when a comparison was analyzed of only the total number of female K-12 superintendents to the total number of male K-12 superintendents. It was found that of the 449 positions available, females only occupied 80 positions or 17.82% in comparison to males who occupied 82.18% of the positions available in the State at K-12 districts.

A final comparison of only K-8 superintendents to K-12 superintendents was analyzed by gender and in this breakdown, there was a more equitable breakdown of males to females. Of the 74 K-8 positions available in 2009, 31 positions or 41.89% were

held by women. This was the only area compared where there appeared to be a similarity in the breakdown by gender.

Table 16

*Question 2a: Where are male and female superintendents in Missouri in terms of a K-8 or K-12 district?*

Number of Male Superintendents in 2009 Compared to the Number of Female Superintendents in 2009					
	Male <i>n</i>	%	Female <i>n</i>	%	Total
Total	413	78.97%	110	21.03%	523

  

Number of Male K-12 Superintendents in 2009 Compared to the Number of Female K-12 Superintendents in 2009					
	Male <i>n</i>	%	Female <i>n</i>	%	Total
K-12	369	82.18%	80	17.82%	449

  

Number of Male K-8 Superintendents in 2009 Compared to the Number of Female K-8 Superintendents in 2009					
	Male <i>n</i>	%	Female <i>n</i>	%	Total
K-8	43	58.11%	31	41.89%	74

### *Research Question 2b*

Table 17 shows the results of an analysis of where the superintendents are in the state of Missouri in terms of when they chose to enter the superintendency. This information was completed to answer research question number 2b. This analysis was done with a comparison based on gender and a second comparison based on school district grade configuration.

The answer choices available on the survey instrument were broken into three categories including, beginning, middle and end of career. The beginning of the career included years 1-10 of their career, the middle encompassed years 11-20 and the end was for superintendents who entered a superintendency position when they were serving in years 21-30 or their careers. The Chi-square analysis ( $\chi^2$ ) indicated no significant differences between the time in each person's career when they entered the superintendency when comparing males to females. The Chi-square analysis and significance level of this comparison was  $\chi^2 (2)=2.78; p=.25$ .

The second evaluation of this data was a comparison to see if there was a difference in the time chosen to enter the career between K-8 and K-12 superintendents. It was again found that no significant difference existed. The Chi-square analysis and significance level of this comparison was  $\chi^2 (2)=4.51; p=.11$ .

It was found that the majority of the superintendents surveyed began their career between the years 11-20, with the exception of the K-8 superintendents who had the majority beginning their career between years 1-10. It was also found that the least likely time for an individual to choose to pursue the superintendency career was at the end of their career, years 21-30.

Table 17

*Question 2b: Where are male and female superintendents in Missouri in terms of their career aspirations toward a position as a superintendent at the beginning, middle, or final years of their career in the field of education?*

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2009 Male and Female Superintendents in terms of their career aspirations toward a position as a superintendent at the beginning, middle or final years of their career in education [ $\chi^2 (2)=2.78; p=.25$ ]

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	Male	Female
1-10 (Beginning)	66	13
11-20 (Middle)	80	26
21-30 (End)	33	13

---

2009 K-8 and K-12 Superintendents in terms of their career aspirations toward a position as a superintendent at the beginning, middle or final years of their career in education [ $\chi^2 (2)=4.51; p=.11$ ]

---

	K-8	K-12
1-10 (Beginning)	22	57
11-20 (Middle)	16	90
21-30 (End)	10	36

---

*Research Question 3a*

The information in Table 18 was tabulated to answer research question number 3a. Data was obtained to find out whether or not there was a significant difference in the salaries of superintendents across the state of Missouri based solely on their gender. The

information collected was then tabulated using a *t*-test of significance comparison of means.

The first chart in Table 18 is a comparison of salaries comparing male superintendents in Missouri to female superintendents in Missouri based solely on salary. It was found that although the mean for male salaries in Missouri was \$101,429, almost five thousand dollars higher than the mean salary for females in Missouri which were calculated to have a mean of \$96,981, there was no significant difference between the two based on data analyzed by the *t*-test. The *t*-test calculation and significance level of this comparison was  $t(406)=.96; p=.34$ .

An analysis was also completed to compare K-8 female salaries to K-8 male salaries. The data was suggestive of a difference because the range in means between the salaries of males and females was slightly more than \$12,000. The mean salary for the males was \$57,862 and the mean salary of the males was \$70,253. Although this difference was shown to exist, the sample size for K-8 females restricts the validity of the analysis.

An additional *t*-test was performed to investigate whether or not a significant difference existed between the salaries of the K-12 female salaries to K-12 male salaries. This test showed that there was no significant difference with the mean for K-12 females being \$101,652, and the mean for the males being \$103,742. The *t*-test calculation and significance level of this comparison was  $t(375)=.43; p=.67$ .



Table 18

*Question 3a: What is the professional treatment of male and female superintendents in terms of salary?*

Salary Comparisons between Male and Female Superintendents in Missouri [ $t(406)=.96$ ; $p=.34$ ]				
	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
Males	333	\$101,429.78	\$36,195.00	\$1,983.47
Females	75	\$96,981.79	\$37,468.16	\$4,326.45

  

Salary Comparisons between K-8 Male Superintendents and K-8 Female Superintendents in Missouri [ $t(29)= 1.15$ ; $p=.23$ ] (Invalid due to the size of the K-8 female sample)				
	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
K-8 Males	23	\$70,253.65	\$28,280.05	\$5,896.80
K-8 Females	8	\$57,862.50	\$18,223.45	\$6,442.96

  

Salary Comparisons between K-12 Male Superintendents and K-12 Female Superintendents in Missouri [ $t(375)=.43$ ; $p=.67$ ]				
	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
K-12 Males	310	\$103,742.85	\$35,678.25	\$2,026.39
K-12 Females	67	\$101,652.75	\$36,485.13	\$4,457.37

Information pertinent to research question 3a is continued on Table 19 which displays the results of an analysis completed to compare the salaries of K-8 superintendents to those of K-12 superintendents. The mean salary for K-8 superintendents was \$67,055 while the mean for K-12 superintendents was \$103,371. This was a significant difference at the .05 level of significance and did show that there is a discrepancy in the mean salaries when comparing those of K-8 superintendents to the K-12 superintendents. The *t*-test calculation and significance level of this comparison was  $t(406) = -5.53; p < .001$ .

Table 19

Salary Comparisons between K-8 and K-12 Superintendents in Missouri  
 $[t(406) = -5.53; p < .001]$

	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
K-8	31	\$67,055.94	\$26,350.67	\$4,732.72
K-12	377	\$103,371.40	\$35,782.86	\$1,842.91

The final analyses pertinent to research question 3a are displayed in Table 20. The first analysis in Table 20 was a comparison between the salaries of K-8 female superintendents and K-12 female superintendents. It was found that there was a significant difference at the .05 level of significance. The mean salary for female K-8 superintendents was \$57,862 while the mean salary for female K-12 superintendents was \$101,652. This was the largest difference cited by any comparisons based on salaries with a range between the two of \$43,790. The *t*-test calculation and significance level of this comparison was  $t(73) = -3.33; p = .001$ .

The final analysis of salaries was between K-8 male superintendents and K-12 male superintendents. It was found that there was a significant difference at the .05 level of significance. The mean salary for male K-8 superintendents was \$70,253 while the mean salary for male K-12 superintendents was \$103,742. The *t*-test calculation and significance level of this comparison was  $t(331) = -4.40; p = .000$ .

Table 20

Salary Comparisons between K-8 Female Superintendents and K-12 Female Superintendents in Missouri [ $t(73) = -3.33; p = .001$ ]

	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
K-8 Female Superintendents	8	\$57,862.50	\$18,223.45	\$6,442.96
K-12 Female Superintendents	67	\$101,652.75	\$36,485.13	\$4,457.37

Salary Comparisons between K-8 Male Superintendents and K-12 Male Superintendents in Missouri [ $t(331) = -4.40; p = .00$ ]

	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
K-8 Male Superintendents	23	\$70,253.65	\$28,280.05	\$5,896.80
K-12 Male Superintendents	310	\$103,742.85	\$35,678.25	\$2,026.39

### *Research Question 3b*

The data in Table 21 is a representation of information collected to answer research question 3b. An analysis was performed to research the equality of the number of benefits received by superintendents throughout the State. This research question was written to find out whether or not employee benefits were being distributed equally by gender among superintendents in Missouri. A *t*-test of significance comparison of means was performed on the data that was collected which indicated that although the mean number of benefits for males was at 6.36 and for females was at 5.98, there was no significant difference between the two genders based on the total number of benefits received in the state of Missouri. The *t*-test calculation and significance level of this comparison was  $t(231)=-1.19; p=.24$ .

An additional analysis for question 3b was also performed. The second investigation of equality of benefits among superintendents in the state of Missouri was performed using a *t*-test of significance comparison of means to compare K-8 superintendents to K-12 superintendents. This test showed that there was a significant difference at the .05 level of significance between the K-8 and K-12 superintendents based on the number of benefits received by each group. In this calculation the mean for the K-8 superintendents was at 5.27 while the mean for K-12 superintendents was at 6.54. The *t*-test calculation and significance level of this comparison was  $t(231)=-3.93; p<.001$ .

Table 21

*Question 3b: What is the professional treatment of male and female superintendents in terms of number of benefits?*

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Comparison of Benefits of Male Superintendents and Female Superintendents in Missouri in 2009? [ $t(231) = -1.19; p = .24$ ]

---

	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
Males	181	6.36	2.08	.15
Females	52	5.98	1.98	.27

---

What is the professional treatment of K-8 and K-12 superintendents in terms of benefits?  
[ $t(231) = -3.93; p < .001$ ]

---

	Number of Superintendents	Mean	Standard Deviation	Standard Error of the Mean
K-8	48	5.27	1.91	.28
K-12	185	6.54	2.02	.15

---

*Research Question 3c*

An analysis of the professional treatment of the superintendents in the state of Missouri in terms of the number of applications they submitted prior to becoming a superintendent was analyzed in order to answer research question 3c. The research data for this question is represented in Table 22. Data was compared using a Chi-square analysis ( $\chi^2$ ). The data for this research question was collected by responses to survey question 13 of the M.D.B. Survey of School Superintendents. The answers available on

the survey instrument pertaining to how many applications each participant submitted prior to obtaining a superintendency position were as follows: 1-2, 3-4, 5-6, 7-8, 10+.

Due to low cell count the categories were combined after the answers were collected and the final categories tabulated and used in the Chi-square analysis ( $\chi^2$ ) included: 1-2 applications, 3-4 applications and 5 or more applications.

The first Chi-square analysis ( $\chi^2$ ) of the data for research question 3c was completed to evaluate the responses from the male superintendents to the responses from the female superintendents. This analysis was a comparison based on the number of applications each gender submitted prior to obtaining their first superintendency position. This analysis indicated no significant differences at the .05 level of significance between the genders pertaining to the total number of jobs applied for prior to obtaining a superintendency position. The chi-square analysis ( $\chi^2$ ) and significance level of this comparison was  $\chi^2 (2)=2.60; p=.27$ .

The second investigation completed was also based on information obtained to answer research question 3c. This was an analysis between the superintendents who serve in K-8 districts as compared to the superintendents serving in K-12 districts. This chi-square analysis ( $\chi^2$ ) again indicated no significant differences between the K-8 and K-12 superintendents when a comparison was completed based on the total number of jobs they applied for prior to obtaining a superintendency position. The Chi-square analysis ( $\chi^2$ ) and significance level of this comparison was  $\chi^2 (2)=2.19; p=.34$ .

Table 22

*Question 3c: What is the professional treatment of male and female superintendents in terms of number of applications submitted prior to being offered a contract for the first superintendency position?*

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2009 Male Superintendents Compared to Female Superintendents Based on the Number of Applications Submitted Prior to being Offered a Contract for their First Superintendency [ $\chi^2(2)=2.60; p=.27$ ]  
(Cells Adjusted)

---

	Male	Female
1-2 Applications	140	38
3-4 Applications	15	8
5 or More Applications	24	5

---

K-8 Superintendents Compared to K-12 Superintendents Based on the Number of Applications Submitted Prior to being Offered a Contract for their First Superintendency [ $\chi^2(2)=2.19; p=.34$ ]  
(Cells Adjusted)

---

	K-8	K-12
1-2 Applications	41	137
3-4 Applications	3	20
5 or More Applications	4	25

---

*Summary*

The purpose of this study was to determine whether any benefits or differences in life experiences existed when comparing female superintendents to male superintendents in the state of Missouri during the 2009-10 school year. To fulfill this purpose, the

researcher implemented a quantitative study to gather information from the individuals serving as superintendents in the state of Missouri based on a 15 question survey instrument that was administered electronically and aligned to the research questions.

Survey participants were asked to only identify themselves by their school district's county district code if they felt comfortable and were given the option of this not being requested as well. The participants were informed in the survey that the information on identifying their school district's county district code was an optional response on the survey. Of the total 523 possible participants, 233 individuals responded electronically. Data on superintendent salaries was obtained directly from the Missouri Department of Elementary and Secondary Education based on the information entered by each school district on core data during the October core data cycle. By obtaining this information directly from the Missouri Department of Elementary and Secondary Education, it was thought to give a more accurate representation of the superintendents true salaries.

Each of the questions analyzed in this study was analysed either by doing a *t*-test of significance comparison of means or by doing a Chi-square analysis ( $\chi^2$ ). In addition to analyzing the data specific to differences between males and females in superintendency positions in Missouri, data was also analyzed on all questions to see if differences existed between the benefits received and differences in the life experiences between the K-8 and K-12 superintendents throughout the State.

In chapter five the findings from the research analysis will be investigated and a review of the recommendations for future research will be discussed. There are also appendixes available as attachments to the paper following the reference list. The



appendixes include the following: the names of all the K-8 districts in the State and a map of where they are located (Appendix A), a sample contract and optional items for negotiation in a superintendent's contract (Appendix B), and the M.D.B. Survey of School Administrators (Appendix C).

CHAPTER FIVE  
FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

*Introduction*

As examined in the literature review of chapter two, historical and current data shows that there are significantly more females than males in the ranks of the classrooms throughout the State serving our children as classroom teachers; however, those who are in charge of the districts nationwide tend to be male (See Tables 5 & 6). An analysis of extrinsic rewards and benefits, as well as life experiences, were investigated in this study in an attempt to determine the reasons for the inequity.

*Restatement of the Problem*

Historically there has always been a disproportionate number of females as compared to males in school superintendency positions in Missouri. Females who serve in superintendency positions are at an all time high this year in Missouri and that number is still only standing at 110 out of 523 possible positions or 21%, with the majority of the positions being in districts only comprised of grades K-8. 40.5% of the superintendency positions in K-8 districts are held by females while only 21.6% of the superintendency positions statewide in K-12 districts are held by females. Consequently, although females are unrepresented in the superintendency field in Missouri, there is a reversal of percentages in the teaching field. Teaching positions are held in Missouri primarily by females. Women represent 78.7% of the classroom teachers while men are only in 21.3% of those positions.

The questions under investigation in this study centered around the reason for the disproportionate number of superintendency positions which are held by women. In order to investigate this issue, data was gathered to find the answers to issues that effect both male and female superintendents relevant to who the male and female superintendents are in Missouri in terms of the following: their educational level, years of experience possessed in the education field before becoming a superintendent, breadth of experience in the education field before becoming a superintendent, marital status at the beginning of the superintendency, rate of divorce while serving as a superintendent, number of children prior to entering the superintendency, and the ages of children at the beginning of the superintendency. Information was also sought to find out where the male and female superintendents are in Missouri in terms of K-8 or K-12 districts, and their career aspirations toward a position as a superintendent at the beginning, middle, or final years of their career in the field of education.

Finally, data was gathered pertaining to the professional treatment of male and female superintendents based upon their salary, benefits, and the number of applications submitted by each prior to being offered a contract for his or her first superintendency position.

In addition to doing an appropriate analysis on the research questions identified at the beginning of the study, analyses were also performed on every question to determine if a difference existed on any of these variables when a comparison of K-8 to K-12 superintendents was investigated.

### *Purpose of the Study*

The purpose of this study was to determine the reason for the low percentage of female superintendents who hold positions in the schools throughout the state of Missouri. Data was collected and analyzed to find whether or not there are significant differences between males and females who are currently superintendents in the state of Missouri as well as analyses to find out if there are differences between K-8 superintendents as compared to K-12 superintendents based on the following: their educational levels, years of experience possessed in the education field prior to becoming a superintendent, breadth of experience in the education field prior to becoming a superintendent, marital status at the beginning of the superintendency, rate of divorce of each gender while serving in superintendency positions, the number of children each superintendent had prior to entering the profession, and the ages of each superintendent's children prior to entering the superintendency and when in their career that they became a superintendent. Information was also gathered to determine where the male and female superintendents were serving based on whether they were employed as a K-8 or K-12 superintendent.

Finally, information was obtained to determine if there were significant differences between males and females as well as between the K-8 and K-12 superintendents in terms of salaries and benefits packages and the total number of applications submitted by each participant prior to being offered a superintendency position.

### *Findings of the Study*

The research questions for the study were broken into three categories which included finding the answers to "Who" the superintendents are in the state of Missouri,

“Where” the superintendents are located in the state of Missouri and “What” the professional treatment is of the superintendents in the state of Missouri. Analyses were conducted to compare various groups of superintendents based on both their gender and their district configuration.

*Who are the Superintendents of Missouri?*

There was a significant difference between the male and female superintendents in the State in two of the seven categories addressing “who” the superintendents are in the state of Missouri during the 2009-2010 school year. The areas where significant differences existed included the marital status and the ages of both the youngest and oldest child at the time of the first superintendency. Areas that were investigated which showed no significant difference between the genders included, breadth of experience, educational level, years of experience in education at the beginning of the superintendency, divorce rate, and the total number of children each superintendent had at the beginning of their superintendency career.

This information implies that female superintendents tend to begin their careers in the superintendency when their children are older than those of their male colleagues. The data collected also showed that although the sample of females was smaller than the sample of males polled, there were more single females than single males even in a smaller sample and the same number of divorced females as males in the sample when they began their careers in the superintendency. Of the 180 males polled 4 were divorced at the time of their first superintendency which was the same number of females who began as divorcées out of a sample population of only 52.

After the completion of an analysis between K-8 and K-12 superintendents in all the research categories, it was found that a significant difference existed on 3 of the 7 categories investigated. Significant differences existed between the K-8 and K-12 superintendents in the following categories: educational level, years of experience in education prior to the superintendency, and breadth of experience in education prior to the superintendency. There was no significant difference between K-8 and K-12 superintendents based on marital status, divorce rate, number of children at the beginning of their superintendency careers and the ages of either the youngest or oldest child at the beginning of their careers as superintendents.

Due to the size of many K-8 districts, the chief financial officer can serve in the position with a principal's certificate or a master's degree if the district has less than 25 full time equivalents (FTE). This could be associated with the reason for the significant difference in the educational levels between K-8 and K-12 superintendents. It is also interesting to note that the mean average number of years possessed by a K-8 superintendent when they get their first superintendency job is 14 while the average number of years of experience held by a K-12 superintendent is 16.64. The K-12 superintendent also has a larger mean average of experience when assessing the breadth of their experience with different roles in education.

#### *Where are the Superintendents in Missouri?*

Question 2a investigated where the male and female superintendents were in the State. It was found that there was an inequitable difference in the number of females to males who serve in the districts across the State in 2009. Of the 523 districts in the State, only 110 are served by females while 413 are being lead by male superintendents. There

is also an inequality in the number of females to males in K-12 districts. Of the 449 K-12 districts in the State only 80 are run by females while the other 369 have male superintendents at the helm. One interesting statistic was found however, and that is that there is a less significant inequality in the number of females to males in the K-8 districts statewide. Of the 74 K-8 districts in the State, 31 are currently being lead by females while 43 have male superintendents.

Question 2b set out to find the answer to where in each superintendent's career that they began in the top position. Answers were divided into three categories which included the beginning of the career which was specified as years 1-10, the middle of their career or years 11-20 and the end of their career meaning years 21-30. Information was tabulated as to whether or not there was a significant difference between the time in the superintendents career that they chose to accept the position in the top office based on the gender of the superintendents as well as an analysis based on school district configuration. A Chi-Square ( $\chi^2$ ) analysis was completed to evaluate the data collected in both analyses. It was found that there was no significant difference in the time each gender chose to enter the superintendency and no significant difference existed when a comparison was completed pertaining to when K-8 superintendents entered the career in relation to their K-12 colleagues.

#### *What is the Professional Treatment of Superintendents?*

The final set of research questions evaluated whether or not there was a difference in the professional treatment was of superintendents across the State. The first question analyzed in this category, question 3a, evaluated equality of salary among the superintendents in the State. The correct salaries for superintendents across the State were

obtained from the Missouri Department of Elementary and Secondary Education based on information submitted by each district during the October core data collection cycle. The data used to evaluate the salaries of the superintendents was from the 2009-10 school year and was the most complete data available in October of 2009. Five separate comparisons were completed using a *t*-test of significance, comparison of means. The first analysis was a comparison between the salaries of male superintendents and female superintendents throughout the State. Based on the total sample of all superintendents in the State there was no significant difference between the average male and female superintendency salaries. The second comparison was between K-8 female superintendents and K-8 male superintendents and although there was a \$12,391 difference in the total average mean of the male superintendents' salaries and the average mean of the female superintendents' salaries, the N for the females was so small that there was no significant difference shown on the *t*-test.

The next investigation was a comparison between K-12 male superintendents and K-12 female superintendents. This was a very close mean average, with females only making around \$2,000 less on average than their male colleagues and overall no significant difference was shown to exist on the *t*-test analysis.

The last two comparisons based on salaries between superintendents both showed a significant difference. The comparison between the total pool of K-8 superintendents compared to the total pool of K-12 superintendents throughout the state of Missouri had a  $p < .001$  level of significance while a comparison of K-8 female superintendents in comparison to K-12 female superintendents showed a  $p = .001$  level of significance.



A review of the data pertaining to the benefits of superintendents throughout the State, question 3b, did not indicate a significant difference when comparing all the superintendents across the State by gender, however when K-8 superintendents were compared to K-12 superintendents based on the number of benefits received there was a significant difference at the .05 level of significance.

This research data was also evaluated to see whether or not the candidates had to submit a significantly different number of applications prior to receiving a job based on their gender. This question was on the survey instrument as a multiple choice question and the answers were as follows: 1-2 applications, 3-4 applications, 5-6 applications, 7-8 applications, and 10+ applications. Due to the low number of responses on the last two answers it was found that the categories would have to be condensed into only three categories in order for the cell sizes to be large enough to do the Chi-square ( $\chi^2$ ) analysis. The first comparison performed was to see if there was a significant difference between the male superintendents and female superintendents in the State based on the number of applications they submitted. The result was not significant at the .05 level of significance and therefore it was found that there was not a significantly different experience for each gender when applying for jobs in the superintendency field.

The final chi-square ( $\chi^2$ ) analysis based on the number of applications submitted by the participants in this study prior to being offered a superintendency position was a comparison between K-8 superintendents and K-12 superintendents. The result of this evaluation showed that there was not a significant difference in the experiences between K-8 superintendents and K-12 superintendents based on the number of applications they submitted prior to obtaining a superintendency position.

### *Limitations and Assumptions*

Although steps were taken to minimize the effects of this study from being skewed by limitations and assumptions, a few were noted. The results of this study are limited by the following factors:

1. The study was limited to the state of Missouri.
2. The study was limited to only practicing superintendents serving in districts during the 2009-10 school year.
3. The study was limited to only superintendents in public school districts in Missouri.
4. The assumptions and biases of the researcher must be noted factors because of the researcher's time spent as both an elementary K-8 principal and a female K-8 superintendent.
5. The study was limited to the assumption that all information submitted by the superintendents of Missouri is factual and accurate.
6. The study was limited to the assumption that all surveys were completed by the superintendent himself or herself.

### *Summary of the Findings*

Tables 23 and 24 outline the findings from the research completed for this study. This information is presented in these tables showing if there was a significant difference found on each of the research questions. The information on Table 23 represents all comparisons completed in any analysis between male superintendents as compared to female superintendents and Table 24 represents all comparisons completed between K-8 and K-12 superintendents.

Table 23

*Summary of Findings* (alpha = .05)

Comparison of Male Superintendents to Female Superintendents			
Category	Variables	Sig.	Not Sig.
1a. Educational Level	M to F		X
1b. Years of Experience	M to F		X
1c. Breadth of Experience	M to F		X
1d. Marital Status	*M to F	X	
1e. Divorce Rate	M to F		X
1f. Number of Children	M to F		X
1g. Age of Youngest Child	M to F*	X	
1g. Age of Oldest Child	M to F*	X	
2a. Comparison of the	*M to F	X	
Number of	K-8 M to K-8 F		X
Superintendents	*K-12 M to K-12 F	X	
2b. Career Aspirations	M to F		X
3a. Salary	M to F		X
	K-8 M to K-8 F**		X
	K-12 M to K-12 F		X
3b. Benefits	M to F		X
3c. Applications	M to F		X

*Note.* \* Indicates group with higher results.

*Note.* \*\* Indicates validity of test is inconclusive due to sample size

Table 24

*Summary of Findings* (alpha = .05)

K-8 Superintendents Compared to K-12 Superintendents			
Category	Variables	Sig.	Not Sig.
1a. Educational Level	K-8 to K-12*	X	
1b. Years of Experience	K-8 to K-12*	X	
1c. Breadth of Experience	K-8 to K-12*	X	
1d. Marital Status	K-8 to K-12		X
1e. Divorce Rate	K-8 to K-12		X
1f. Number of Children	K-8 to K-12		X
1g. Age of Youngest Child	K-8 to K-12		X
1g. Age of Oldest Child	K-8 to K-12		X
2b. Career Aspirations	K-8 to K-12		X
3a. Salaries	K-8 to K-12*	X	
	K-8 F to K-12 F*	X	
	K-8 M to K-12 M*	X	
3b. Benefits	K-8 to K-12*	X	
3c. Applications	K-8 to K-12		X

*Note.* \* Indicates group with higher results.

*Conclusions*

After a thorough analysis of the data pertaining to the equity of benefits and gender differences in the life experiences of school superintendents in Missouri, it was found that

a significant difference existed between genders in five out of twelve of the categories investigated in this study. Although females represent only 21% of the total number of superintendents in the state of Missouri in 2010, and only 17.8% of the superintendents in K-12 districts, it was found that females are gaining ground in the K-8 districts. 40.5% of K-8 superintendencies were held by females during the 2009-2010 school year.

The most fascinating conclusion found from this research pertained to the significant differences found in the ages of the children of the superintendents across the State when they entered the career. It appears that females who join this group wait until their children are older than those of their male colleagues. The data obtained for this study showed that there was a significant difference in the ages of the youngest child of female superintendents in comparison to the youngest child of the male superintendents and the age of the oldest child of the female superintendents in comparison to the age of the oldest child of the male superintendents. The mean for the ages of the female superintendents youngest child was 14.24 years while the mean average age of the male superintendents youngest child was almost four years younger at 10.66 years. The mean of the ages of the female superintendents' oldest child was 19.67 where the male superintendents' oldest child was more than four years younger with a mean average age of 15.22 years. This information implies that males are more likely to enter the career with children who are younger and females are more likely to enter the career when their children are older than those of their male colleagues.

The final variable where a significant difference existed was in the marital status of superintendents when males and females were compared. 96.7% of the male superintendents who submitted information for the study were married with only 1%

being single and 2.2% being divorced. The female superintendents however, showed only 84.6% being married, 7.7% being single and 7.7% being divorced. Of the individuals who hold positions as superintendents in the state of Missouri, there were 12.1% more males who were married than females, 6.7% more females than males who are single and 5.5% more females than males who were divorced.

In an additional analysis between K-8 superintendents and K-12 superintendents throughout the State, it was found that there were five areas which were investigated where a significant difference existed. These were as follows: educational level, years of experience prior to assuming a superintendency position, breadth of experience in education prior to assuming a superintendency position, salary and benefits.

In the category of educational level, K-12 superintendents were much more likely than K-8 superintendents to have a doctoral degree. Only 14.5% of K-8 superintendents cited that they had received a doctoral degree whereas, 40% of K-12 superintendents reported having achieved the doctorate. K-12 superintendents were also much less likely than K-8 superintendents to only have a masters degree. While 20.8% of K-8 superintendents had only a masters degree only 4.8% of K-12 superintendents were serving with only a masters degree.

The second area of significant difference between K-8 and K-12 superintendents was in the area of years of experience in education prior to becoming a superintendent. The mean average number of years of experience in the field of education prior to becoming a superintendent for K-8 superintendents was 14 years while the K-12 superintendents possessed more experience on average with a mean of 16.64 years.

Another area where superintendents at the K-12 level tended to have more experience was in the breadth of experience they possessed prior to becoming a superintendent. This area pertained to the total number of different educational roles they had played in the educational world. On average K-8 superintendents had 2.27 roles in education prior to their superintendency appointment while K-12 superintendents had 2.70 as a mean average breadth of experience.

The largest difference cited between K-8 superintendents and K-12 superintendents was in the benefits received. K-8 superintendents fared much worse than K-12 superintendents in both salary and benefits. K-12 superintendents' salaries showed an average mean of \$103,371 while K-8 superintendents' salaries came in with an average of much less at \$67,055. The significance only got more pronounced when K-8 female superintendents were compared to K-12 female superintendents. K-8 female superintendents had an average mean salary of \$57,862 while K-12 female superintendents had a mean average of \$101,652 which was \$43,790 more than the average salary of a female holding the position in a K-8 district. K-8 superintendents also tended to receive less benefits on average in comparison to their K-12 colleagues. K-8 superintendents received only 5.27 benefits on average as compared to the K-12 superintendents who averaged 6.54 benefits.

#### *Implications for Practice*

According to Bell and Chase (1993), the number of females in educational administration programs has been at more than 50% of the total since the mid-1980s. The information described by Bell and Chase is consistent with what professors are seeing within administrator preparation programs, Dana and Bourisaw (2006) stated that

professors “routinely comment about a strong majority of their students being women. Likewise, state certification agencies report that a majority of those who are currently certificated or licensed to serve as superintendents of schools also are women” (p. 28), however a significant inequality still exists within the profession. This study assessed many aspects of the positions currently occupied by superintendents in Missouri as well as issues that play a role in the personal lives of those individuals.

The results found which answer questions pertaining to “who” the male and female superintendents are in Missouri, “where” the male and female superintendents are in Missouri and “what” the professional treatment is of the male and female superintendents is believed will be useful in providing an understanding of differences faced between the genders as well as differences faced based on school district configuration.

The information found may be useful for organizations such as the Missouri School Boards Association and the Missouri Association of Rural Educators who are often hired to conduct superintendent searches for school districts. It is felt that the data found could be used in order to educate the elected officials during the selection process as to the reason for the inequality in the ranks.

Because of the large percentage of females entering college to pursue advanced degrees in school administration, it is felt that the information from this study would also be useful for both the students in the programs and the professors hired to instruct the programs. By having an understanding of the benefits and gender differences in the life experiences of school superintendents in Missouri, leadership students may have a better understanding of reasons associated with the inequality.



Finally, it is felt that the results from the study will be useful to organizations such as the Missouri Association of School Administrators, the Missouri Association of Rural Educators and the Missouri K-8 Association as pertinent research for their members who are mainly superintendents currently serving and retired superintendents from school districts in Missouri.

#### *Recommendations for Future Practice*

While many questions were answered for the researcher from this study, it is felt that many more have developed due to the examination of the data and reflection on the gender equity issue in the superintendency. Is it possible that the difference in the equality of males to females in the superintendency could be due in part not only to a possibility of nonacceptance into the mostly male world but also a lack of interested female candidates who feel they can devote the time needed to the position? The majority of the conclusions were that females differ from their male colleagues in the school district configuration that they are more widely represented in, in the ages of their children when they enter the superintendency and in their marital status. Although the number of years possessed in the field of education did not differ significantly between males and females, it was found that the ages of their children did differ significantly and further research would be recommended to find out at what age each superintendent began in their career and if any years were taken off with children or for other reasons by the males or females.

Further recommendation would be to also investigate the leadership styles of males and females to see if this is in some way impeding females from advancing into the positions as superintendents.

Another possible component for a more accurate study would be to investigate further by expanding the study to include more than one state. By increasing the number of school district superintendents and the different views of gender from the various parts of the United States it would likely led to a more accurate answer as to why females are underrepresented in the superintendency positions nationwide.

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## Appendix A

### K-8 School Districts of Missouri

1. Avenue City
2. Spickard R-II
3. Lardeo R-III
4. Pleasant View R-6
5. New York R-IV
6. Cowgill R-VI
7. Mirabile C-1
8. Kingston 42
9. Livingston Co. R-III
10. Gorin R-III
11. ~~Wyaconda C-1~~  
(Dissolved in 2008)
12. Revere C-3
13. Luray 33
14. Middle Grove C-1
15. Holliday C-2
16. Boncl
17. Callao C-8
18. Renick
19. Miami R-1
20. Orearville R-IV
21. Hardeman
22. Gilliam
23. Blackwater
24. High Point R-III
25. Latham R-V
26. Clarksburg C-2
27. Pettis Co. R-XII
28. Missouri City 56
29. Strasburg C-3
30. East Lynne
31. Shawnee R-III
32. Leesville R-IX
33. Davis R-XII
34. Hudson R-IX
35. Roscoe C-1
36. Swedeborg R-III
37. Phelps Co. R-III
38. Franklin Co. R-II
39. Lonedell R XIV
40. Spring Bluff R-X
41. Strain-Japan R-X
42. Richwoods R-VII
43. Green Forest R-II
44. Dent-Phelps R-III
45. North Wood R-IV
46. Skyline R-II
47. Jefferson Co. R-VI
48. Sunrise R-IX
49. Belleview R-III
50. Centerville R-I
51. Gasconade C-4
52. Laclede Co. C-5
53. Altenburg 48
54. Nell Holcomb R-IV
55. Kelso C-7
56. Pemiscot R-III
57. Ripley Co. R-IV
58. Ripley Co. R-III
59. Success R-VI
60. Raymondville R-VII
61. Howell Valley R-I
62. Richards R-V
63. Glenwood R-VIII
64. Junction Hill C-12
65. Fairview R-XI
66. Manes R-V
67. Oak Hill
68. Plainview R-VIII
69. Thornfield R-I
70. Taneyville R-II
71. Kirbyville R-VI
72. Mark Twain R-VIII
73. Shell Knob 78
74. Avilla R-XIII
75. Westview C-6





## Appendix B

### Sample Contract and Optional Items for Negotiation in a Superintendent's Contract

#### CONTRACT TO SERVE AS SUPERINTENDENT OF SCHOOLS \_\_\_\_\_ SCHOOL DISTRICT

This Agreement is entered this \_\_\_\_ day of \_\_\_\_, \_\_\_\_ between Board of Education of the \_\_\_\_\_ School District ("Board" or "District") and \_\_\_\_\_ ("Superintendent").

**1. TERM.** The District agrees to employ Superintendent, and Superintendent agrees to accept such employment as superintendent of the District's schools, for a period of three years, from \_\_\_\_\_ through \_\_\_\_\_, subject to the provisions of this Agreement.

**2. SUPERINTENDENT'S DUTIES.** The Superintendent shall at all times during the term of this Agreement possess a valid certificate as a superintendent of schools in the state of Missouri.

The Superintendent shall have responsibility for the administration of the schools of the District under the direction of the Board, and shall act as chief executive officer of the District. As such, he or she shall be directly responsible for the selection, direction and assignment of the administrative staff, teachers and other employees in the manner which most efficiently and effectively accomplishes the educational mission of the district, and for making recommendations concerning the annual budget and for administering the budget adopted by the Board. The Superintendent shall provide for compliance with applicable laws and regulations relating to public schools in the state of Missouri, and shall perform his or her duties and supervise the employees and students of the District in a manner consistent with

such laws and regulations. The Superintendent shall administer and enforce the policies, rules, regulations and procedures of the District, shall recommend necessary additions or changes, and shall perform other administrative duties that are incidental to the position of superintendent or that may be assigned by the Board.

**3. PROFESSIONAL DEVELOPMENT.** The Superintendent may become a member of the Missouri Association of School Administrators, including the local district organization, and the American Association of School Administrators, at District expense, and may attend educational programs offered through such organizations at District expense. The Superintendent may become a member of such other organizations as he or she may deem appropriate at District expense if approved by the Board. Unless directed otherwise by the Board, the Superintendent may participate in any other educational program at district expense within amounts budgeted for such purposes if, in his or her discretion, such participation is in the best interest of the District. The annual budget submitted by the Superintendent shall include such amounts.

**4. COMPENSATION.** The salary payable to the Superintendent under this Agreement for the \_\_\_\_\_ school year shall be \_\_\_\_\_ (\$\_\_\_\_\_).

The salary payable to the Superintendent under this Agreement for the \_\_\_\_\_ school year shall be \_\_\_\_\_ (\$\_\_\_\_\_). The salary payable to the Superintendent under this Agreement for the \_\_\_\_\_ school year shall be \_\_\_\_\_ (\$\_\_\_\_\_). Salary shall be paid in equal installments on a monthly basis and subject to all deductions required by law.

**5. EVALUATION.** The Board of Education shall devote a portion or all of one meeting, at

least annually, to a discussion with the Superintendent of an evaluation of his or her performance under the applicable guidelines for performance based evaluation available through the Department of Elementary and Secondary Education, or under another evaluation method agreed upon by the Superintendent and the Board.

**6. BENEFITS.** The Superintendent shall be entitled to all of the benefits applicable to certificated employees, and in addition shall be entitled to the following benefits:

- (1) **VACATION.** The Superintendent shall be entitled to twenty (20) days paid vacation during each year of this Agreement, exclusive of weekends and legal holidays. Vacation days shall be cumulative to the extent that unused vacation days earned during a given year may be carried over for use during the next year up to a maximum of twenty days. Any accumulated vacation days remaining upon termination of Superintendent's employment shall be paid to the Superintendent at the per diem rate of 1/250 multiplied by the annual salary then payable to the Superintendent.
- (2) **EXPENSE REIMBURSEMENT.** The Superintendent shall be reimbursed by the Board of Education for reasonable and necessary expenses incurred in the performance of his or her duties.
- (3) **DEFENSE AND INDEMNIFICATION.** The District shall defend, indemnify and hold the Superintendent harmless for legal actions brought against the Superintendent arising out of his employment with the District based upon acts within the scope of employment, excluding criminal litigation and any defense or indemnification that the District cannot provide under State law. In no case shall individual Board members become personally responsible for any obligation to the Superintendent under this paragraph.

(4) **TRANSPORTATION EXPENSE.** As a condition of employment, the Superintendent is required to purchase or lease a personally owned automobile for business purposes. As the Superintendent shall be required to travel between campuses and make other business related trips including, but not limited to, meetings with District representatives, attorneys, auditors, parents and constituents, it is recognized that the Superintendent will incur certain expenses of a business nature for the use of said vehicles. Therefore, the Board will reimburse the Superintendent the annual sum of \$ \_\_\_\_\_, payable monthly, for the business use of said vehicle. The Superintendent shall submit appropriate substantiation of all business expenses incurred. To the extent that this allowance is unsubstantiated, it shall be included in the Superintendent's taxable income. The Superintendent shall bear all costs associated with the purchase, upkeep and maintenance of the vehicle.

**7. TERMINATION – DISABILITY.** In the event of any illness or disability which renders the Superintendent unable to perform the essential duties required under this Agreement with or without reasonable accommodation, following the expiration of any period of leave required by law, and including any regular sick leave days or other regular leave days to which the Superintendent is entitled, which period of leave shall be paid, and an additional period of paid leave if necessary so that the total period of paid leave terminates effective with the payment of benefits under any policy of disability insurance provided under this Agreement, or six months from the date that such illness or disability caused the Superintendent to become unable to perform duties under this Agreement, whichever period is shorter, the Board of Education may terminate this contract following notice and an opportunity for the Superintendent to be heard.

**8. TERMINATION – FOR CAUSE.** This contract may be terminated, following written notice and an opportunity for a hearing, for cause, including failure to comply with the terms of this contract or any cause for which the contract of a permanent teacher may be terminated. Except in the case of alleged immoral conduct or criminal acts, the Superintendent shall be given written notice of causes that may result in termination if not corrected, at least sixty days before charges are filed, and an opportunity to address the problem areas identified in the written notice. Following termination of this contract by the Board of Education, no further salary shall be payable. The Superintendent may be placed on paid administrative leave pending the decision of the Board. The hearing shall be conducted as otherwise required by law. The Superintendent retains the right to pursue any and all remedies available, including legal remedies, should the Board pursue termination of this Agreement.

**9. SATISFACTION OF CONTRACT.** The Board of Education may completely discharge its obligations under this Agreement at any time by paying to the Superintendent all of the contracted salary and the current value of all accrued benefits to which the Superintendent is entitled for the remainder of the contract period, subject to deductions required by law.

**10. RETIREMENT.** The Superintendent may, by giving a minimum of ninety days written notice to the Board prior to the end of any school year, retire effective upon the completion of such school year during the term of this Agreement and terminate this Agreement effective upon such date. Nothing herein shall preclude the parties from agreeing to a lesser period of notice when necessitated by extenuating circumstances. In order to exercise this option, the Superintendent must be eligible to receive benefits under the Public School Retirement System.

**11. MOVING EXPENSES.** The Board shall pay the reasonable and necessary expenses of the Superintendent to move his or her furnishings and furniture from the

Superintendent's present residence to a new residence in the District, including, if necessary, the cost of temporary housing.

**12. CONTRACT EXTENSION.** By February 1 of each year that this Agreement remains in effect, the District shall notify the Superintendent whether it intends to extend this Agreement for an additional school year, under the same terms and conditions, subject to modification of the salary for such additional year. The terms of the extension shall be reduced to writing in the form of an addendum and signed by the parties. Failure on the part of the Board to provide notice to the Superintendent by the February 1 deadline shall constitute an extension of the employment period for one additional year subject to the same terms, conditions and benefits of employment as provided herein for the final contracted year.

**13 SEVERABILITY.** If it is determined at any time that any provision of this Agreement is illegal or unenforceable, the remaining terms shall not be affected.

**14. BOARD AUTHORIZATION AND SIGNATURES.**

**BY ORDER OF THE BOARD OF EDUCATION.** the District has approved this contract by majority vote of the Board of Education on the date first above written, and the Superintendent has accepted by signing below,

\_\_\_\_\_ SCHOOL DISTRICT

By: \_\_\_\_\_  
President, Board of Education Date \_\_\_\_\_

Attest: \_\_\_\_\_  
Secretary, Board of Education Date \_\_\_\_\_

SUPERINTENDENT

\_\_\_\_\_ Date \_\_\_\_\_

## OPTIONAL PROVISIONS

**DEFERRED COMPENSATION.** The Board may establish a non-qualified deferred compensation plan on behalf of the Superintendent in accordance with the then-applicable provisions, regulations and procedures of the Internal Revenue Service. The Board shall retain ownership of the plan. The plan shall be the property of the Board, subject to the claims of the general creditors of the Board and the Superintendent shall have no claim or right to ownership of, or to pledge, assign, or hypothecate the deferred payments.

**DEFERRED COMPENSATION.** In lieu of the Board establishing and maintaining a non-qualified deferred compensation plan on behalf of the Superintendent, the Board shall remit \$\_\_\_\_\_ per month to the Superintendent which the Superintendent may elect to submit, directly or indirectly, to a non-qualified deferred compensation plan. **(An option during the final four years of employment, or in lieu of such provision, increase annual salary by the amount previously deferred.)**

**TERM LIFE INSURANCE.** The Board shall provide and pay the premiums for term life insurance for the Superintendent during the term of this Agreement in the amount of \$\_\_\_\_\_, payable to a beneficiary or beneficiaries selected by the Superintendent. The Board shall assign the ownership of the policy to a person or trust designated by the Superintendent, and upon termination of this Agreement shall allow that owner to continue the policy at his or her own expense.

**DISABILITY INSURANCE.** The District shall purchase a policy of long-term disability insurance for the Superintendent to remain effective during the term of the Superintendent's employment with the District, which policy shall provide income equal

to at least two-thirds of the average salary payable during the then-existing term of this Agreement, to become effective at such time as the Superintendent, by reason of accident, illness or other disability, is no longer able to perform the essential functions of his position under this Agreement, and to provide such income no later than commencing with the expiration of all paid leave available to the Superintendent under this Agreement. Prior to the execution of this Agreement, the District may request in writing that the Superintendent provide evidence of insurability in the form of a commitment from an insurance company to provide such coverage, and stating the premium payable thereon. Superintendent will be permitted to take an assignment of the policy upon termination of employment at the expense of the Superintendent unless prohibited by the contract of insurance.

**TRANSPORTATION EXPENSE.** The Board will provide an automobile for the use of the Superintendent, and shall purchase appropriate automobile liability insurance and be responsible for all costs and expenses in the maintenance, repair and operation of the vehicle. The board shall reimburse the Superintendent for all other reasonable and necessary automobile expenses. The Superintendent shall be required, as a condition of employment, to use such automobile to visit the sites of schools, attend Board and community functions, and to attend conferences, meetings and workshops. The parties acknowledge and agree that certain use of the automobile constitutes commuting expenses or personal use and therefore constitutes taxable compensation. The Superintendent shall provide the Board with written substantiation of reimbursement amounts intended to be non-taxable, as required by the Internal Revenue Code of 1986, as amended, and the regulations there under, and the taxable compensation to the Superintendent shall be assessed in accordance with such law and regulations.



**VACATION.** The Superintendent shall receive twenty-five (25) work days of vacation annually, exclusive of weekends and legal holidays. Vacation days shall be cumulative to the extent that unused vacation days earned during a given year may be carried over for use during the succeeding year. The scheduling of more than five consecutive days of vacation shall be by agreement between the Board and Superintendent. The Superintendent may exchange a maximum of ten vacation days annually for payment in lieu of vacation at the per diem rate of 1/250 of annual salary. Upon retirement or termination of employment with the District, Superintendent shall be compensated for all accrued and unused vacation days. **(A maximum number of days can be specified for carryover and/or for compensation at the conclusion of the employment relationship.)**

**EXPENSE REIMBURSEMENT.** The Superintendent shall be reimbursed by the Board of Education for reasonable and necessary expenses incurred in the performance of his or her duties. The Superintendent shall also be reimbursed for the reasonable and necessary expenses, including travel expenses, of being accompanied by his or her spouse at one State or national meeting per year.

**MEDICAL EXAMINATION.** At least once during the term of this Agreement, the Superintendent shall obtain a comprehensive medical examination, the actual cost of which shall be paid by the Board. A copy of the examination or certificate of the physician certifying the physical ability of the Superintendent to perform the essential functions of his position shall be given to the Board President and maintained confidentially by the District. The requirement under this paragraph may be waived by the Board upon request of the Superintendent.

**HEALTH INSURANCE – FAMILY COVERAGE.** The Board shall, at the option of the Superintendent, pay for the cost of participation of the Superintendent’s spouse and eligible dependents in any plan of group health insurance provided by the District.

**OTHER WORK.** The Superintendent may undertake consultation work, speaking engagements, writing, teaching a college or university course, lecturing, or other professional duties and obligations, so long as such other work does not interfere in a material and substantial way with the Superintendent’s obligations in this Agreement.

**COMPENSATION.** The salary payable to the Superintendent under this Agreement for the \_\_\_\_\_ school year shall be

\_\_\_\_\_ (\$ \_\_\_\_\_) payable on a monthly basis and subject to all deductions required by law. The salary for the \_\_\_\_\_ school year shall be an amount equal to the salary established for the prior year, plus an additional amount determined by multiplying such prior year’s salary by the percentage equal to the average salary increase, if any, applicable to certificated teachers employed in non-administrative positions in the District for such school year as determined by the salary schedule established for such year by the Board prior to July 1 of that year, and if no such schedule is established at that time, then \_\_\_\_\_ PERCENT (\_\_\_\_\_ %).

The salary for the \_\_\_\_\_ school year shall be an amount equal to the salary for the prior school year, plus an additional amount determined by multiplying such prior year’s salary by the percentage increase equal to the average salary increase, if any, applicable to certificated teachers employed in non-administrative positions in the District in such school year as determined by the salary schedule established by the Board prior to July 1 of that year, and if no such schedule is established at that time, then \_\_\_\_\_ PERCENT (\_\_\_\_\_ %).

**CONTRACT EXTENSION.** By February 1 of each year that this Agreement remains in effect, the District shall notify the Superintendent whether it intends to extend this Agreement for an additional school year, under the same terms and conditions, subject to modification of the salary for such additional year. The Superintendent may waive this requirement in writing. Each year that this Agreement remains in effect, the Board may extend this Agreement for an additional period of one year without the necessity of an additional writing by motion approved by a majority of the Board of Education recorded in the minutes. If no compensation for the period of the extension is stated in the motion, then it shall be deemed to be the amount provided for the year immediately preceding the extension. The terms of the extension shall be deemed accepted by the Superintendent unless the Superintendent gives written notice declining such extension within sixty days following the Board's motion. Terms of the extension may be reduced to writing in the form of an addendum and signed by the parties. A motion to extend this Agreement, following approval by a majority of the Board, may not be rescinded or reconsidered without the written consent of the Superintendent.

**DISPUTE RESOLUTION.** The parties agree to submit any dispute relating to this Agreement, including disputes regarding the termination or breach thereof, to binding arbitration under the rules of the American Arbitration Association. The arbitrator's fee and other costs of arbitration, except attorney's fees, shall be shared equally by the parties. **(note – in order to enforce a binding arbitration clause, a special notice must be added to the contract above the signature lines.)**

**LIQUIDATED DAMAGES.** Actual damages for breach of this Agreement being difficult to determine, the parties agree that upon breach of this Agreement by either party, the non-breaching party, if ready, willing and able to continue performance under the contract, shall be entitled to receive, as liquidated damages and not as a penalty,

\_\_\_\_\_, and that payment of this amount shall be the sole  
remedy for breach of this Agreement.

**APPENDIX C**  
**M.D.B. SURVEY OF SCHOOL SUPERINTENDENTS**

**1. What is the county district code of the school district where you currently serve as the superintendent?**

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**2. Is your school district a K-8 or K-12 District?**

K-8 District       K-12 District

**3. What is your gender?**

Male     Female

**4. Please place a checkmark by any benefit you currently receive**

- Personal Days # \_\_\_\_\_
  - Sick Days # \_\_\_\_\_
  - Vacation Days # \_\_\_\_\_
  - Moving Expenses
  - Life Insurance
  - Health Insurance
  - Family Health Insurance
  - Dental Insurance
  - Disability Insurance
  - Automobile Allowance
  - Housing Allowance
  - Cell Phone Expenses
  - Yearly Health Exam
  - Other
- 

**5. Please place a checkmark by the highest educational level you have currently?**

- Masters Degree in educational administration
- Masters Degree in Business
- Specialist Degree in educational administration
- Doctoral Degree (Ed.D)
- Doctoral Degree (Ph.D)

**6. How many years of experience did you complete in the field of education prior to becoming a superintendent? \_\_\_\_\_**

**7. Please indicate in the blank provided how many years you served in the following capacities prior to becoming a superintendent.**

\_\_\_\_\_ Teacher  
\_\_\_\_\_ Counselor  
\_\_\_\_\_ Special Education Director  
\_\_\_\_\_ Assistant Principal  
\_\_\_\_\_ Principal  
\_\_\_\_\_ Assistant Superintendent  
\_\_\_\_\_ Vocational Director  
\_\_\_\_\_ Curriculum Director  
\_\_\_\_\_ C.E.O.

**8. Please indicate your marital status at the time of your first superintendency.**

Single       Married       Divorced       Widowed

**9. If you chose “married” on question #9, please indicate by choosing yes or no whether you have experienced a divorce at any time during your career as a superintendent?**

Yes       No

**10. How many children did you have at the beginning of your career as a superintendent?** \_\_\_\_\_

**11. What were the ages of each of your children at the time you began as a superintendent?**

Child #1's Age \_\_\_\_\_  
Child #2's Age \_\_\_\_\_  
Child #3's Age \_\_\_\_\_  
Child #4's Age \_\_\_\_\_  
Child #5's Age \_\_\_\_\_  
Child #6's Age \_\_\_\_\_  
Additional Children's Ages \_\_\_\_\_

**12. Assuming the career of an educator is 30 years, at what point in your career did you decide to pursue a career as a superintendent?**

Beginning (Years 1-10 of my career as an educator)  
 Middle (Years 11-20 of my career as an educator)  
 Toward the end (Years 21-30 of my career as an educator)  
 I was not an educator prior to becoming a superintendent

**13. How many superintendency positions did you apply for prior to being offered your first position as a superintendent?**

1-2       3-4       5-6       7-8       10+



## VITA

Melonie (Sharp) Bunn was born on February 13<sup>th</sup>, 1971 in West Plains, Missouri to John Bill and Paula Sharp. Melonie was their only child. She graduated from West Plains High School in West Plains, Missouri in May of 1989 and then completed her Bachelor of Science Degree in Elementary Education, Middle School Science, Social Studies and Language Arts in 1993; Masters in Education, Educational Administration in 1998; and Specialist in Educational Administration, Superintendency in 2002; all three degrees were earned from what was then Southwest Missouri State University and is now Missouri State University, Springfield. In May of 2010, Melonie completed requirements for a doctorate degree in Educational Leadership and Policy Analysis from the University of Missouri-Columbia.

Melonie began her teaching career in West Plains, Missouri at Fairview school in the Fall of 1994 and continued teaching from 1996 until 2002 in the West Plains Middle School. She began her administrative tenure as the principal and later superintendent at Junction Hill C-12. Melonie began serving as the principal of the Richards R-5 school district in the fall of 2008 and in January of 2010 she was appointed as the district's assistant superintendent. At the time of this writing, Melonie had completed sixteen years in the field of education with eight of those years in administration.

Melonie is married to Stephen Bunn who is a real-estate investor and contractor in their hometown of West Plains. The Bunn's currently have one cocker spaniel named Bucksley.