

**ADMINISTRATION OR TEACHING:
AN EXPLORATORY STUDY OF CAREER CHOICES**

by

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Abstract

This study explores factors influencing six administrator respondents, three male and three female, as teachers, to decide to pursue an administrative career and factors influencing six 'veteran' teacher respondents, three male and three female, to decide not to pursue administration and remain in teaching; identifies similarities and/or differences between the factors and surrounding circumstances influencing the respondents decision to remain in the classroom or pursue an administrative career; and concludes by providing several issues and suggestions for discussion and further research.

The literature reviewed focuses on five areas related to the thesis topic. They include teaching as a career choice, administration as a career choice, recruitment and selection of educational administrators, career patterns of educational administrators, and socialization of educational administrators.

The method of inquiry, qualitative in nature, involved conducting twelve audio-taped interviews. Administrator respondents were asked to describe when and what influenced their decision to pursue a career in administration. Teacher respondents were asked to describe what influenced them to remain a teacher and not pursue administration. To analyze the data, the interviews were transcribed and coded. The codes were then compared and grouped according to likeness into larger categories becoming the factors influencing the decision of the administrators and the teachers to pursue their respective careers.

The findings reveal that each of the six administrator respondent's decision , as

a teacher, to pursue an administrative career was influenced by a number of factors, of which several were common. The most important of these factors appears to have been the existence of a mentor and a strong, supportive, and encouraging mentor- aspirant relationship coupled with the desire to make a difference beyond the classroom to positively influence the lives of children and adults at the school level. In addition, the findings reveal that each of the six teacher respondent's decision to not pursue administration and remain in teaching was also influenced by a number of factors, of which several were common. Along with the common factors described in Chapter Four the most critical aspect appears to be the absence of those two factors which most influenced the administrator respondents to pursue an administrative career -- the existence of a mentor and the corresponding mentor- aspirant relationship along with the desire to make a difference beyond the classroom at the school level.

The study concludes with several issues and suggestions for discussion and further research. The study presents districts with an avenue to explore and discuss, possibly in the form of further research, the importance and need, if any, for: identifying teachers with leadership potential who may not otherwise consider administration; identifying male, female, and minority mentors who might serve to guide, support, and encourage aspiring administrators; and for the recognition by current administrators of the value of support and encouragement of teachers who demonstrate leadership potential and aspire to administration.

Dedication

This thesis is dedicated in loving memory of my dad whose faith and courage have been, are, and will forever be my inspiration.

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I would like to thank God for all the countless blessings I have received. I would like to offer a very special 'thank-you' to my mother for all her love, prayers, support, encouragement, and above all, patience. In addition, I would like to thank my sister and her family for all of their love, prayers, and encouragement. I would especially like to thank my four year old niece, Christina, and my two year old nephew, Benjamin, for always phoning and saying, "I love you, Zio." I would like to extend my sincerest thanks and appreciation to Patti Eberwein (who typed this entire thesis minus the Dedication and Acknowledgements). Her sacrifice, dedication, meticulous work, and above all her friendship will always be remembered. I would also like to thank Patti's husband, David and my friend, Todd Yamamoto for their 'timely' computer assistance. I am also very grateful to those who gave up their time to participate in this study. Finally, I would like to thank Dr. Michael Manley-Casimir for his support and encouragement.

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Chapter 1

Introduction

Context of the Study

Individuals have two options as they enter an educational organization. They may decide to establish a career in a given position such as a teacher or they may decide to attain a higher hierarchical position (Ortiz, 1982). The function of the administrator and teacher have become distinct as growth has led to increasing complexity and bureaucratization in schools (Shakeshaft, 1987).

Miklos (1988) notes that research in the last ten to fifteen years has focused on career paths or patterns and has attempted to chart the sequence through which men and women enter administration, move from lower to higher rank positions, and exit from administrative work; regularities and variations have both been identified. There is, however, a limited amount of literature focusing on the initial phase of becoming an elementary school principal--specifically what factors influence a teacher's decision to pursue an elementary school administrative career or remain a teacher.

Gross and Trask (1976) found that women administrators gave serious consideration to teaching much earlier than did men, but men administrators had indicated interest in the principalship much earlier than women. More recently, Prolman's (1982) research indicates that for women the decision to pursue a principalship is usually a later career decision, involves long years of teaching, and

fewer opportunities for working with adults from a position of authority. For men, the decision to pursue a principalship is usually an early career decision, involves fewer years of teaching, and more opportunities for working with adults from a position of authority. Thus, though women made their occupational choice earlier than men, they got their first principalship considerably later and have undergone a different series of career experiences (Prolman, 1982).

Educational administration has developed into a profession occupied by men and very few women rather than by men and women equally, even though the number of women in teaching far exceeds the number of men (Ortiz and Marshall, 1988). Prolman (1982) reports that the gender of an individual plays an important role in determining the shape of the career path of elementary school principals. In addition, Prolman (1982) and Tabin (1991) report that for women, early sex-role socialization combined with sex stereotyping of occupations contributes both to the decision to teach and to the lack of mobility expectations. Adkison (1981) notes that teaching has traditionally provided an entry into administrative careers primarily for men, who have an "up and out" orientation while women have held the "jobs". According to Biklen (1986) administrators have assumed that women are not as committed to their careers as men and not as concerned with upward mobility. In addition to these barriers, citing Carlson and Schmuck, Tabin (1991) reports that there is a lack of sponsorship compounded by the small number of female role models.

In her research, Tabin (1991) reports that "capability, qualifications, and aspiration--all internal variables determined by the individual woman candidate--could not satisfactorily explain the absence of women in administration" (p. 15). Tabin,

however, also reports that the influences of career socialization, organizational processes, and organizational structure do affect women on the path toward administration. Citing Tibbets, Tabin (1991) notes that the negative impact of these factors poses difficulty for women as they perceive a lack of opportunity that discourages many of them from pursuing a principalship. Women who decide to pursue an administrative position must "simply confront these obstacles and attempt to neutralize them as effectively as they can" (Tabin, 1991, p. 21).

Statement of the Problem

There are a number of paths to the elementary school principalship, but they all have at least one point in common: the classroom (Prolman, 1982). At some time in his/her life, each principal began his/her career with a decision to become a teacher and subsequently an elementary school principal. Principals have chosen a career in education at different times in their lives for a variety of reasons, surrounded by a variety of circumstances. The intent of this study is to identify factors influencing an elementary school teacher's decision to pursue an elementary school administrative career as opposed to not pursuing an administrative career and remaining an elementary school teacher.

Research Objectives and Method

The primary purpose of this study was to interview six principals, three male

and three female, and six 'veteran' teachers, three male and three female, to gather and analyze data to identify factors influencing their decisions to pursue their respective careers.

The secondary purpose of this study was to identify from the data gathered and analyzed, any similarities and differences between the factors influencing the respondents either to pursue an administrative career or remain a classroom teacher and provide a discussion explaining their respective career choices. Although interviews were the means used for data collection the intent of this study was meant to be exploratory in nature in that the main questions, although preconceived, were open-ended leaving room for much probing.

Personal Premises

Relying on qualitative methods this study is inductive, focusing on process, understanding, and interpretation. The data which I have collected may be analyzed and interpreted by other researchers in a completely different direction than I have analyzed and interpreted the data. The study, therefore, was influenced, to a degree, by my perspectives and personal premises. It is therefore important for the reader to have some insight into my perspectives as to what criteria I believe should be met by those teachers aspiring towards an elementary school administrative career.

Firstly, I believe that a sincere love and respect for all children and education must be present in the hearts and minds of those individuals wishing to become teachers and especially those individuals who aspire to become principals. All too

often I hear the wrong reasons why individuals initially chose or choose to become teachers. Two such reasons include: opportunities with other occupations or careers did not manifest themselves or because of the 'long holiday-benefit'. On the other hand, individuals, who may be potentially great teachers shy away from education because of the 'long-hours involved', 'little-pay', and 'low respect society seems to have for educators'. Educating children as teachers do or administering a school, staff, and many children as principals do, are responsibilities that should be discharged by individuals who love children and who love the art of educating children.

Secondly, it is my belief that a teacher who decides to pursue an administrative career must have a reputation of respect and success within the classroom, the school, the community, and the school district.

Thirdly, it is also my belief that a teacher who aspires to become a principal must complete a degree in graduate studies involving some graduate course work in Educational Administration.

Lastly, I believe that a fair and equitable recruitment and selection process must be in place at the school and district level for male, female, and minority aspirants.

Limitations

One limitation of this study is that the findings are unique to the teachers and administrators being studied and any conclusions made cannot be generalized to other teachers and administrators.

Another limitation of this study involves my perspectives and personal premises as an elementary school teacher aspiring to become a principal and currently completing my post-graduate studies in an Administrative Leadership Program as outlined above.

An additional limitation of this study is the possibility that, knowing that he/she was being studied as part of a master's thesis, each teacher and administrator may have exaggerated or left out certain information that may have been important to the study.

Another limitation may be the possibility, that as an inexperienced interviewer, I may have unintentionally influenced the direction of an interview with comments or judgements I may have made, and 'messages' I may have conveyed from the tone of my voice or from my body language.

A final limitation of this study is the use of the interview to obtain data. According to Merriam (1991) "interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them. It is also necessary to interview when we are interested in past events that are impossible to replicate" (p. 72). The notion that an interview is an attempt to elicit past (possibly long in the past) events, behaviour, and emotions, attaches with it the possibility that important information may be forgotten and left out or described to the interviewer out of context.

Chapter Organization

This thesis is organized in five chapters. Chapter 1 introduces the study, describes the context of the investigation, summarizes the research objectives and method of inquiry, discusses the limitations, and outlines the remainder of the thesis.

Chapter 2 contains a review of the related literature. Included is a summary of why individuals decide to pursue teaching and why some teachers decide to pursue a career as a principal. The recruitment and selection of educational administrators is then discussed. Next, career patterns of male and female educational administrators is reviewed. Lastly, the socialization of educational administrators prior and following appointment is reviewed.

Chapter 3 describes the method of inquiry; and then outlines the rationale for conducting a qualitative study. Following this is a detailed account of the data collection procedures and subsequent data analysis. Lastly, is a brief description of each of the twelve respondents interviewed.

Chapter 4 is a presentation of the findings and my interpretations and is divided in four sections. It begins with whether or not teaching was each respondent's first career choice, how each respondent classifies teaching, and how each administrator respondent classifies administration. A description of the factors which influenced the twelve respondents to enter teaching is then discussed. Next, factors which influenced the decisions of the teacher respondents to remain in teaching and not pursue an administrative career along with factors which, while teachers, influenced the decisions of the administrator respondents to pursue a career as an elementary school

administrator are described. Lastly, the teacher and administrator respondent's reflections on their respective careers are described.

Chapter 5 is a discussion drawn from the findings and interpretations described in Chapter 4. In addition, several issues and suggestions are made for discussion and further research. Also included is an account of the significance of the study and some concluding remarks.

Chapter 2

Review of Related Literature

This chapter reviews the literature dealing with teaching as a career choice, administration as a career choice, recruitment and selection of potential educational administrators, career patterns of educational administrators, and the socialization of educational administrators with particular attention to gender differences.

Educational administration has developed into a profession occupied by men rather than by men and women even though the number of women in teaching far exceeds the number of men (Ortiz and Marshall, 1988). Administrative positions become the focus of career goals for many educators (Miklos, 1988).

Teaching: A Career Choice

The classroom, as Prolman (1982) notes, is one point which all elementary school teachers aspiring towards elementary school principalships have in common. Each elementary school principal began his/her career with a decision to become an elementary school teacher and subsequently an elementary school principal. For a variety of reasons, surrounded by a variety of circumstances, and at different times in their lives principals have chosen a career in education.

Covel and Ortiz (1978) found that people prepare themselves to become administrators by acquiring experience and undertaking formal study and, once appointed, they pursue employment opportunities within the context of the

administrative structure of education. School organizations, as described by Ortiz and Marshall (1988), are characterized by the growth of two mutually dependent professions: teaching and administering.

Miklos (1988) notes that research into career paths or patterns has attempted to chart the sequence through which individuals enter administration, move from lower to higher rank positions, and exit from administrative work; regularities and variations have both been identified. In addition, studies dealing with career patterns are few in number (Covel and Ortiz, 1978).

Individuals have two options as they enter an organization. They may decide to establish a career in a given position such as a teacher or they may decide to try to attain a higher hierarchical position (Ortiz, 1982). In addition, Ortiz (1982) found that once an individual acquires an administrative position, it is very unlikely that he/she would move back into the classroom. Within education, the traditional roles into which individuals may be socialized are teaching and administration. Both of these roles contain within them certain career patterns that are a result of further socialization (Ortiz, 1978). Subsequently, as administrators move upward in the hierarchy, citing Bush and Kogan, Miklos (1988) notes they may not entirely lose values acquired as teachers, but the emphasis may change.

Lortie (1976) notes that people can decide to become teachers at any number of points. In addition, Lortie notes that since teaching is ubiquitous and highly visible in the lives of children, it can easily figure in their fantasies about adult occupational activity--even young children can make persisting decisions to enter teaching.

McLaughlin and Yee (1988) insist an investment in teachers is an investment in the

future and implies a long range view of nurturing the development of teachers.

A complex configuration of school factors shape initial career attitudes, the gradual development of professional involvement, and the ultimate decision to remain in or leave teaching (Yee, 1990). Gross and Trask concluded in 1976 that the relatively low financial return and prestige of elementary school teaching, combined with its image as a preeminently woman's occupation and the relative scarcity of male models for boys in elementary school led most men principals initially to consider seriously professions and occupations commanding higher incomes and prestige. Historically, teaching has been one of the most popular career choices of women and the largest professional category occupied by women (Frasher and Frasher, 1979). Teaching then, as Lortie (1976) points out, is evidently more attractive to women than to men. Lortie (1976) identifies several ways in which the attractions and facilitators of teaching are more potent for women than for men. They include:

1. The teaching profession emphasizes qualities which are more widely reinforced for girls than for boys.
2. The structure of schools fosters identification with teachers for girls more than for boys.
3. Girls encounter feminine models throughout the span of their schooling more often than boys. (p. 53)

Yee (1990) notes that teachers strive for a sense of efficacy or psychological success in their work. In this way teachers gain self-esteem, and a feeling that they have performed competently in a worthwhile endeavor. Some teachers talk about teaching as a "calling" they chose early and to which then have given unwavering

commitment (Lortie, 1976). In addition, Yee (1990) points out that teachers want to teach and they want to make a difference with students. Most individuals who enter teaching are individuals who desire to work with young people or to be of service. Teachers who feel confident they are making a difference in the classroom cite their work with students as a major source of reward and the primary reason they are staying in teaching (Yee, 1990).

Influences in Deciding to Become a Teacher: Differences Between Men and Women

Gross and Trask (1976) point out that the gender ratio among teachers in the elementary schools undoubtedly results in an early interest in teaching on the part of girls. In frequent contact, from elementary school on, with teachers of the same gender who could serve as role models and influenced by the view that teaching is an attractive profession for women as is evinced by the number of women in teaching. Lortie (1976) also notes that females evaluated teaching more favourably and identified themselves more with teaching than males. In contrast, the fact that boys are exposed to relatively few male teachers results in their having few positive role models with which to identify. Frasher and Frasher (1979) also note that the fact that females are trained and reinforced in these characteristics from early childhood makes them natural candidates for the teaching profession which is frequently recognized for its responsibilities to nurture and socialize in addition to its responsibility to impart knowledge. Conversely, Frasher and Frasher (1979) note that boys are neither encouraged nor expected to be preoccupied with the care of children. They are not

expected to be satisfied with a job that yields relatively low status, low pay, and limited opportunity to express traditional forms of masculine behaviour.

Lortie (1976) points out that teaching is a more important medium of upward mobility for men than for women. For women, Lortie adds, there are psychological and family-connected benefits; the absence of employment anxiety after tenure has been attained helps to make teaching compatible with marriage and motherhood. Male teachers, on the other hand, are likely to construe their interests as lying in the administrative domain. In their research, Gross and Trask (1976) found that:

1. Women in the principalship both considered and chose teaching as their vocation earlier than men.
2. Teaching as a career had been more attractive to the women than the men administrators.
3. Men were more frequently discouraged from entering teaching than were women. (p. 65)

The findings of Gross and Trask suggest a multifaceted explanation of the differences between men and women principals in the timing and mode of their decision to enter teaching.

Literature focusing on factors influencing an individual's decision to pursue a teaching career is very limited. This section therefore focuses on the findings of three prominent scholars--namely Lortie, and Gross and Trask. Lortie (1976) and citing Swanson-Owens, McLaughlin and Yee (1988) note that people are drawn to the teaching profession by a strong service ethic. One of the strongest incentives for teachers is the ability to reap psychic, intangible benefits from making a difference in

the classroom (Lortie, 1976).

A second factor involves one of the most obvious characteristics of teaching and that is that teaching calls for interpersonal skills. Teaching involves protracted contact with young people. Teachers are involved with knowledge and its diffusion. Teachers' work has often been described as an "art" requiring special sensitivity and personal creativity (Lortie, 1976).

Thirdly, sociologists often depict schools as socialization agencies charged with preparing students for adult roles in other parts of society. In his research, Lortie (1976) found that some teachers who said they "like school" wanted to eventually work in the setting. Others mentioned school-linked pursuits and the difficulty of engaging in them outside educational institutions. For example, a teacher might be interested in athletics but not have the ability needed for a professional career in sports. An individual, therefore, can find in teaching a medium for expressing his/her interests.

A fourth factor involves material benefits. Lortie (1976) also indicates that teachers underplay the role of material rewards in their decision to enter teaching. Lortie suggests that "the emphasis on service; on teachers as 'dedicated', is a more potent source of inhibition, since many people both inside and outside teaching believe that teachers are not supposed to consider money, prestige, and security as major inducements" (p. 30).

A fifth factor involves the timing of the decision to enter teaching. Gross and Trask (1976) note that while men consider teaching much later on the average than do women, men do consider other types of occupations earlier than women.

A sixth factor might involve an identification with teachers and with family

members who teach (Lortie, 1976). Moreover, identification with teaching cannot occur without appropriate role-models, and reinforcements cannot occur without environments supportive of the aspiration to become a teacher.

A seventh factor might involve parents who see teaching as an avenue for expressing service to others, instilling the general value of teaching and exemplifying a linked occupational choice; family encouragement is, it seems, a powerful recruitment source. Gross and Trask (1976) note that the image parents held of teaching predisposed them to view it as a more acceptable vocation for young women than for young men.

An eighth factor is when "significant others" observe particular propensities in a person and attach specific meaning to them (Lortie, 1976). This influence of "significant others" as described by Gross and Trask (1976) may constitute an important factor in the making of career choices and other important decisions.

Teaching is an accessible vocation for those individuals who enter college and later find it difficult or impossible either to pursue their initial objectives or to make decisions about their place for the future (Gross and Trask, 1976). Lortie (1976) notes that teaching functions, therefore, as a stratification net which allows people to land without severe damage to their status aspirations.

The Decision to Remain a Teacher

Administrative policies and practices play a key role in career outcomes and attitudes, particularly as they relate to the development of competence and sense of efficacy (Yee, 1990). Work conditions that stimulate and enable teachers to teach

competently such as reasonable workloads, administrative support and feedback, opportunities for professional development, collegial interaction, and participation in decision making are key factors influencing a teacher's decision to remain a teacher (Yee, 1990). In addition, Yee notes opportunities for collegial interaction are teachers' most valued form of professional stimulation. The majority of 'good' teachers experience a variety of roles during their careers, such as a department chair, mentor teacher, curriculum developer and union activist--rarely, therefore, do teachers want to move into administration. Moreover, teachers who receive adequate intrinsic rewards from their work in the classroom typically are uninterested in promotion out of teaching. The salience of these intrinsic rewards and extrinsic rewards (vacations, schedule, job security, health and retirement benefits) varies with a teacher's age, parenting status, and outside interests.

Teaching: A Job or Career?

McLaughlin and Yee's research reported in "School as a Place to Have a Career" (1988) focuses on teaching as a career. McLaughlin and Yee (1988) found that a career, for teachers, is a constructed reality, a consequence of the interplay between individual goals and the school setting, not an institutional given or a rung on a career ladder. McLaughlin and Yee also indicate that rather than a positional view of a career, with a long-term series of jobs, this subjective view of a career implies a dynamic, developmental process that is constructed from features of the work environment. Citing Bacharach et al., Yee (1990) also found that career development for teachers is an ongoing process, not an episodic event--an aspect seldom

considered seriously by policies to promote teachers' professional growth and satisfaction. Because the topic of teaching as a career versus job is very sparse in the literature and because of its relevance to this study McLaughlin and Yee's research requires a thorough summary here.

Teaching careers including professional involvement and decisions to remain in or to leave teaching are the result of a process of development, influenced by the interaction among multiple factors that change over time: workplace, occupational, professional, and personal (Yee, 1990).

McLaughlin and Yee note that, in multiple ways, it matters whether or not school is a place to have a career. It matters to the satisfaction and vitality of the individual, to the enthusiasm, aspiration, and commitment evident in the classroom, and it matters to the ability of the educational institution to adapt and respond effectively to changed circumstances and environmental pressures. Whether teachers have jobs or careers, whether they feel stuck or moving affect the fundamental purposes of education because these feelings affect the energy, interest, and commitment brought to the classroom. Biklen (1986) points out that research on elementary teachers demonstrates an internally defined notion of career success--personal satisfaction derived from becoming "great teachers" through achievements with students--that does not hinge on vertical mobility.

McLaughlin and Yee discuss two conceptions of a 'teaching career'. The first is an institutional view where a career is defined in terms of organizational structures and rewards. In addition, "advancement" is defined as a progression through a series of hierarchical functions, "success" as attainment of a slot at the top of the system, and

"reward" as differential monetary recognition. At the top, jobs are basically administrative, promoting teachers out of the classroom. The second is an individually based view where a subjective notion of career relies on an internally defined sense of advancement and satisfaction. It may or may not generate the vertical or hierarchical career path that is the centrepiece of the first view. Career development denotes internal growth or increasing levels of expertise rather than promotion up an organizational ladder.

For some teachers professional advancement meant new or expanding teaching roles. These may include mentor-teacher positions or resource-teacher positions. Advancement is framed in terms of an ongoing process of professional growth, and success means effectiveness in the teaching role; teachers' careers are individually constructed and experienced. The hallmarks of a satisfying career are high professional involvement and sense of success. Conversely, Yee (1990) notes that teachers who perceive themselves as failures in the classroom may find the teaching occupation satisfying because of its 'fit' with outside interests or obligations, but for them teaching is a job not a career.

McLaughlin and Yee found that schools where teachers can establish a sense of career are typically: resource-adequate, integrated, collegial, problem-solving, and investment-centered. A resource-adequate environment is one that provides the minimum tools and conditions for teaching. An integrated environment frames performance and accomplishment as a group responsibility--the group's purpose drives individual actions. The principal plays a key role in creating a collective sense among the faculty. A collegial environment provides multiple opportunities for

interaction and creates expectations of colleagues as regular sources of feedback, ideas, and support. Careers and professional satisfaction are also enhanced by environments that are problem-solving rather than problem-hiding. It is an environment in which it is safe to be candid and to take risks inherent in trying out new ideas or unfamiliar practices.

McLaughlin and Yee outline two teacher-related factors emerging from research on teaching and from organizational research as critical to an individual's effectiveness, satisfaction, and growth. They include: (a) level of opportunity; and (b) level of capacity. Level of opportunity refers to the chance to develop basic competence, the availability of stimulation, challenge, and feedback about performance, and the support for efforts to try new things and acquire new skills. These may include: attending conferences; participating in informal mentor relationships; sharing ideas with other teachers; observing other classes and being observed; changing subjects, schools, or grade levels. Level of capacity is often referred to as "power". This involves access to resources and the ability to mobilize them, and the capability to influence the goals and direction of their institution.

Teachers with a sense of capacity tend to pursue effectiveness in the classroom, express commitment to the organization and career and report a high level of career satisfaction. Lacking a sense of power, teachers lower their aspirations, disengage from the setting, and frame their goals of getting through the day. Teaching thus is apt to become a job, not a career. Whether teachers have jobs or careers has important consequences for the institution of education and for society's objectives as well as for the individual.

The vitality of today's schools as well as tomorrow's hinges to a significant degree on the extent to which teachers have a rewarding career. Biklen (1986) notes that our concept of career must account equally well for the lives of all men and women.

McLaughlin and Yee conclude that the notion of career, as formulated by a majority of teachers, is subjective and individual. A career for teachers hinges on the ability to pursue personal values and beliefs that led them into teaching; to be of service and to make valued contributions to young students. The ability of the institution to change and to adapt turns on the ability and willingness of teachers to change and adapt.

Administration: A Career Choice

Lane (1984) writes that for many years the principal was "principal teacher", first among equals. Prior to 1850, the duties of the principal consisted largely of teaching, record keeping, a modest amount of maintaining school property, and disciplining students. By 1900, however, the relatively unambiguous roles of the principal changed, and a larger proportion of his/her time was allocated to general management activities. Citing Pierce, Lane (1984) also notes that by the turn of the century, the principal had become the "directing manager" rather than the "presiding teacher" of the school. Citing Blumberg and Greenfield, Lane (1984) indicates that by the early 1900's, three critical and enduring functions of the principalship had been established: the organization and general management of the school; the supervision

of instruction and staff development; and the interpretation of the work of the school to the immediate community.

Wolcott (1973) notes that the candidate who aspires to the principalship has already tacitly demonstrated that he/she recognizes and accepts the authority system in the school. Gross and Trask (1976) found the case of the principalship to be opposite to the one they found for teaching: women administrators gave serious consideration to teaching much earlier than did men, but men administrators had evinced interest in the principalship much earlier than women.

In their study of male and female principals who made the decision to become an elementary school principal, Gross and Trask (1976) found that the data from replies to the question of why each wanted to become a principal, could be divided into eight categories. They include: financial reasons, desire for upward mobility, greater service to education, possession of abilities "to do the job", influenced or persuaded by others, attractive aspects of the principal's role, disliked aspects of teaching, and accidental reasons; no clear motivation.

Campbell et al. (1977) point out that if the decision to become an educational administrator is to be a rational one, then the individual must balance the costs against the benefits before he/she makes the final choice. The costs might be in the form of stresses and strains while the benefits might be in the form of intrinsic and extrinsic rewards.

Influences in the Decision to Seek a Principalship

A number of internal and external variables may influence a teacher's decision to enter administration. Prolman (1982) notes that gender plays an important role in determining the career path of elementary school principals. Ortiz (1982) found there are differences in career patterns of men and women in educational administration. Prolman (1982) suggests that many of the uncertainties of male and especially female teachers aspiring to the principalship are not only a result of gender but also of having undergone a specific series of experiences. This subsection focuses, therefore, on the similar and different influences and experiences shared by both men and women principals moving from teaching into the principalship.

Tabin (1991) identifies three internal variables influencing a teacher's decision to enter administration. They include: (a) capability; (b) qualifications; and (c) aspiration. Citing Fishel and Pottker, Tabin (1991) asserts that in terms of the ability to supervise and administer a school and to maintain good relations with students and parents, the few women who have been able to obtain administrative positions have performed as capably as their male counterparts. Shakeshaft (1987) notes that of the doctoral programs in educational administration in the U.S. over fifty percent of their students are women. Tabin (1991) reports that logically, advanced academic credentials signify a desire for eventual career advancement. Citing Edson; Fauth; and Yeakey, Johnston, and Adkison; Tabin (1991) notes that the "lack of aspiration did not apply to all women and cannot be used as a blanket explanation for the low levels of women in educational administration" (p. 14).

Tabin (1991) also identifies two external variables influencing a teacher's

decision to enter administration. They include: (a) social phenomena; and (b) career phenomena. In an indirect manner, sex-role socialization also helps to explain the limited participation of women in administration. With regards to social phenomena Tabin (1991) notes that "sex-role stereotyping and socialization were proposed as barriers inhibiting the advancement of women into leadership roles. This argument suggests that people are socialized to accept sex-role and occupational stereotypes and that the acceptance of these stereotypes accounts for discrimination in hiring women to management positions" (p. 15). According to Adkison (1981) management is stereotyped as a masculine area where competitive, self-assertive, and independent behaviour is required and therefore, at one time, women were socialized not to aspire to careers that were stereotyped as masculine. Porat (1985) and Shakeshaft (1987) note that despite equal opportunity legislation which aims to eliminate discrimination, unfavourable attitudes do continue to affect the appointment of women to administrative positions. Moreover, Tabin (1991) points out that although men are now assuming an increased role in childcare, the decision to parent at home, for whatever length of time, is one that continues to affect primarily the careers of women. The higher average age of women principals and their longer pre-administrative careers reflect the choice of many women to devote some time to child-rearing before obtaining administrative posts. Tabin (1991) notes that:

these social phenomena of sex-role stereotyping and socialization are dependent upon individual conformity to social norms and pressures and that many women do not conform to and accept these stereotypes--increasingly so for both men and women--as the qualifications, competency, and rising number of women principals indicate. (p. 17)

Career phenomena involve factors concerning the nature of the teaching career and the teaching organization which help explain why teachers do or do not pursue a career as a principal (Tabin, 1991). These factors include: career socialization, organizational processes, and organizational structures.

Career socialization represents the nature of teaching and attitudes and perceptions toward the profession (Tabin, 1991). Prolman (1982) notes that sex role socialization does influence career choice and the shape of the career pattern. Tabin (1991) reports that women often do things differently and that they do not always respond and act in the same way as men. Research, as Prolman (1982) indicates, has often been based on the assumption that because men and women are different sexes, there must be a difference in their behaviour as principals, and that these differences can be best explained by the difference in gender. Along with the gender of the individual it is also the career pattern influencing an individual's perceptions of how best to fill a role that may influence differences in behaviour (Prolman, 1982). This is not to suggest that being a female elementary school principal does not affect "how one behaves, how one perceives oneself, and how one is perceived by others--it does--but we must examine carefully how and when it does and not assume that femaleness either necessarily produces different role behavior in principals, or explains any and all differences that may be found" (Prolman, 1982, p. 1).

Women not only have a longer pre-socialization period but also enter teaching with the expectation of remaining a teacher. Individuals who have taught many years are likely to be oriented and think in terms of the needs of the classroom rather than those of the whole building. The new principal with long teaching experience is likely

to have to make adjustments, to get used to the idea of leading a whole school, or coordinating and leading adults, and of asserting authority over adults. Women, who have many years of teaching experience, have the added complication of being a woman trying to lead those accustomed to male leadership.

Tabin (1991) notes that the teaching profession allows women to move "in and out" easily as their life circumstances change. Findings that emerge as described by Prolman (1982) suggest that women are more likely than men to involve themselves in instructional supervision, exhibit democratic leadership style, be more concerned with students, and seek community involvement. Adkison (1981) also notes that teaching has traditionally provided an entry into administrative careers primarily for men who have an "up and out" orientation while women have held the "jobs". As a result, administrators have assumed that women are not as committed to their careers as men and not as concerned with upward mobility (Biklen, 1986). Ortiz (1982) reiterates this notion by indicating that career patterns for men and women have distinctly reflected the fact that women occupy more "staff" positions while men hold more "line" positions.

Organizational processes also affect the movement of men and women into administration (Tabin, 1991). Learning about organizational roles and sponsorship are keys to advancement in education. Ortiz (1982) has found that women are often discouraged from seeking an administrative role once they reveal any administrative aspirations, and also have difficulty obtaining sponsorship from men. Tabin (1991) notes that a lack of sponsorship is compounded by the small number of female role models for women, from which these sponsors might be drawn. The difficulties in

these informal processes and consequent uncertainty about leadership expectations prevent many women from formally applying for leadership positions and are troublesome for those who do (Tabin, 1991).

The structure of the organization also has a great impact on the opportunities for men and women aspiring towards administration. Women are most often found in staff positions. These positions do not often provide the opportunities to interact with superiors, allowing women to learn about the organization and develop strong leadership orientation (Tabin, 1991). Ortiz (1982) notes that women in administration are often seen as "tokens", a situation that brings with it isolation and increased stress due to uniqueness. Tabin (1991) also adds that women find a lack of support from their male peers and that the ability to strengthen their position is limited by women's exclusion from the 'old-boys network'. For individual principals and administrative aspirants these structures provide further complications and lead to greater difficulty with the organizational processes (Tabin, 1991).

Not everyone who aspires to be an administrator is selected to be one; nor is everyone who is chosen to hold an administrative post destined to become a successful administrator (Campbell et al., 1977). Tabin (1991) points out that unlike the competency, qualifications, and aspirations arguments, the influences of career socialization, organizational processes, and organizational structure cannot be easily discounted. They have affected and do affect men and especially women on the path toward administration.

Gross and Trask (1976) note that the highly motivating circumstances for seeking the principalship of both men and women was the gratification they believed

they would derive from performing the tasks of a principal. Women who do aspire and follow their goals of becoming an administrator must, as Tabin (1991) notes, "simply confront these obstacles and attempt to neutralize them as effectively as they can" (p. 21). For women, early sex-role socialization combined with sex stereotyping of occupations contributes both to the decision to teach and to the lack of mobility expectations (Prolman, 1982). This lack of expectations in turn relates to the longer teaching careers of women. This series of career experiences, therefore, shapes the perceptions one has of one's self and of one's work. Tabin (1991) notes that sex-role stereotyping from others continues as does the double standard and behavioural stereotyping for women principals.

Career attitudes and decisions are not the result of "yes" or "no" choices at a single point in time (Yee, 1990). Prospective principals must also sort out their beliefs and philosophy and develop a vision before they become a principal (Tabin, 1991). Porat (1985) insists that the identification of people with leadership potential, whether they are male or female, is a necessary prerequisite to renewal and improvement of schools. Elementary principals are often faced with a complex bureaucracy; the inclination is to make the bureaucracy serve its clients rather than have the clients serve the bureaucracy, and, as their patience and energy allow, they attend thoughtfully to ways in which the system can better serve everyone (Wolcott, 1973). In addition Wolcott notes that principals should enjoy the responsibility of playing even a small part in many lives and feel rewarded when either the position or their own unique personalities enables them to make a genuine and positive difference in the life of a child or another adult.

Recruitment and Selection of Educational Administrators

A teacher who displays potential leadership ability and aspires to become an educational administrator is influenced by a number of internal and external factors. Consequently, the aspiring administrator may find him/herself recruited and possibly selected as an educational administrator. The focus of this section deals with the criteria and factors involved in recruiting and selecting an educational administrator. Recruitment and selection initially lead to the administrative entry position of the vice-principal and subsequently, in most cases, to the position of principal. This section will, therefore, also provide a brief description of the role of the vice-principal and the principal.

Criteria and Factors Involved in Recruiting and Selecting an Educational Administrator

Citing Griffiths et al., Ortiz (1978) notes that access into public school professional positions began with the acceptance of a teaching position. Ortiz (1978) summarized the process of pursuing an educational administrative position as consisting of recruitment, selection, appointment, and promotion.

Miklos (1988) found that political factors may be an inescapable aspect of administrator selection. Citing Glover, and Hall, Miklos (1988) indicates that at the lower levels of administrative structure, local or internal candidates may have an advantage over those from outside the district. Citing Carlson and Geering, Miklos (1988) also found the structure of an educational system also influences recruitment

and selection practices; in a centralized structure seniority and longevity are likely to be important considerations in the selection of principals.

Covel and Ortiz (1978) indicate that for some, the initial entry is the fulfillment of their personal goals. Citing DeFrahm, Glover, Kelsey and Leullier, Miklos (1988) reports results of surveys "have revealed that only a minority of districts have written policies or planned programs for identifying and selecting administrators" (p. 54). Miklos points out that the selection criteria covers a broad range of professional, personal, and functional characteristics which appear to vary somewhat across positions. Citing Briner, Dylewski, Schmidt, and Wing, Miklos notes that general professional criteria include previous preparation, experience, and competence. At a more specific level, citing the work of Brown, Hamm, Powell, and Robertson, Miklos (1988) "confirmed that human relations skills, organizational ability, communication skills, and the ability to elicit cooperation are considered important in the assessment of candidates for administrative positions" (p. 54).

Citing Craig, and Jackson, Miklos (1988) found that human relations skills and the ability to work with people, in combination with some technical skills, have been identified as relevant career contingencies. In addition, citing DeFrahm, Miklos (1988) outlines personal characteristics viewed as important including judgment, personality, character, openmindedness, physical and mental health, poise, intelligence, sense of humour, voice, and cultural background. Citing Hemphill et al., Miklos also notes that the work of administrators is multidimensional and that multiple selection criteria should be used.

Family stresses also affect the careers of all individuals. Career pathways were

found to be altered for both men and women due to the possible consequences to the stability of the family unit (Covel and Ortiz, 1978).

Age has been found to be a factor in selecting educational administrators. Miklos (1988) points out that the preferred ages appear to be the mid-to-late twenties for entry positions, and the early thirties for principalships. Citing Fuqua, Miklos notes that the earlier the age career goals are formulated and a start made on an administrative career, the more rapid the rate of upward mobility.

Citing Socolow, Miklos (1988) notes that administrators come from traditional pools of candidates and that women perceive and encounter barriers that restrict entry into those pools.

Citing Ortiz and Marshall, Miklos (1988) notes that sponsorship plays a deciding role in administrative careers and that it limits the play of open competition. Covel and Ortiz (1978) found that school administration careers were affected by sponsorship and factors other than academic preparation and competence.

Miklos (1988) also found that students report that self-initiated inquiry, recommendations of friends, and previous contacts are primary ways in which they become aware of programs.

Citing Gross and Trask, McCarthy and Zent (1982) reported that female graduate students require encouragement to pursue top administrative jobs more often than do their male counterparts. If true gender equity is to be achieved, administrative programs may need to refocus counselling efforts and adjust training experiences to encourage female students to seek line administrative jobs (McCarthy and Zent, 1982).

Careers are developed through a continuity of related jobs in people's lives and such jobs are either retained or serve the purpose of advancement within the hierarchy of the organization (Covel and Ortiz, 1978). Two such hierarchical roles include the vice-principalship and the principalship.

The Vice-Principalship

The vice-principal is an important administrative entry level position. Ortiz (1982) notes that the vice-principalship provides a means of departing from teaching in a gradual way. The vice-principalship is a position above that of a teacher and also below the principal, so that its organizational placement is hierarchically between the teacher and principal. The most pronounced change between a teacher's working environment and that of a vice-principal is the acquisition of a private office (in most cases) and the relinquishment of a classroom (Ortiz, 1982). As vice-principal, the individual first of all helps the principal make decisions regarding the school. This is a change from making decisions regarding instruction in his/her classroom (Ortiz, 1982).

Citing Austin and Brown's work, Covel and Ortiz (1978) note that assistant principals obtained professional advancement within the district where they were employed. Only five percent changed communities. Ortiz (1978) notes that time and work demands act as the primary influences upon the formation of the administrative role. The change from teacher to vice-principal can be characterized in three major distinctive ways. They include:

1. The vice-principal has increased his/her area of function from the classroom to the school.

2. The function itself has increased from that dealing solely with instruction to that dealing with school administration and management.
3. The vice-principal is working closely with another adult, the principal. (Ortiz, 1982, p. 9)

The Principalship

For those who advance from the vice-principalship the most likely position assumed is the principalship (Ortiz, 1982). Covell and Ortiz (1978) point out that careers are established when people focus upon an occupational goal, acquire the necessary training and experience to enter that occupation, and adapt themselves to the organization's expectations. The principal position holds permanency, that is it is possible for a person to hold a principal's position for the duration of an administrative career (Ortiz, 1982).

Citing the work of Jennings, Covell and Ortiz (1978) note that elementary classroom positions represented the best path leading to an elementary principalship. Wolcott (1973) describes how elementary school principals are usually interested in remaining in their positions with little or no aspiration to move upward. In contrast, high school principals express a different attitude in that most secondary principals are not satisfied to remain in their present position (Ortiz, 1982). The elementary principalship may be assumed by teachers from any level, content area, or area of specialization. Many principals aspire to the superintendency, while others aspire to become principals in larger schools. The principal is far apart from the superintendent. This structure mitigates against the establishment of intense relationships with

superiors (Ortiz, 1982). In addition, Ortiz (1982) also notes that principals rarely see their supervisors, therefore principals must establish patterns of interaction in order to retain and develop relationships.

Citing McCabe's study, Ortiz (1978) indicates that the organization may develop and maintain sets of role expectations for principals that teachers may learn over time. Elementary and secondary principals differ in the manner by which they conduct their tasks. Elementary principals view their task as being more centrally focused on their school while secondary principals are oriented more towards the district (Ortiz, 1982). Ortiz (1978) found that the analysis of research dealing with the principalship position indicates that rigidified behavioural patterns are developed among those who remain within the position for a great length of time.

Ortiz (1978) describes two specific types of administrative aspirants: plateau aspirants and vertical aspirants.

Plateau aspirants are those administrators who are stabilized and, in most cases, permanently assigned to a level or title after initial placement in administrative positions such as elementary school principals (Ortiz, 1978). Citing Becker's conclusions, Ortiz (1978) notes that elementary principals generally view their positions as subprofessionals rather than as administrators with full status. Plateau administrators generally held the sentiment that they were teachers first (Ortiz, 1978). Plateau principals socialized into the plateau group, maintained a low profile, followed the rules, viewed the school site as their home base, tended to conform to district policies, maintained a smooth performance in their jobs, and did not draw attention to themselves (Ortiz, 1978).

Vertical aspirants are upwardly mobile administrators and "these individuals dealt with conformity of the organizational image by living within the guidelines which would generate positive notice from superiors, acceptance from peers, and allow for personal and professional growth within those constraints" (Ortiz, 1978, p. 39). Ortiz (1978) also found that vertical aspirants became knowledgeable of the activities of the next echelon, the goals of the expanding hierarchy, and an awareness of the pathway for reaching their own aspirations.

Career Patterns of Male and Female Educational Administrators

Influenced by factors to decide to leave teaching and pursue an educational administrative career, each aspiring male and female administrator finds him/herself at the beginning of what scholars describe as an educational administrator career pattern or path. This subsection, therefore, will review the literature dealing with the career patterns of male and female educational administrators.

Milkos (1988) notes there is a need to correct inaccurate perceptions about females aspiring in educational administration, because these impressions continue to shape educators perceptions about women as administrative candidates and to limit women's career opportunities. Citing Chamberlain, and Farmer, Miklos (1988) points out that there is a difference between men and women; women are, on average, five to ten years older than men when appointed to similar posts. Although research shows women to be as successful as men, women refrain from moving from teaching to administration because of problems which exist (Ortiz and Marshall, 1988).

According to Lyman and Speizer (1980), it appears that men are hired for advanced positions because they show potential for learning new skills on the job, while women are hired if they already possess the skills needed for the new job. Citing Shea, Miklos (1988) notes that among male and female aspirants for the principalship, women tended to have lower career aspirations. Picker (1979) reports a decline in the number of women entering the field of educational administration.

Citing Coval, Miklos (1988) reports that women actually encounter, and not just perceive, a variety of barriers that impede access to administrative positions. Citing Holtz, and Johnston, Yeakey, and Moore, Miklos (1988) also notes that teachers and female administrators report that there is prejudice against women and discrimination in hiring practices.

Teaching has been, and continues to be, primarily a women's profession, with a static career potential, whereas, in contrast, educational administration is primarily staffed by men, who enjoy highly differentiated career possibilities (Ortiz and Marshall, 1988). As long as the "old boys" network remains closed, women must form their own groups and work together for the advancement of more than a token number of women (Lyman and Speizer, 1980).

Ortiz (1982) found that women first entertain the idea of becoming a principal at a far later age than do men and that women who do enter school administration become elementary principals especially in larger cities. Critical to women deciding to enter administration is the notion of sponsorship. Ortiz and Marshall (1988) have demonstrated how even fully qualified women have been denied access to administrative positions because they were unable to obtain suitable sponsorship. In

addition, citing Valverde, Ortiz and Marshall (1988) also show how sponsorship has operated to exclude women.

Women, especially minority women but even minority men, continue to occupy the lowest positions in the administrative hierarchy while white males occupy the higher and more powerful positions. This long-standing pattern has, in turn, shaped the sponsorship process that is so crucial for women who seek administrative careers. (Ortiz and Marshall, 1988, p. 127).

Sponsorship appears to be critical, especially for the young, for females, and for minority persons because should any factor interfere with the proscribed continuity, the vertical mobility ceases (Covel and Ortiz, 1978). Women, as noted by Ortiz and Marshall (1988), must create substitutes for sponsorship while they create alternate role definitions to make entry into administrative roles that are male-normed.

The positions women hold are often staff rather than line positions. They are in jobs which offer little advancement or which are viewed as traditionally female positions (Lyman and Speizer, 1980). According to Pounder (1988), not only might employers encourage earlier administrative preparation of female teachers exhibiting leadership potential, but female teachers may need to take a more aggressive or foresighted stance in their own career development.

Miklos (1988) notes that affirmative action, endorsed in legislation has been implemented to reduce barriers restricting women from pursuing careers in educational administration. Citing studies by Schmuck and Wyant, and Stern, Miklos (1988) raises doubts about the extent to which school districts have actually adopted affirmative action policies.

Research by Fauth (1984) identifies four of the most widely circulated myths

concerning the underrepresentation of women in educational administration. They include:

1. Myth 1: Women do not have what it takes.
2. Myth 2: Women lack support of teachers and community.
3. Myth 3: Women do not want the job.
4. Myth 4: Women lack in training and experience. (p. 66)

Citing a study by Yeakey et al., Pounder (1988) indicates that female administrators who have had more experience as teachers and have given more attention to the development of teaching skills may be more effective in improving the quality of instruction in a school than their male counterparts. Citing work done by Fishel and Pottker, and Gross and Trask, Ortiz and Marshall (1988) point out that for over twenty years investigators have reported that women school administrators contribute to higher teaching performance and student achievement. Furthermore, citing Fishel and Pottker, and Lupini, Ortiz and Marshall (1988) reported that women principals have also demonstrated superior knowledge of teaching methods and have exhibited more concern with the objectives of teaching. However, women may not be applying for administrative positions because of a realistic assessment of their chances of advancement (Lyman and Speizer, 1980). Recent research has also identified reasons why well-trained, motivated, intelligent women are exiting from education. They include:

1. Lack of political clout to secure desired changes, including gender equity.
2. Sense of treatment as interchangeable, replacement parts in organizations that do not value their services.

3. Sense of exclusion from deliberations about policy.
4. Belief that organizational response to their expression of voice is to seek to silence them by assuring bureaucratic rationales and implying women's deficiency in administration and policy making.
5. A market response to better employment opportunities elsewhere. (p. 137)

Miklos (1988) notes that males dominate in administrative posts at all levels in education. Gross and Trask (1976) note that school administrators begin their school organizational careers by teaching. Males teach five to seven years and females teach fifteen years before assuming their first administrative position (Ortiz, 1982). Fauth (1984) reiterates this point by noting that four times as many male teachers who later became principals did so within ten years after their first teaching experience as compared to the female teachers.

Although most teachers are women, the large majority of administrators employed within school districts are men (Picker, 1979). A general finding is that males are more likely to occupy the vice-principalship, elementary principalship, secondary principalship, selected central office positions, the assistant deputy and/or associate superintendency, and superintendency (Ortiz, 1982). The first administrative position for males is usually the vice-principalship (Ortiz, 1978). Ortiz and Marshall (1988) note that the ranks of administrators are much smaller, occupied almost exclusively by men, who control the structure and the values in the organizations. Traditionally, males have done well in securing those entry-level administrative posts that lead to systemwide leadership positions (McCarthy and Zent, 1982).

Fauth (1984) points out that for men, athletics has traditionally been a common

first step after teaching before the principalship. In addition, Fauth (1984) also reveals other experiences that frequently serve as first-administrative experiences for teachers. They have included extra-curricular responsibilities, committee chair, student organization advisors, and department chairs--these have also been found to be given preferentially to men.

There are personal and professional differences between male and female administrators. Citing Cryer, and Paul, Miklos (1988) points out several of these differences which include: years of teaching experience; nature of previous position; tenure; salary; span of control; perceived influence in decision making; opportunities for upward mobility; age at hiring; marital status; and family responsibility.

The higher levels of administration, where most decision making occurs, are dominated by men (Picker, 1979). Men see a career as a series of positions or jobs resulting in prestige, power, recognition, and greater monetary rewards, while women see a career as a job which provides self-fulfillment (Lyman and Speizer, 1980). Citing Rawlins, Miklos (1988) notes that the most competitive move for women appears to be into the entry position of vice-principal, whereas for men it is from the vice-principalship into the principalship.

Ortiz (1982) indicates several reasons why males obtain administrative positions at an earlier period than do females. They include:

1. First, white males are strongly encouraged as teachers to become school administrators.
2. Second, they find themselves outnumbered by women in teaching, particularly in elementary schools.

3. Third, the strongest indicator of success in school organizations is the acquisition of an administrative position. (p. 7)

In addition, Lyman and Speizer (1980) note that since 1950 the number of women in educational administration has declined as administrative jobs have been redefined as management rather than as teaching. This change has brought about more prestige, higher salaries, and more males.

With regards to advanced education, citing Henkin, Fauth (1984) found that most of the elementary school principals studied had completed master's degrees before their appointment.

Although women are making some strides in securing greater representation among public school administrators, males continue to dominate in top-level administrative posts (McCarthy and Zent, 1982).

Socialization of Educational Administrators

A teacher's decision to leave teaching and pursue an administrative career can be influenced by a number of factors. As scholars describe, prior to making this decision, an informal process exists within an educational organization attempting to socialize an individual while still a teacher to educational administration. Scholars also note that once an administrative post has been realized socialization continues to affect the newly appointed administrator. This section will review the literature dealing with the process of socialization prior to and following the appointment as an administrator.

General Knowledge Regarding Socialization of Educational Administrators

Understanding school career patterns and the manner in which school administrators adapt can enable us to explain the socialization processes present in school administration (Ortiz, 1978). The void of female role models in educational administration promotes a particular type of socialization--women are not perceived as being competent to hold administrative jobs, therefore do not hold them, and consequently cannot change the perception (Lyman and Speizer, 1980).

Miklos (1988) notes that to speak about socialization or enculturation of administrators is to focus on the ways in which the values, norms, rules, and operating procedures that govern the practice of administration are communicated and learned. Socialization within a profession occurs as a result of certain experiences and training that an individual undergoes (Ortiz, 1978). Miklos (1988) found that socialization that occurs closest to an administrative appointment takes place during service as a teacher. Citing studies of work values by Kelly, and Kelly and Metzcus, Miklos (1988) notes how there are few differences between administrators and nonadministrators as well as few differences between parochial and public school administrators. Ortiz (1982) found that those who choose to move to the highest hierarchical position must undergo severe changes as they climb. Citing Gaberina, Miklos (1988) adds that socialization can occur through observation and casual conversation.

Ortiz (1982) indicates that competence is critical in entering an organization, but factors such as personality, seniority, and willingness to play a certain kind of political game may be critical in becoming a member of the "inner circle".

"Because sponsorship is so necessary for career mobility, for men as well as women, full incorporation of women into a truly gender-unrelated sponsorship remains critical and will remain so as long as teaching and administration remain so characteristically related to gender" (Ortiz and Marshall, 1988, p. 133). Miklos (1988) notes that without appearing to be directly involved in the process, sponsors in particular, and mentors to some extent, can take indirect actions and place another in a situation where beneficial socialization occurs. Citing Leizear, Miklos (1988) reports that those who experience successful mentorship may themselves become mentors. In addition, Miklos (1988) adds that the extent to which influential persons facilitate socialization depends on the expectations of proteges and their readiness to learn.

Citing Schein, Ortiz (1982) reports that the amount of effort at socialization will be at a maximum just prior to boundary passage, but will continue for some time after boundary passage.

Socialization Prior to Appointment as an Administrator

Citing Sandorff, Miklos (1988) reports that during their classroom experiences, prospective administrators seem to develop expertise in teaching and competence in interpersonal skills. Ortiz (1982) notes that anticipatory socialization occurs at two different points in a person's career life.

One is prior to teaching. These candidates assume teaching as a requisite stage but anxiously prepare to move into administration as soon as possible. The other has individuals who have been teaching for a period and while there, decide to become an administrator. Those who enter teaching as aspiring administrators are able to remain detached from the rest of the teachers so when they become administrators it is not as stressful. (p. 31)

Ott (1983) notes that aspiring women were perceived to have skills for staff positions but lacked skills required for line positions. In addition, Esposito (1983) found that women teachers, prior to socialization, perceive greater problems for women in administration than women administrators do.

The decision to move usually begins during the period following the granting of tenure to a beginning teacher and may continue upward until the superintendency position is attained (Ortiz, 1978). Citing Griffiths et al., Miklos (1988) notes that socializing prior to appointment involves GASing, described as "getting the attention of superiors". As candidates are GASing they are acquiring experiences, knowledge, and skills necessary for an administrative position, but to actualize the role they must occupy the position (Ortiz, 1982). Citing Griffiths et al, Miklos (1988) notes four kinds of teachers--the pupil oriented, the subject oriented, the benefits oriented, and the GASers.

The pupil oriented were those who chose to remain in the classroom, shunned administrative tasks, and were most interested in the children. The subject oriented, called intellectuals by other teachers were stable individuals who moved horizontally until they found a congenial teaching position. The benefits oriented teachers were those who were interested in vacations and the extra moonlighting income they could earn. They were horizontally mobile until they found a "good deal". Some appeared to have once been GASers, but had become weary of the chase These GASers eventually become assistant principals and acting chairmen. Teaching was not their prime interest. (p. 122)

Sponsorship is defined as a relationship between those who are established in an organization and those who are just entering, a process whereby individuals are identified, recommended, and then assisted in their efforts to become incorporated into organizational life (Covel and Ortiz, 1978). Citing Valverde, Ortiz (1982) notes the

sponsorship relationship consists of six different steps. They are:

1. The person is identified.
2. The peer group (other administrators) grants his/her acceptance.
3. The individual performs administrative activities.
4. Being successful the protege is adopted.
5. Following adoption, serious training for compliance and assimilation follows.
6. Fulfilling these successfully, the candidate is finally advanced. (p. 33-34)

The sponsorship process at later stages operates to ensure retention and promotion (Covel and Ortiz, 1978).

Socialization Following an Appointment as an Administrator

Assuming that the socialization process is the adaptation to the work settings that individuals encounter, the study of socialization among school administrators provides a means by which to understand the process (Ortiz, 1978). During the early period of occupying the administrative position the individual is heavily socialized (Ortiz, 1982). This process of socialization will continue until the person is either secure in the position or it is decided he/she does not fit the position (Ortiz, 1982). MacPherson (1984) notes that how each administrator relates to and creates the nature of his/her position and the structure about him/her are crucial issues.

Once an individual actualizes the role of principalship the primary demands center around adult needs rather than those of children, school building maintenance rather than the classroom, and a more ambiguous environment under the persons direction (Ortiz, 1982). Having had mentors prior to the actualization of an

administrative role influences the new administrator. Gilmour (1984) notes that both men and women principals who had experienced mentoring relationships perceived that their own values had been influenced by their mentors and that the behaviours and values of the mentors had also influenced their personal development, career expansion, and career advancement. Ortiz (1982) found that:

a socialized principal recognizes he/she is constrained by time, teacher norms, and central office directives which limit his/her activities as a change agent and leave him the options of either effecting change indirectly through teachers or teachers groups or to maintain the status quo; in other words, the principal has become an administrator....central office also works to socialize principals, albeit in a formal manner by the evaluation process, monitoring department at general meetings, use of memos, telephone, or personal interaction. (p. 35)

There is substantial literature which focuses on the recruitment, selection, career patterns, and socialization of educational administrators. As Fauth (1984) notes, however, there is little in the literature that focuses on the factors influencing the decision to become an administrator. The studies and research reviewed in this chapter suggest using qualitative methods to address the question of what factors influence teachers to pursue an administrative career as opposed to remaining a teacher and not pursuing a career in administration, and subsequently analyzing and interpreting the findings.

Chapter 3

Method

"What factors influence an elementary school teacher's decision to pursue an elementary school principalship as opposed to factors which influence a teacher's decision to not pursue an elementary school principalship--that is to remain a teacher?" In order to answer this question a research model was selected which elicited and explored the experiences of both male and female elementary principals and male and female 'veteran' elementary teachers.

A research model was selected according to the nature of the research problem. In addition, factors such as philosophical orientation, cultural perspectives (ie. the culture of the elementary educator aspiring towards an elementary principalship), the views of colleagues, and the views of other researchers in one's area of study all serve to influence the research model one selects. Goetz and LeCompte (1984) note that the primary criterion for selection, development, and implementation of a research model is whether the model allows one to effectively address the research question.

Merriam (1988) notes that traditional, quantitative, positivistic research is based on the assumption that there is a single, objective reality--the world out there--that we can observe, know, and measure. Quantitative research takes apart a phenomenon to examine component parts which become the variables in the study. Goetz and LeCompte (1984) note that quantitative research is oriented to the deductive verification or testing of causal propositions usually developed outside the research

site. Having hypothesized specific causal relationships between variables, experimenters test the strength of causes on effects (Goetz and LeCompte, 1984).

In review the primary purpose of the study is to investigate the factors influencing the decision of current elementary principals to leave the classroom and pursue a career as an elementary school principal, and to investigate the factors influencing the decision of 'veteran' teachers not to pursue an administrative career and remain in the classroom. The secondary purpose is to identify any similarities and/or differences between the factors and surrounding circumstances which influenced the decision to either remain in the classroom or pursue an administrative career. The data collected is reflective of each respondent's unique personal experiences, and therefore cannot be generalized to other teachers and administrators.

Given these purposes, the appropriate method of inquiry is an exploratory study using focused interviews in the qualitative tradition. Merton and Kendall (1946) write:

In several respects the focused interview differs from other types of research interviews which might appear superficially similar. These characteristics may be set forth in broad outline as follows:

1. Persons interviewed are known to have been involved in a *particular concrete situation* : they ... have participated in an uncontrolled, but observed, social situation.
2. The hypothetically significant elements, patterns, and total structure of this situation have been previously analyzed by the investigator. Through this *content analysis* he has arrived at a set of hypotheses concerning the meaning and effects of determinate aspects of the situation.
3. On the basis of this analysis, the investigator has fashioned an *interview guide*, setting forth the major areas of inquiry and the hypotheses which locate the pertinence of data to be obtained in the interview.

4. The interview itself is focused on the *subjective experiences* of persons exposed to the pre-analyzed situation. The array of their reported responses to this situation enables the investigator:

a) To test the validity of the hypotheses derived from content analysis and social psychological theory, and

b) To ascertain unanticipated responses to the situation, thus giving rise to fresh hypotheses.

From this synopsis it will be seen that a distinctive prerequisite of the focused interview is a prior analysis of the situation in which subjects have been involved.

The decision to use focused interviews with qualitative tradition stems from the fact that this approach provides researchers with the opportunity for insight, discovery, and interpretation rather than hypothesis testing.

Identifying Respondents

The study used focused interviews with two major groups of respondents--six elementary school principals (three females and three males) and six elementary school teachers (three females and three males).

With respect to the principal respondents two major criteria were established. Firstly, I wanted to interview an equal number of female and male principals. Secondly, I wanted to obtain relatively recent appointees in order to guarantee, to some degree, that the factors and circumstances which surrounded and influenced each respondent's decision to leave the classroom and pursue a career as an elementary principal would be relatively easy to recall from her/his memory. With respect to the teacher respondents two major criteria were also established. Firstly, I

wanted to interview an equal number of female and male teachers. Secondly, I wanted to obtain a list of female and male teachers who have been teaching a minimum of twenty full-time years. I have identified these teachers as 'veterans' throughout the remaining part of this thesis. The purpose here is to guarantee to some degree that each teacher is not presently aspiring to pursue a career as an elementary school principal in order that I might be able to elicit the factors and the circumstances surrounding the forementioned notion of remaining a teacher and not pursuing an elementary principalship.

My journey began in late August of 1992 when I received approval from the Metro School District to pursue my research topic. One reason I selected Metro is because I live and teach in the district and commuting to and from interviews before or after school would allow me and the respondents the greatest flexibility of time. A second reason I chose Metro was I thought it would be interesting to get a sense of why recent appointees to the principalship made the decision to in fact leave the classroom and pursue a career as a principal as well as get a sense of why 'veteran' teachers are still teaching and why, for whatever reasons, becoming an administrator was not in their career plans. The last and probably most important reason is that I plan to make my career in the Metro School District and therefore wanted to 'search' the reasons within the minds of, for this study, twelve respondents; six teachers and six principals.

I was told in late August by Student Assessment and Research that they would get the names of the principal and teacher respondents and follow my criteria for selection. Finding 'veteran' teachers was not difficult but the process of gaining

voluntary participation was lengthy and time consuming. Once a potential respondent had been identified Student Assessment and Research mailed a letter describing my research topic and the role of the interviewer, a copy of my research proposal (Chapter 1), and a copy of the 'Interview Guide for Teachers' to the principal of the school where the respondent taught. This step alone took me into the last week of September. It was now up to the principal to forward this package to the selected teacher. The teacher then could respond to voluntarily accept to participate or to decline. Student Assessment and Research had heard back from one female respondent late in the first week of October. My first interview therefore was held on October 8th of 1992. No other teachers had responded. I then phoned and described my concern with respect to time which was quickly passing and asked Student Assessment and Research if I, or they, could phone each potential respondent and they agreed they would phone. Slowly over the second and third week of October I received the names of four other respondents. By mid-late October I had the names of three female teacher respondents and two male teacher respondents. The reason why the third male respondent declined was that he did not have the time before or after school to be interviewed due to other commitments. At this point I phoned Student Assessment and Research and described that I knew quite a few 'veteran' male teachers in the district and for sake of time could I phone each, describe my research topic, and ask for his voluntary participation. Student Assessment and Research agreed. The first veteran male teacher I spoke to agreed to participate. As a result, the last interview held with a teacher was on November 19, 1992.

Upon receiving the name of each teacher respondent I contacted each

respondent to further explain the nature of my study, determine a time and date for the interview, and to personally thank each teacher for their acceptance to voluntarily participate in my research study. In total, a group of six 'veteran' teacher respondents was formed, three females and three males. Upon beginning to collect and code the data repetition and patterns in the data began to emerge as the study progressed and therefore it was decided that expansion of the sample was not necessary.

With respect to obtaining six principal respondents, three female and three male, again, the process of gaining voluntary participation was not difficult, but lengthy and time consuming. In mid-September I was told by Student Assessment and Research that the selection of the principal respondents was turned over to the office of the Assistant Superintendent, Personnel. The office of the Assistant Superintendent, Personnel told me that the president of the Metro Elementary Schools Principals' Association was notified about my research study. It was then decided that to gain voluntary participation a message identifying myself, a short description of my research study, and the role the respondent would play would be formed into a message and put on the administrators 'hot-line'. Several weeks went by and there were no volunteers. During the last week of September I once again phoned Student Assessment and Research and asked if they had received any names of volunteers. They said they had not. At this point I again described my concern with respect to time which was quickly passing and asked if I could talk to my principal, a long time administrator in Metro and see if we could come up with the names of principals who would fit the criteria I had laid out. Student Assessment and Research agreed. Soon after, I talked to my principal and described the situation. Within several days my

principal had made contact with six other principals, three females and three males, describing who I was, my research study, and to ask if they would voluntarily participate in the study--all agreed. Within several days I phoned each principal to further explain my study, determine a time and date for the interview, and to personally thank each principal for their acceptance to voluntarily participate in my research study. Immediately after having spoken with the last principal on my list I phoned Student Assessment and Research to inform them of principals who would be participating in my study. In total, a group of six recent principal appointees was formed, three females and three males. Upon beginning to collect and code the data from each principal repetition and patterns in the data began to emerge as the study progressed and therefore it was decided that expansion of the sample was not necessary. It should be noted that the twelve respondents are not representative of other Metro teachers and administrators and were not randomly selected. Instead, the six administrator and six teacher respondents are a purposive sample.

Upon completing all twelve interviews a message of thanks and appreciation was hand written in a card of thanks and sent to each respondent.

Data Collection Techniques

Each interview consisted of a series of broad, open-ended questions designed to elicit information from female and male elementary school teachers as well as to elicit information from female and male elementary school principals about the following areas:

Teachers

1. number of years as a teacher
2. classification of being a teacher
3. any other career choices prior to teaching
4. circumstances and influences surrounding the decision to become a teacher
5. frustrations and satisfactions with being a teacher
6. regrets about being a teacher
7. significance of gender on career
8. future plans

Administration

1. number of years as a teacher / as an administrator
2. classification of being a teacher / an administrator
3. any other career choices prior to teaching
4. circumstances and influences surrounding the decision to become a teacher
5. circumstances and influences surrounding the decision to become an administrator
6. length of time respondent thought he/she would teach vs. actual time before entering administration
7. barriers encountered while pursuing an elementary principalship
8. upon being appointed a principal for the first time:
 - a.) greatest fear
 - b.) anticipated the most

9. frustrations and satisfactions with being a principal
10. regrets about being a principal
11. significance of gender on career
12. future plans

Designing the questions as broad and open-ended allowed flexibility to probe each respondent and his/her response more deeply if warranted. A sample of the Interview Guide for Teachers is found in Appendix A and the Interview Guide for Administrators is found in Appendix B.

All interviews were conducted between September and the end of November of 1992. All interviews took place at the respondent's schools after the dismissal of classes for the day except for the first interview which took place approximately one and three-quarter hours before classes began for the day.

Three pilot interviews were done, one administrator and two teachers, to allow the researcher the opportunity to gain experience and comfort in asking the questions and probing if necessary, to assure clarity with each question, and to receive feedback and constructive criticism from the pilot interviewees. After the first pilot interview with a teacher minor changes were made to one of the initially developed questions. Upon completion of the second and third pilot interview no other changes were made.

Interviews were tape-recorded and lasted approximately forty-five minutes to one and a half hours. Each respondent was asked every question from his/her respective interview guide. The respective interview guide was distributed to each respondent prior to the interview by the office of Student Assessment and Research along with a note of thanks for participation in this study. The decision to distribute the

questions prior to the interview was determined after having completed the three pilot interviews in early September of 1992. Each of the three pilot respondents, after having completed the interview, remarked about how they appreciated having been given the questions in advance of the interview in order that they could more completely do justice to the answers they would be giving. Where necessary respondents were asked to clarify and elaborate on their responses. Each respondent was given the opportunity and encouraged to give specific examples when it was warranted. Interaction between the researcher and the respondent was kept to the absolute minimum in order to avoid any potential influence on how the respondent might answer or re-answer a particular question.

Each tape-recorded interview was transcribed with a wide right-hand margin for purposes of analysis.

Upon completing Chapter Four and seeking advice for beginning Chapter Five of this thesis a short meeting was held with my Senior Supervisor. At that time it was established that I required a brief description of each of the twelve respondents I interviewed in order that the reader has some sense of who the respondents were in terms of their career path and their present assignment. As a result a package containing a short questionnaire and two self-addressed envelopes, one to my school and one to my home, was personally delivered to each respondent at their respective school at the end of April, 1993. Each respondent was given the choice to send the completed questionnaire to either my school or my home. Eleven of the twelve respondents thoroughly completed the questionnaire and promptly returned them to me with a note of 'good luck'. One respondent however did not complete the

questionnaire. Upon phoning this respondent to ensure he received the package he politely said that completing the questionnaire was not part of the original agreement and therefore would not complete the questionnaire. As a result his description was developed from his transcribed interview. An attempt has been made to have the description follow as closely as possible the sequence of information discussed within the context of the other respondents' descriptions. A brief description of each respondent is found at the end of Chapter 3. A sample of the Questionnaire for Teacher Respondent is found in Appendix C and the Questionnaire for Administrator Respondent is found in Appendix D.

Data Analysis

The data analysis in this study is based on the ideas presented by Merriam (1991), Miles and Huberman (1984), and Goetz and LeCompte (1984). They suggest that data collection and analysis should be a simultaneous process in qualitative research. Goetz and LeCompte (1984) note that it is the timing of analysis and the integration of analysis with other tasks that distinguish a qualitative design from traditional positivistic research. In reference to qualitative data analysis Merriam (1991) argues:

The process of data collection and analysis is recursive and dynamic. But this is not to say that the analysis is finished when all the data have been collected. Quite the opposite. Analysis becomes more intensive once all the data are in, even though analysis has been an ongoing activity. (p. 123)

Upon having received a written transcript of an interview it was read carefully and corrections were made against the audio copy. It should be noted that each of the transcripts were completed with a very wide right-hand side margin in order that I could more easily code and make marginal notes. First level coding began upon reading the transcript for the first time. Each of the transcripts were ultimately read several times for the purpose of coding. Each interview transcript was read for phrases, sentences, or paragraphs that described or reflected some concept or category based on "research, questions, key concepts, or important themes" (Miles and Huberman, 1984, p.56). The codes used were words or short-phrases and were generated as I proceeded through the data. As I read and coded the transcripts I also made many "observer's comments" in the right-hand margin of each page of each transcript in order "to stimulate critical thinking about what you see and to become more than a recording machine" (Merriam, 1991, p.125). In addition, in the right-hand margins I wrote memos to myself about what it was I was learning. "These memos can provide a time to reflect on issues raised in the setting and how they relate to larger theoretical, methodological, and substantive issues" (cited in Merriam, 1991, p. 125).

Upon having completed coding all twelve transcripts I placed the units of information on index cards (Merriam, 1991). Each unit of information was placed and organized on an index card according to: the code; the person interviewed; the page of the transcript the unit of information was found; and whether the respondent was a teacher or a principal. Having completed transferring the units of information from a transcript onto index cards and properly labeling them for future comparison purposes, the index cards were grouped according to the codes. This was repeated for each of

the twelve transcripts. For the purpose of presenting and describing the findings and interpretations of the study in Chapter Four the many codes created and used, of which there were upwards of one hundred, during the first level of coding were then organized and sorted into what became the four sections of Chapter Four: Career Perspective, Influences Towards Teaching, Teaching vs. Administration, and Reflections.

The next step involved creating a good display format. As Miles and Huberman (1984) note "formats must always be driven by the research question(s) involved, and their associated codes" (p. 80). The format I chose was a checklist format in a style suggested by Miles and Huberman (1984). The purpose was to reduce pages of interview notes and the many codes into a single summary table. It should be noted that, to this point, there had already been a good deal of reduction of the data for entry into this format. I found this format allowed for the easy organization and comparison of the codes.

The next step in the analysis involved comparing and classifying all the codes according to likeness into larger categories becoming the factors involved in each of the four sections of Chapter Four. For example, in the third section of Chapter Four, Teaching vs. Administration, the codes reflecting what influenced the administrator respondents to pursue an administrative career, of which there were twenty-eight, were organized into five larger categories becoming the factors involved in influencing the administrator respondents to pursue an administrative career. The larger categories or factors which influenced the decisions of the administrative respondents to pursue a career as an elementary school administrator included: (1) Mentorship,

(2) Variety of Experiences During Teaching Career, (3) Change, (4) Making a Difference, and (5) Proving Ground. This process was repeated in the third section of Chapter Four for the codes which reflected what influenced the decisions of the teacher respondents to remain in teaching and not pursue a career as an elementary school administrator as well as for the first, second, and fourth sections of Chapter Four. Please refer to Figure 3.1 for an overview of the factors used in each of the respective four sections of Chapter Four.

As the data were grouped and sorted according to the forementioned plan it became much easier to organize, present, and interpret the findings as is done in the following chapter. At this point it should be noted that this chapter ends with a brief description of each respondent's present career situation, educational background, career background, and view of her/himself as a teacher or an administrator. These descriptions were written to provide a more thorough understanding of the professional and personal backgrounds of the respondents.

The Sample

The following descriptions of the three female teacher respondents, three male teacher respondents, three female principal respondents, and three male principal respondents are based on my impressions as well as on a questionnaire each respondent was given in order that I could provide a brief biography on each respondent. Each brief description attempts to describe the school each respondent currently works at, provide a career overview from the onset of his/her career to

<p>Chapter 4 Section A Career Perspective</p> <p>Career Choices Classifying Teaching Classifying Administration</p> <p>*These factors were derived from the 27 codes used during first-level coding of the interview transcripts.</p>	<p>Chapter 4 Section B Influences Towards Teaching</p> <p>Role Models Experiences with Children Family Matters Teaching as Making a Difference Teacher Qualities Limited Career Choices</p> <p>*These factors were derived from the 50 codes used during first-level coding of the interview transcripts.</p>
<p>Chapter 4 Section C Teaching vs. Administration: Teachers</p>	<p>Chapter 4 Section C Teaching vs. Administration: Administrators</p>
<p>Thinking About Administration Passion for Children and Teaching Family Priorities Negative Experiences with Administration Security and Autonomy Making a Difference Directly Sex-role Stereotyping</p> <p>*These factors were derived from the 38 codes used during first-level coding of the interview transcripts.</p>	<p>Mentorship Variety of Experiences During Teaching Career Change Making a Difference Proving Ground</p> <p>*These factors were derived from the 28 codes used during first-level coding of the interview transcripts.</p>
<p>Chapter 4 Section D Reflections: Teachers</p>	<p>Chapter 4 Section D Reflections: Administrators</p>
<p>Gender Impact Satisfactions Frustrations Regrets</p> <p>*These factors were derived from the 52 codes used during first-level coding of the interview transcripts.</p>	<p>Gender Impact Qualities Barriers Fears Anticipations Satisfactions Frustrations Regrets</p> <p>*These factors were derived from the 118 codes used during first-level coding of the interview transcripts.</p>

Figure 3.1 - Overview of Factors Used for Chapter 4: Findings and Interpretations

present, and finally each respondent's personal description of him/herself as a teacher, in the case of the teacher respondents, and as a principal, in the case of the administrator respondents. Each of the respondents I believe are portrayed fairly and objectively. My overall impression is that each of the twelve respondents are hard-working, dedicated to educating children to the best of his/her ability, satisfied, and happy with where he/she currently is with respect to his/her career.

Teacher Respondents - Female

1. Tamara Westen

Brickley Elementary School

Metro School District

Tamara Westen is presently completing her thirty-third year of teaching. This is her seventh year at her current school, Brickley Elementary. Tamara currently teaches a Grade 1/2 split. Brickley Elementary is located in a well-established, middle-class section of the city. Brickley Elementary is an urban school of 389 students, twenty-two teachers, two supervision aides, one staff assistant, one S.E.A., and one secretary. More than seventy percent of Brickley Elementary's student population has been identified as E.S.L. The majority of the students are motivated to learn and the parents are interested in their children's education.

Tamara began her teaching career in Steele thirty-three years ago. She taught in Steele for five years. Tamara then moved to the Metro School District where she

has taught for twenty-eight years. During her teaching career Tamara has taught Kindergarten through to and including Grade 6. In addition Tamara has, in the past, served one year as an Acting Head-Teacher and three years as a Senior Teacher. Tamara received her Primary Specialist Certificate from Victoria in 1954 and in 1969 received her B.Ed. from UBC.

Tamara has been married thirty-nine years and has one married daughter. Early in her teaching career Tamara stayed home four years to raise her daughter. Both she and her husband enjoy travelling and are very active in community affairs.

Tamara describes herself as a very positive, outgoing individual with a great sense of humour. In addition, parents have told her she is very approachable and is kind and caring towards their children. Tamara loves what she does because she knows a teacher can inspire students to learn and enjoy their studies simultaneously. Tamara looks forward to retirement and pursuing several television programming opportunities with her husband.

2. Sally Dupont

Goldsby Elementary School

Metro School District

Sally Dupont is presently completing her twenty-fourth year as a teacher. This is her fifth year at her current school, Goldsby Elementary. In the last four years Sally has been a fifty percent part-time teacher, team-teaching with another teacher.

Goldsby Elementary is an urban, community school of 435 students, twenty-one

classroom teachers, and nine support staff. More than seventy-five percent of Goldsby Elementary's student population has been identified as E.S.L.

Sally began her teaching career in Metro in 1965. She spent her first nineteen years of teaching at Tisdale Elementary where she taught Grade 3 through to and including Grade 6. In addition, she was in charge of the P.E. program--intramurals, interschool athletics, and Sports Day. Sally took parenthood leave from 1984 to 1988. In 1988 Sally returned to teaching at her current school, Goldsby Elementary. Since 1989 Sally has been in her team-teaching position. Sally received her Bachelor of Education with a major in P.E. from UBC in 1965.

Sally has been married twenty-six years and has two daughters. Sally's daughters are eight and six years old and both attend a French Immersion school.

Sally describes herself as being very well organized and enjoys having many activities planned for her students. Before having her family Sally thoroughly enjoyed teaching in the intermediate grades but found that organizing the P.E. program and all it entailed was far too large a commitment time-wise. Sally now thoroughly enjoys spending all teaching time with one class in the classroom. Sally explains that she still puts in a lot of extra time but the focus is on her class. It is apparent that Sally thoroughly enjoyed her time at Tisdale and thoroughly enjoys her assignment and time at Goldsby.

3. Anne Peters

Everson Elementary School

Metro School District

Anne Peters is presently completing her twenty-ninth year of teaching. This is her twenty-fifth year at her current school, Everson Elementary. All twenty-five years at Everson have been as a Kindergarten teacher. Anne began her teaching career in Winnipeg twenty-nine years ago where she taught Grades 1 and 2 over a two year period. Following these two years Anne moved to West Metro where she taught Grade 2 for one year. She then taught Grade 1 in Metro for one year. Everson Elementary is an urban school of 760 students. More than ninety percent of Everson Elementary's student population has been identified as E.S.L. Anne's Kindergarten class is ninety-five percent E.S.L. Some of the children spoke no English when they entered her class this year. In addition many of the children have no pre-school experience.

Anne received her teaching diploma from the Manitoba Teacher's College in 1959. She also completed two years of Arts in the early sixties and completed one year of Education in the early seventies. Anne notes her regret at not earning a degree before she began her family. She has been married for thirty-two years and has two sons. Anne took off about two and a half years altogether to stay home after having her children.

It is quite evident that Anne loves teaching Kindergarten. Anne describes herself as caring and responsible as well as an individual who puts forth her best effort

to help each child learn to the best of his/her ability and to really enjoy coming to school.

Teacher Respondents - Male

1. Darren Cairns

Field Elementary School

Metro School District

Darren Cairns is presently completing his thirty-second year of teaching. This is Darren's fifteenth year at his current school, Field Elementary located in Metro's Chinatown. Darren currently teaches a Grade 3 class and has modified the curriculum to meet the needs of the E.S.L. students in his class. Field Elementary is an inner-city school of 620 students, and forty-two teachers. More than ninety percent of Field's student population has been identified as E.S.L. Field elementary consists of five separate buildings and is the only elementary school in Metro with a cafeteria.

Before beginning his teaching career Darren served as an instructor for two years in the U.S. Army while stationed in Germany in the late fifties. Darren began his teaching career in Mallit thirty-two years ago where he taught at the secondary level for seven years. Darren then transferred to the Metro School District where he has spent the last twenty-four years. His first two years of teaching in Metro were spent at Gibbon Secondary. This was followed with seven years as a District Reading Coordinator. The last fifteen years have found Darren teaching at Field Elementary.

During his years as a teacher Darren has had numerous positions in the Metro Teacher's Association and has served as a staff representative. Darren received his Bachelor of Arts and Science degree from UBC in 1953 and subsequently earned a Master's degree in Educational Psychology.

Darren has been married for thirty years and has two children, a daughter and a son. Darren's wife is also a teacher.

Darren describes himself as an individual who enjoys being informed, informing others, and is very interested in the future. He continuously searches for and tries out ways that modern technology can help educate children as well as adults. Darren looks forward to retirement at which time he plans to buy a little property and build a cabin.

2. Ken Krusel

Lott Elementary School

Metro School District

Ken Krusel is presently completing his twenty-eighth year of teaching. This is his nineteenth year at his current school, Lott Elementary. Ken currently teaches a Grade 5/6 split. Lott Elementary is a school of approximately 360 students and eighteen staff members. More than eighty-five percent of Lott Elementary's student population is E.S.L. Approximately seventy percent of the student population is of Chinese, Japanese, Korean, and Vietnamese origin and approximately fifteen percent is East Indian. The remaining fifteen percent are from mixed sources. Lott Elementary

is a neighbourhood school in which there are few discipline problems and students are expected to perform to the best of their ability and show manners. There is a strong work ethic in the neighbourhood and the parents trust the school and work well with the teachers.

Ken began his teaching career in Metro twenty-eight years ago. He began teaching Grade 7 for two years after which time he taught Grade 4 for six years. Following these eight years Ken taught in England for one year. The last nineteen years have found Ken teaching Grades 4 to 6, Art, and French at Lott Elementary. Ken received his Bachelor of Arts Degree in 1963 and his Bachelor of Education Degree in 1965.

Ken describes the staff at Lott Elementary as hard working and cooperative. The majority of the staff have been together for a number of years and as a result their expectations 'mesh'. Ken does not believe in the 'magic pill' of education, although he does believe that each child is different and that what works with one child may be failure with the next. Ken expects students to be polite and well-mannered to him and their classmates and believes praise is a better control than a harsh word. Ken works hard to foster a level of self-discipline in each and every child he teaches--he believes very strongly in 'conscience'.

3. John Harris

Hummel Elementary School

Metro School District

John Harris is presently completing his nineteenth year of teaching. This is his twelfth year at Hummel Elementary where he teaches Kindergarten to Grade 7 P.E. Hummel Elementary School is an urban school located in an affluent section of Metro. The main school has 683 students while the annex has approximately 200 students. The main school and annex together have forty-five full-time staff. The cultural profile at Hummel includes sixty-five percent Caucasians, thirty percent Chinese, and five percent Central American. Parents are very interested and active in their children's education at Hummel.

John began his teaching career with the Metro School District nineteen years ago during which time he has taught at two elementary schools. John spent his first seven years of teaching at Kids Elementary where he taught Grades 5, 6, and 7. John has spent the last twelve years at Hummel Elementary where he has taught Kindergarten to Grade 7 P.E., Grade 4 Mathematics, and Grade 6 Science. In addition, John has taught summer school for sixteen years during which time he ran a recreation program for the first four summers, taught remedial coursework for Grades 4 to 7 over the next ten summers and four schools, and for the last two summers has been a summer school principal. Beyond this John has been involved with the Metro Elementary Schools Athletic Association for nineteen years, two of which were spent as President of the association. John received his Bachelor of Physical Education in

1973 and his teaching diploma in 1974.

John has been married for twenty years and has three children; two boys aged ten and twelve, and one daughter aged six. John is also very active coaching soccer and softball in the community he and his family live.

As a teacher John describes himself as enthusiastic and energetic. His main focus is to provide a thorough and comprehensive program for his students. He treats each child as an individual and tries to instill in each student a love of sports and a desire to do their very best.

Administrator Respondents - Female

1. Nancy Langston

Royce Elementary School

Metro School District

Nancy Langston is presently completing her twenty-sixth year in education, the first thirteen of which were as a full-time teacher, the next one year as a Faculty Associate at SFU, the next three as a teacher, the following two as a Metro Board consultant, the next six years as a vice-principal and this last year as principal at Royce Elementary. Royce Elementary is an inner-city school of 370 students, seventeen divisions, and forty staff members. Royce's student population is multicultural and is well over sixty percent E.S.L. Royce Elementary has an All-day

Kindergarten Program, Food Program, and four district classes--two E.S.L. district classes, one Hearing Impaired district class, and one Extended LAC district class.

Nancy began her career twenty-six years ago in Metro where she has taught Kindergarten to Grade 7 over a sixteen year period. Her teaching career spanned three different schools. Towards the end of this period she spent a year at SFU as a Faculty Associate. Following two years as a Metro Board consultant Nancy applied for and was promoted as a vice-principal, a role she held for six years. Nancy is just completing her first year as a principal. She received her PDP in 1968 and her Bachelor of Education Degree in 1976, both from SFU. In 1992 Nancy received her Masters of Education from UBC.

As a principal Nancy describes herself as still learning like the children in her school. Over this past year Nancy describes that she has gained the confidence to recognize her personal strengths as well as the ability to grow professionally in all areas of administrative practice.

2. Alice Forster

Gage Elementary School

Metro School District

Alice Forster is presently completing her twenty-eighth year in education. Alice is currently completing her third year as a principal at Gage Elementary, an urban, multiculturally diverse school of approximately 300 students, the majority of which are E.S.L., with an additional fifty students at Children's Hospital School Program. Gage

Elementary currently has in operation a district E.S.L. class along with the Children's Hospital School Program. There is a total of thirty-eight staff members which includes full time, part time, district staff, as well as support staff. There is no vice-principal; a senior teacher covers administrative responsibilities when Alice is at meetings or off the school grounds. As the principal Alice has no specific teaching responsibilities except by special arrangement and when teachers request that a special session be presented.

Alice began her career twenty-eight years ago in Hong Kong where she taught at the secondary level for four years. Upon having moved from Hong Kong to Metro Alice received her first teaching assignment in 1969. Alice remained a teacher until 1977 at which time she became a District Consultant in E.S.L., a position she held for two years. Following her role as a consultant Alice taught for one year in Metro after which she was hired by UBC as a Visiting Professor for one year. She then returned to the Metro School Board to teach for the following four years. In 1986 Alice applied for and was promoted to vice-principal, a position she held for four years before being promoted to principal in 1990. During her years in education Alice has served as President of the British Columbia Heritage Language Association; Treasurer of the BCTEAL; Advisor, Education of Immigrants Committee; Advisor, National Lingual Cultural Association of Ontario, and part time lecturer at UBC; 1980 to present. Alice earned her Diploma in Education in Hong Kong in 1965, her Bachelor of Education Degree from UBC in 1975, her Special Education Diploma from UBC in 1977, and her Masters of Education Degree from UBC in 1980. She is married to a business executive who has a Bachelor of Commerce Degree from London, U.K. and a Masters

of Business Administration Degree from UBC. Alice has one daughter who is a lawyer. Alice is the oldest of three other siblings. Her parents have always believed in education and commitment to one's professional obligations and have instilled these values in Alice and her siblings. During her entire career Alice has only taken two months off for maternity leave. Alice shares that her commitment to her career is a top priority--it runs in her family.

As a principal Alice describes herself as an out-spoken but honest and fair individual who loves all of her students and is committed to being an advocate for all children. She also describes that she has a harmonious and cooperative working atmosphere with staff, parents, and especially children. Alice believes strongly in efficiency, excellence, and sensitivity to all.

3. Karen Etchell

Rainier Elementary School

Metro School District

Karen Etchell is presently completing her fifteenth year in education, the first nine as a full time teacher, the next five as a vice-principal, and this last year as principal at Rainier Elementary. Rainier Elementary is an urban school of approximately 300 students, twenty teachers, five S.E.A.'s, itinerant resource personnel, one district E.S.L. class, and has no vice-principal. The dominant cultures at Rainier are Chinese, Japanese, and English. Rainier is located in a unique setting as it draws students from several socio-economic segments of the city. Parents are

actively involved in the school on a daily basis.

Karen began her career fifteen years ago in Bogscove where she spent three years teaching a combination of Grades 1,2,3 and Music. She then moved to the Metro School District where for the next two years she taught Music, E.S.L., L.A.C., and L.E.C. Following these two years she took sixteen months off to have her daughter. After two more years of teaching Karen applied for and was promoted as a vice-principal, a role she held for five years. Karen is just completing her first year as a principal. Karen received her Bachelor of Education degree in 1975, and five years later, in 1980, earned her fifth year in Special Education while teaching full time. In 1983 she earned her sixth year while still teaching full time and in 1992 earned her Master's of Education degree from UBC.

Karen has been married seventeen years, has one daughter aged fourteen, and describes herself as independent, supportive of others, and loves living and breathing in the heart of her career.

Administrative Respondents - Male

1. Chad Miller

Lyndale Elementary School

Metro School District

Chad Miller is presently completing his twenty-eighth year in education, the first twenty-two years as a full time teacher, the next two as a vice-principal, and the last

four years as a principal. Lyndale Elementary is an urban school of approximately 310 students, has no vice-principal, offers its students a Food Program, and is found in an area historically described as 'blue collar'. Over sixty percent of Lyndale's student population is E.S.L.

Chad began his career twenty-eight years ago as an elementary school P.E. teacher. Following this he transferred to the secondary level where he taught for eight years. The next eleven years were spent teaching at the elementary level. In 1984 Chad was appointed vice-principal, a position he held for two years. After two years as a vice-principal he was promoted to principal, a position he has held for the last four years. Chad is married with children who are now grown. Chad wanted to wait until his children were grown to pursue an administrative career so he could have more time with his family during his children's formative and teenage years.

Chad describes himself as people-oriented and someone who has thoroughly enjoyed his years as a teacher and administrator. In addition, Chad describes himself as a facilitator amongst his staff members, and enjoys the challenge of implementing and facilitating ideas and plans that his staff, or he and his staff, have developed. His motivation is to maintain unity amongst his staff, to create and nurture within each staff member a sense of security and knowledge that he/she is appreciated, and to help staff members adapt as easily and comfortably as they can to new programs.

2. David Caldwell

Bentley Elementary School

Metro School District

David Caldwell is presently completing his twentieth year in education, the first twelve as a full time teacher, the next two as a vice-principal, and the last six years as a principal. David is currently at Bentley Elementary which is an inner-city community school of approximately 300 students and twenty staff members. More than ninety percent of Bentley Elementary's student population, the majority of which are of Asian heritage, is E.S.L. Bentley Elementary currently has in operation the Aries Project, All-day Kindergarten, and a Food Program.

David began his career twenty years ago in Bogscove where he was an intermediate teacher for six months while on a temporary contract. He then was hired on in Metro where he taught for twelve years. After twelve years of teaching David applied for and was promoted to vice-principal, a role he held for two years. The last six years David has been a principal. During his teaching career he has taught Kindergarten through to and including Grade 10. David received his PDP in 1972 from SFU, his Bachelor of Science Degree in 1976 from UBC, and his Masters of Arts (Education) in 1988 from UBC. David is married with a son who is five years old.

As a principal David describes himself as child-centered, as well as program and process oriented. He is committed to providing necessary programs for students along with supporting the teachers who run the programs. David adds that the process of gaining and maintaining the necessary resources for the efficient utilization

of the programs offered at his school is critical to ensure integrity and fairness for all the children involved.

3. Brent Callander

Harrington Elementary School

Metro School District

Brent Callander is presently completing his twenty-second year in education; the first fifteen years as a full-time teacher, the next two and a half years as a vice-principal, and the last four and a half years as a principal. Harrington is an urban school of 376 students, is a district E.S.L. pilot school because of its large percentage of E.S.L. students, has one district E.S.L. class, one Augmentative Communication class for the handicapped, twenty-five teachers, and six S.E.A.'s. Brent teaches one period per day of Math to a Grade 6/7 split. This teaching responsibility was scheduled in by Brent's request to his staff in order he maintain some direct contact with his students.

Brent's entire career has been with the Metro School District. Brent earned his Bachelor of Arts degree in Mathematics and Economics in 1969 from the University of Victoria after which he found himself working in chartered accountancy. After one year he quit because he didn't enjoy what he was doing, went back to school and earned a diploma in Special Education from UBC in 1971, and soon after began his career as a teacher. Over the past twenty-two years Brent has taught Grade 4 through to and including Grade 7 as well as two years with handicapped children. Brent received a

Master's of Education Degree from UBC in 1978.

As a principal Brent describes himself as open and flexible. He also believes decisions should be made after full consultation with staff and that consensus should be the desired goal. He enjoys the opportunity to implement change but only if positive and it benefits the students. He adds that if a certain change is not agreed on by all one should not feel defeated rather one should look for another means to attain the desired goal. Brent's credo is, "There are no problems--only opportunities".

Chapter 4

Findings and Interpretations

Upon completion of coding the transcribed interview data the codes were classified according to likeness into larger categories; referred to as factors. Classification of these factors produced the four sections used in this chapter for presenting the findings and interpretations as clearly as possible. These sections include: A) Career Perspective, B) Influences Towards Teaching, C) Teaching vs. Administration, and D) Reflections. Each of the quotations cited within this chapter have been carefully selected and reflect group responses and should be read as such unless otherwise indicated.

Section A - Career Perspective

Data presented under this first section refers to whether or not teaching was each respondent's first career choice. If teaching was not a first career choice, the respondent's initial choices are discussed. In addition, data presented in this section refers to each of the twelve respondent's personal classification of teaching as well as each administrator's personal classification of administration. There are three subdivisions: 1) Career Choices, 2) Classifying Teaching, and 3) Classifying Administration.

1A. Career Choices: Teachers

Each of the three female teacher respondents chose to become a teacher and teach as her first and only career choice. Unlike the female teacher respondents, each of the male teacher respondents did not choose to become a teacher as his first career choice.

Darren Cairns, a teacher for thirty-one years, seriously began thinking about what career to pursue during his final year of high school. Initially Darren wanted to pursue a career in forestry engineering because of his love for and summer job experiences in the outdoors. During this same time period Darren seriously considered a career as a medical doctor because the thought of healing people was intriguing. Living on his own and working long hours at his part-time jobs left Darren tired and little time to study. As a result he was unable to achieve the necessary grades for entry into forestry engineering or medicine. Darren completed his degree and upon finishing travelled to Europe for a year. Shortly after returning to the United States from Europe he was drafted by the U.S. Army. It was in the U.S. Army that Darren was given some instructional duties. During his two years in Germany he became disgusted with the destructive nature of the military and very intrigued by teaching. At the end of his two years he felt he had matured greatly "to realize that the fastest most important learning times are probably a lot younger."

Ken Krusel, a teacher for twenty-eight years, at a young age wanted to be an archaeologist. Ken was unable to fulfill this career choice because there were no schools in Canada and he and his family could not afford to send him abroad. Ken also had the opportunity, upon completing high school, to enter into his parents' family

business. However, Ken had absolutely no intention of entering the business as he felt it was too impersonal; "too many numbers and not enough dealing with people".

After having completed his degree Ken got married and travelled to Europe. Upon returning to Campbell River he needed a job and found himself teaching school on a letter of permission for one year. At the time he viewed that year as a time filler until something better came up. At this school Ken found himself surrounded by "an extremely gifted staff, extremely patient staff with a, a fool who was stumbling around the classroom not knowing what he was doing". As the year progressed Ken fell in love with teaching and the honesty of the children. Consequently, he went back to university and completed his teacher training.

John Harris, a teacher for nineteen years, began his studies at the University of British Columbia right after high school. John's intention was to earn his degree in Linguistics, join the diplomatic corps and travel the world. At this time John was thinking about marriage and a family and decided the corps would be too time consuming. As a result he left Linguistics and went into Sciences with the intention of becoming a medical doctor. His father was a doctor and he realized that this career would also take away from his helping to raise a family. Throughout high school and university John had always been interested in and involved with athletics. Therefore, after two years in Sciences John entered and earned his degree in Physical Education, after which he decided to enter elementary education.

1B. Career Choices: Administrators

Female Administrators

Two of the three female administrators had not decided on teaching as their first and only career choice. While Nancy Langston never doubted she would become a teacher and that teaching would be her first and only career choice, Alice Forster and Karen Etchell had made other initial career decisions.

Alice Forster, born in Hong Kong and raised in a religious household, at the age of twelve wanted to become an airline hostess; "the dream of every young girl growing up in Hong Kong" recounts Alice. To her it symbolized world travel and a position of importance. However, Alice's parents did not allow her to pursue this choice. Instead her parents told her she would be a teacher as her parents, aunts, and uncles were all teachers. At fourteen Alice seriously considered journalism but again her parents would have no talk of journalism. Alice recounts, "...it was a matter of, you see where I came from in Hong Kong parents have control of our lives, of our world; what we call innovations and vocations. So we were channelled according to what our parent's expectations were into the kind of career they felt was what we should be." Teaching was a popular career choice for girls especially if one was considered of average intelligence and Alice was so considered by her mother.

Alice was influenced in Grade 9 by a visiting Canadian teacher. This teacher opened Alice's eyes and imagination to the world "beyond the walls of Hong Kong, and beyond the confines of a Catholic school". Learning became fun, creative, innovative, and enjoyable. Alice furthered her post-secondary education in North America fully intending to go back to Hong Kong to apply her knowledge. Because the

political scene in the late sixties was very volatile in Hong Kong Alice's entire family moved to North America. At this point she had serious doubts regarding whether or not the teaching profession would accept an immigrant from Hong Kong as a teacher in North America. Alice decided the answer would be 'no' and applied for secretarial employment having assumed that was all she would be allowed to do. After applying for approximately twenty secretarial positions unsuccessfully she then decided to seriously pursue her teaching career in North America. Alice eventually earned her degree from the University of British Columbia.

Karen Etchell's first career choice was to attend the Chicago School of Music and eventually play piano professionally. Unfortunately Karen injured her fingers and had to change her life and career goals. Karen had absolutely no idea what career she would aspire towards.

As a teenager Karen had an aversion to people missing limbs. To overcome this fear she volunteered her time with small children who were missing limbs. Karen learned a great deal about courage during this time. In her late teens and early twenties Karen taught piano to children, coached children in swimming, and also travelled across Canada working with a children's theatre performing in schools. With her degree in Music, she began teaching and soon after began a second degree in Special Education in order to become a better teacher. Soon after, Karen found herself out of the classroom and working for the district as a Resource Teacher.

Male Administrators

Two of the three male administrators had not decided on teaching as their first

and only career choice. While Chad Miller's first and only career choice was teaching, David Caldwell and Brent Callander had made other initial career decisions.

The decision to pursue a university education and degree for David Caldwell was made by David's father early in David's life. Upon entering university David had decided to pursue a degree in Chemistry, thinking he would enjoy it and that he was suited to laboratory work. After three years at university David's father passed away. Following his father's death David decided to quit university. Shortly afterwards he seriously considered becoming an airline pilot but his aspiration was cut short due to poor eyesight. At this point David took on many menial part time jobs from falling trees to doing pseudo-scientific work. Soon after, he was back at university where he decided to become a teacher. Initially, the university did not want to accept him but David refused to accept this response and worked very hard to be accepted and pursue his desire to become a teacher. Becoming a teacher was entirely David's decision. It seemed the natural career to pursue in that both his parents were teachers as well as school principals and, while growing up, education was the main topic of conversation at the dinner table. David's decision to enter teaching was also influenced by the fear of not wanting to grow old and lonely and, therefore, wanted to pursue a people- and service-oriented career. Furthermore, David based his decision on his memory of how his parents lived happy, satisfying, and fulfilling lives as teachers and later on as school administrators.

Brent Callander's first career choice was business. Brent's experience with schools and teachers while growing up was not entirely positive. Brent earned his B.A. in Mathematics and Economics and found himself in chartered accountancy. After

one year Brent quit because he wasn't enjoying what he was doing, and shortly afterwards began to work with juveniles who were on parole. As time passed Brent found himself intrigued with the behaviours and the reasons for the behaviours of these juveniles and subsequently went back to university to earn a degree in Special Education. Upon completing his degree Brent began teaching dysfunctional children at the elementary level where he remained for two years. Following these two years he took a position teaching a regular Grade 4 class, thoroughly enjoyed it, and never went back to Special Education.

It should be reiterated that four of the six administrator (equal number of female and male) respondents decided on an initial career choice other than teaching. It should also be noted that three (all male) of the six teacher respondents decided on an initial career choice other than teaching.

2A. Classifying Teaching: Teachers

All six of the teacher respondents classified teaching as a career. In classifying teaching John Harris noted that, "I consider teaching a career and I've worked at many different jobs through summer employment that are really geared for an eight hour day, whereas teaching, I consider it, a, a career in the respect that you are working with a product and the product is the child and you're trying to nurture that child and bring that child along." In addition, Anne Peters noted that she would classify "teaching as a career...you have children to care for and you have responsibility."

All six of the teacher respondents associated their classification of teaching as a career with the notion that teaching involves a large part of your life or a large personal

commitment. As Sally Dupont describes, "when it's a career like teaching it's always on your mind, you're always thinking about the children in your class, you're always thinking about new ideas that you can try out with them, so I may not be at school but still I'll be thinking about what my class might be doing or what they could be doing and even different teaching assignments I might plan to do with them." Furthermore, Ken Krusel notes that "there's far too much personal commitment to classify or even consider teaching as a job...teaching is something that becomes an all consuming thing for the year. I have a total commitment to my class for ten months."

Each of the six teacher respondents also reported responsibility when defining teaching as a career. "I would classify teaching as a career--you know you've got children to care for, you have responsibility," recounts Anne Peters. Similarly, Sally Dupont describes teaching as "a career and something that you enjoy doing at the same time you might feel that in some way you are helping others, perhaps with what you've learned in your experiences, you're helping to get the most of their lives. I think with teaching that's the way it is. I try and help them learn and I help them see new experiences or go through different situations that they might not do on their own", as does Ken Krusel who passionately states that, "the children are my responsibility and I have to make sure that I am meeting my responsibility with the kids, and it doesn't matter if it's in school, or it's social or otherwise."

Five of the six teacher respondents indicated that the opportunity to change and/or improve some aspect of what they were doing whether it be program oriented, grade level, committee involvement, or extracurriculars was important to their career. Tamara Westen describes teaching as a "career; a permanent calling that constantly

needs new variations in how things are presented and taught," and sincerely believes that "you have to be open to new ideas, to be willing to try them." Anne Peters, too, reiterates the necessity of change by noting that if teaching was a job it would be "repetitive or a boring thing...teaching is always different; it's new kids and you always have to change for new children. Like I never keep a day book from the year before--it goes out at the end of the year. I like change. I don't like to do the same thing but I still like to just teach and not go into administration." In talking about change in the classroom with respect to computer technology Darren Cairns notes that, "it's just fantastic you know what's going on" and adds that, "teachers will be doing very different things after maybe ten years of doing something. It'll be the pressure of the change that's going to affect a teacher's career."

2B. Classifying Teaching: Administrators

Four of the six administrators (all three male and one female) classified teaching as a career. In classifying teaching Karen Etchell noted that, "it is a career, given the amount of time and years most of us have devoted to refining skills" while Brent Callander adds that he believes teaching is "a career because it requires a good deal of preparation and is something you get better at as you take longer with it." Nancy Langston, however, classified teaching as "more than just on single selection or one identity. It takes many aspects and it develops throughout your whole career. I think you probably come through a love for children and you probably end up as an advocate for children...I don't think it's one thing or the other. You're educating children, you're educating parents." Nancy Langston believes that classifying

teaching as a career is too limiting and therefore must be defined in a more enlarged realm in that what one does as a teacher influences not only the students, but those one works with, the school, and the community."

Unlike the previous five administrator respondents Alice Forster classified teaching as "a vocation; a calling." Being raised in Hong Kong in a religious household Alice was taught that teaching was "a decent profession for a woman...and for a woman there was a lot of respect to go with it." Alice believed teaching offered a woman a "sense of being in control and some control in what's happening." Both of Alice's parents were teachers. Her mother eventually became an administrator while her father left teaching and entered banking.

Similar to the teacher respondents, five of the six administrator respondents associated their classification of teaching as a career with the notion that teaching involves a large part of your life or a large personal commitment. As Nancy Langston describes, "I think it's something you have chosen to spend the majority of your time doing in your life." Furthermore, Chad Miller recounts that "it's such an all-encompassing thing that, you know, just, it tends to dominate your life...I mean even your holidays, you know, it's always there with you," while David Caldwell adds, "it's what you devote almost all your energies to, so it has to be a career."

Similar to the teacher respondents, four of the six administrator respondents who classified teaching as a career, along with Nancy Langston who classified teaching as more than one identity, also associated the opportunity for change and improvement over time as important to classifying teaching as they did. As Karen Etchell describes, "it is a career given the amount of time and years most of us have

devoted to refining skills and continuing in the same vein in teaching." Chad Miller recounts that, " you change your mind as you go along and the thing about the career is that it does change and you evolve with this. It's not like you do the same job all the time. You're constantly changing and evolving as an individual in that position and hopefully growing." David Caldwell notes the importance of change in that as a teacher one makes goals. Once these goals are met a new set of goals is established in which retraining may need to occur. David also notes that "you keep retraining through this process until you decide you don't want to do that anymore." Furthermore, Brent Callander notes that as a career progresses " you get better the longer you take with it. For example, the teacher you were after one year versus the teacher you are after five years and ten years is significantly different."

In summary, ten of the twelve respondents classified teaching as a career. One administrator classified teaching as having more than one identity while another administrator classified teaching as a vocation or a calling. In describing teaching as a career, as the large majority of respondents did, evidence of the large personal commitment in time and energy required in a teaching career for these particular respondents became apparent. In addition, the importance and value of the opportunity for change and improvement for the majority of respondents also became evident while classifying teaching as a career.

3A. Classifying Administration: Administrators

Four of the six (all three male and one female) administrator respondents classified being a school principal as a career. Of these four administrators the sole

female respondent is in her third year as an administrator, two of the male respondents are in their fourth year as administrators, while the third male respondent is in his sixth year as an administrator.

Unlike her classification of teaching as a vocation or calling Alice Forster classifies the "elementary school principalship as a career...I have some other skills beyond that which a teacher possesses" such as "not being afraid to make quick decisions; not afraid to take risks, and also wanting to look after major problems rather than the day to day classroom problems." She adds that a career must be considered in the same breath as success, satisfaction, having leadership qualities, prestige as well as the notion that it gives her control of her whole life. Chad Miller notes that, like teaching, being a principal is "an all-encompassing thing" and most definitely is a career. David Caldwell views the principalship as an extension of his teaching career and comments that, "once you start in education, education itself may be a career and what you're doing in that particular moment of time is either teaching or you're being an administrator...certainly in my mind it's career oriented." Furthermore, Brent Callander notes that being an administrator is a "career", but strongly believes that "the span of time in administration should be much shorter than the teaching time" because of the level of stress an administrator faces today.

It should be noted that the two female administrator respondents who classified being an administrator as something other than having a career had each just begun their first year as an elementary school principal at the time of their respective interviews. Similar to her views of not associating being a teacher with any one single identity, being an administrator, Nancy Langston believes, can not be singularly

defined. Nancy comments how when comparing administration with teaching, "you're still an educator but in a different capacity, and you have a different focus...you've enlarged your circle and you might have a different set of priorities...it may be more global in educating a community." In addition, unlike Karen Etchell's classification of teaching as having a career, Karen is hesitant to classify her role as an administrator as a career in that she too was only into her first several months of her first year as a principal. Part of Karen's hesitation stems from the fact that her role is that of "Acting Principal". At the time of the interview Karen described her passion and love for what she does and for the children and people she works with. However, she added, "it remains to be seen whether I have those same feelings five years from now in this setting about the kind of job that I'm doing as opposed to when I was teaching."

The majority of the administrator respondents associated their classification of administration as a career with the notion that administration involves a large part of their life or a large personal commitment. Nancy Langston who classified being an administrator as something that is more than singularly defined as a career comments how in becoming a principal "you have chosen to spend the majority of your life doing."

Five of the six administrators, when classifying being an administrator also commented on the notion of change and its importance on a day to day, month to month, and year to year basis. "Within teaching I kept changing," says Karen Etchell, "...I do everything at 120% and then I generally feel a need to be adding to that every four years or so...and there has been an incredible amount of variation for me and I've always felt fresh about it, and I've had the exact same experience in administration."

With regards to change and having an administrative career Chad Miller comments that his reasons are similar to why he associates the importance of change when classifying administration as a career. He notes, "you're, as an administrator, like a teacher, constantly changing and evolving as an individual." Brent Callander comments, "some people may want to go back into the classroom and teach for a year or two and then go back into administration...it may go into some other area, for example, being a consultant in the latter part of your educational career...and I think just to stick straight as an administrator for say fifteen, twenty years is not very healthy."

Each of the twelve respondents is dedicated to what they do in that each of them commits a large part of his/her life to what they enjoy doing. In addition, the large majority of the respondents continually seek to change and improve some aspect of their professional lives in order that the children they educate and service receive the best possible education.

Section B - Influences Towards Choosing Teaching

Findings reported in this section relate to factors which influenced the decision of the twelve respondents to enter teaching. This section is divided into six separate subsections: 1) Role Models, 2) Experiences with Children, 3) Family Matters, 4) Teaching as Making a Difference, 5) Teaching Qualities, and 6) Limited Career Choices.

1A. Role Models: Teachers

Of the six teacher respondents five of the teachers reported how, while growing up and going to school, an adult or adults they knew positively influenced them to pursue a career in teaching. These adult role models included wonderfully dedicated and caring elementary and/or secondary teachers, and/or coaches. Tamara Westen remarks that "What motivated me were certain teachers at school. In my day the teachers had very large classes, forty-nine to fifty students, but they were very caring people and really good role models. I can think of five or six teachers in my mind from years back that helped me decide, yes, this is why I'd like to be a teacher." Sally Dupont recalls that, "I had really good teachers in elementary school and they kind of steered me in this direction towards education." Sally recalled a particular teacher who influenced her during her years as a primary student and comments, "I don't think I was very happy in school in Grade 1 and 2, but then in Grade 3 I had an excellent teacher and all of a sudden I had a great love for learning and I just liked what she was doing in the classroom all the time, and so she, I think, steered me in many ways. She made me really enjoy school and learning...when I got to Grade 6 I was one of these students that could help teachers in the school and I spent a lot of time in her classroom helping her with her Grade 1 class...so because they let me help them so much I thought teaching would be good for me."

With regards to role models and/or mentors, Darren Cairns comments that, "while a student, as a youngster going to school, these teachers were like gods, you know...I'm sure they had some bearing on it later when I just said, hey, I think I could be pretty good at this and I'd like to look into it further." John Harris reminisced about

his, "older sister who was involved in education, being at university and seeing her go into education and talking to her about her experiences" as a major influence in deciding to go into teaching.

1B. Role Models: Administrators

Similar to the teacher respondents five of the six administrator respondents also related the significance of role models in their lives who influenced them to enter teaching. These role models include elementary and secondary teachers and coaches.

Nancy Langston recounts that, "my family was very athletic. We were a very outdoorsy family. So the P.E. people in my life in the school building were the ideal teachers. They were the fun teachers. They were the teachers that did more than teach you. They talked to you and that sounds silly nowadays, but in those days you virtually had very little contact with adults...so the P.E. teacher, if they did talk to you, if they did things with you, if they did take you places--in those days it would be Kings--they were different than the rest of the staff. So I guess that was where my model came from. That was the person I wanted to be--with kids." Alice Forster, born and educated in Hong Kong recalls, "I had a wonderful teacher in Grade 9 and the teacher actually was visiting from Canada...she was very inspiring. She opened my eyes to what teaching was all about...she made learning very creative--she was a role model people looked up to." Alice Forster also recalled this Grade 9 teacher, "as the first teacher who told us the first thing you ought to do is to understand, and the second thing is pick out what you think is meaningful to you."

Karen Etchell, whose decision to enter teaching after her first wish to be a concert pianist did not materialize, was also influenced by teachers but not her own. Karen describes while recounting her travels and performances in schools across Canada with a theatre group just after finishing her degree: "I saw some people teaching that I thought were incredible because of their capacity to give and their capacity to say I don't know, but I can certainly find a way for us to find out--and I liked it a lot."

Chad Miller, also, was influenced to enter teaching as a result of his direct experiences with his coaches while growing up. "There was one high school coach and one outside football coach; people who took an interest in you, and I admired how much influence they had on people. I think that indirectly influenced me to think that you can accomplish so much whether it be in teaching or in coaching. I remember for me it sort of mixed together the whole coaching, teaching aspect--but the impact that these people had on young people was tremendous." Along with their caring nature and ability to positively influence the young, Chad Miller also recounts how as an angry young man his coaches were "very patient with me and didn't necessarily try to discipline me or teach me a lesson. I think their patience was the thing that really did it for me. These people were willing to understand you and take into consideration that you may have had other problems--it had a real impact on me."

In summary, five of the six administrator respondents associated significance to the role particular adults, namely teachers and/or coaches, played in their lives to the extent that each of these relationships, which developed as they were growing up, later on influenced their decision to become teachers.

2A. Experiences with Children: Teachers

Five of the six teacher respondents reflect how his/her positive experiences with children and/or his/her satisfaction gained from working with children over a period of time either as a child, teen, or young adult influenced his/her decision to enter teaching. Tamara Westen speaks of being excited about and being influenced to enter teaching as young as five years old. She comments, "When I was a young child of five the neighbourhood kids used to get together and someone would play teacher and then we would take various turns in doing it. So that was one of the things that motivated me." Additionally, Tamara Westen, as a teenager, also taught Sunday school and thoroughly enjoyed her experience during that period. Similarly, Anne Peters fondly describes that while growing up, "I taught Sunday school and had worked with children. I knew then I wanted to teach younger children. I had worked with eight and nine year olds and I wanted the little ones...they are very nice to you. You're very caring with them and they return it to you. I guess I just like the little ones." Sally Dupont also reminisces and describes fondly how, while growing up, her experiences with other children at school positively influenced her to pursue a career in teaching. Sally fondly explains, "I just always seemed to enjoy school and I liked to do the assignments and liked to be involved with other children with all the different things that happened in the school."

Unlike each of the female teacher respondents whose experiences with children occurred relatively early in their lives and eventually influenced them to become a teacher, two of the three male teacher respondents were also influenced by positive experiences with children but these experiences occurred later in their lives.

Ken Krusel who had absolutely no intention of becoming a teacher, after completing his degree and after having gotten married, needed a job and taught for half a year on a letter of permission. Ken Krusel fondly comments, "during that six month period I fell in love with teaching...the honesty of the children and working with them...it was so refreshing." John Harris describes how he was influenced to think of teaching one summer while in his late teens: "I was involved with teaching tennis, teaching swimming, and being around children, and seeing that I could make a difference and teach individuals, and I really enjoyed what I was doing. That was the turning point."

2B. Experiences with Children: Administrators

Similar to the teacher respondents, five of the six administrator respondents associated their decision to become teachers with positive experiences they had had with children at some point in their lives before consciously deciding to pursue a teaching career.

Nancy Langston passionately describes how, "in my life I never doubted I was ever going to be a teacher. From the time I could walk I played teacher with friends. There was never any other decision there. It was something I always wanted to do."

Karen Etchell describes her experiences with children as she toured and performed in schools across Canada with a theatre group: "I had a lot of fun and met fifteen million children, and I was probably in seven hundred schools." While in some of the schools Karen explains, "I began doing some work in classrooms with people where there would be anywhere from five to thirty kids to work with and I began to realize that for whatever reason it seemed very easy to work with thirty kids and have a good time and

have them learn something...it was really satisfying to me because you have an incredible impact on children...but ultimately I began to take those experiences in schools with children and that's how I landed in schools."

Similar to the female administrator respondents all three of the male administrator respondents associated their decision to become teachers with positive experiences they had with children at some point in their lives before consciously deciding to pursue a teaching career. Brent Callander who left the business world one year after receiving his degree in Math and Economics because he decided, "I didn't like it at all. I quit and started doing a lot of other things, one of which was working with kids who were on parole; taking them out on weekends...I liked it so much I ended up becoming a teacher."

3A. Family Matters: Teachers

Four of the six teacher respondents (two female and two male) associated their decision to become teachers with some degree of support and/or encouragement received from family members or from situations experienced within their family. Tamara Westen recalls that, "our parents wanted us to go on in school, but they never tried to direct us into anything. They were very happy when I decided to become a teacher."

Anne Peters recounts how her father had passed away and how she was unable to therefore go to university long term because of her commitment to her family. She was, however, able to attend teacher college. Anne Peters recalls, "it was something I wanted to do so I thought I better get busy and do it, so probably my father

passing away was probably part of that decision right then to become an elementary school teacher...I decided this is what I was going to do and did it." Anne describes that if she had gone to university she would have still pursued a career as a teacher.

Ken Krusel recalls that upon graduation from university and getting married a year later, "I got into teaching because I needed a job." Ken's new found responsibility of family life influenced him to seek employment as a teacher for six months with absolutely no intention of pursuing a teaching career beyond this time period. It was during this period, however, that Ken fell in love with teaching. John Harris shares how his father served as a role model of hard work and discipline and was encouraging of whatever career John decided to pursue. John recounts, "I think he always inspired in us kids to work hard and benefits would be there. I think those values turned me on."

In summary, the majority of the teacher respondents associated support, encouragement, or incidents shared with their family while either growing up or from their own family as influencing their decisions to pursue a career as a teacher.

3B. Family Matters: Administrators

Unlike the teacher respondents, only two of the six administrator respondents associate pursuing a career in teaching with family related matters. The parents of Alice Forster were both teachers. Alice's mother eventually became a school administrator while her father left teaching and went into banking. Alice clearly recalls the impact and influence her mother and her mother's role as a teacher and administrator had on her while growing up. She recounts, "My mother was principal of

a school with three thousand students and now and then there were celebrations we got invited to at her school. She was always on the stage making speeches, getting all the bows and all the applauses. When introduced as her children we received special treatment." In each of Alice Forster's and David Caldwell's recollections teaching and education in general were the main topics of conversation at the dinner table while growing up. In each of their respective recollections both Alice Forster and David Caldwell explain how they were raised with the knowledge that teaching was a very satisfying and fulfilling career to pursue.

4A. Teaching as Making a Difference: Teachers

The majority of teacher respondents cited incidents as either a young student or roles such as an instructor or coach they experienced prior to deciding to become a school teacher that somehow impressed on them the positive influence teachers could have on children along with how a teacher could make a positive difference in a young person's life.

Tamara Westen recalls, as a Grade 9 student, a particular jovial English teacher who "accepted people as they were." Tamara recalls how this particular memory along with many others made her feel good and "appreciated." Similarly, Sally Dupont recalls how, while growing up, her teachers entrusted her with many responsibilities in class and throughout the school. Sally recounts, "I was also given many opportunities to help the principal who was the Grade 6 teacher...because they let me do so much I began to think that teaching would be a good experience for me."

While in the military over seas Darren Cairns had a first hand look at the

destructive forces of war and recounts his distaste for the destructive effects of educating young men and women to be the pawns of war. Darren recounts how powerful the educating of young men and women for the purposes of war and destruction was, and recalls thinking how infinite and powerful educating could be if used properly and for peaceful reasons. Darren explains, "...it was almost by distaste, my total distaste for this strong instrument called education. I began to think we can move it around and we can do the opposite of what we are doing now--only for the better...we could turn this around and we better."

John Harris recalls that, "teaching tennis, teaching swimming, and being around children, and seeing that I could make a difference" was a major factor in influencing him to pursue a career as a teacher.

The recognition of making a positive difference in children's lives seems to have influenced the female teacher respondents from an earlier age than for the male teacher respondents as is evinced by the forementioned accounts.

4B. Teaching as Making a Difference: Administrators

Similar to the teacher respondents, the majority of administrator respondents also cited incidents in their experiences as either young students or roles they may have experienced prior to deciding to become a school teacher that somehow impressed on them the positive influence teachers could have on children along with how a teacher could make a positive difference in a young person's life.

Nancy Langston describes how she admired the relationship her Physical

Education teachers and/or coaches had with so many students. In addition, Nancy recalls how she was able to talk and share her thoughts and ideas with these teachers who always had time for her. "The teacher spent time with us kids," explains Nancy, "and they talked to us, shared with us. They often took us for milkshakes and were different from the rest of the staff. That was the person I wanted to be--with kids." Alice Forster, who grew up in Hong Kong, recalls the impression left with her of her Grade 9 English teacher from Canada. Alice recalls the positive influence this teacher had on her education and life, and describes, "she opened our eyes to what teaching was all about; what the outside world was like beyond Hong Kong...she made learning very creative and very innovative."

Karen Etchell realized the influence teachers could have on the lives of children first hand when she taught piano while in her teens, a while before she decided to pursue a teaching career. Karen describes, "that was really satisfying to me because you have an incredible impact on children...and I ultimately began to take those same experiences into schools." Similarly, Chad Miller also shares his association of pursuing a career in teaching with the impression he had, at the time of his decision, of the influence teachers have on children. Chad explains, "I remember for me it sort of mixed together the whole coaching, teaching aspect--the impact those people had on young people was tremendous. You know, they could turn them completely around so that influenced me to enter teaching."

As with the teacher respondents, the administrator respondents recall being influenced at the time of their decision to pursue a career in teaching by their recollection of how teachers could positively influence either themselves or the lives of

children and young people around them while they were growing up. Each of the respondents describe how, at the time of their decision, these influences seemed unimportant but looking in retrospect owe a great deal to who they are and what they are doing today to those individuals who in some way impressed on them that teachers can and do in fact make a positive difference in the lives of children.

5A. Teacher Qualities: Teachers

The majority of the teacher respondents associated their belief that they possessed some of the qualities necessary to become a teacher or were told they possessed qualities to become a teacher with their decision to pursue a career in teaching. Tamara Westen felt she was "a very organized person" who loved children, and describes how she always wanted others to feel welcome and comfortable and these qualities carried over into her teaching career. In addition, Tamara passionately describes possessing nurturing qualities, by explaining, "I think it's your nature in how you treat people."

Anne Peters describes her love for children and her enjoyment at teaching Sunday school while growing up as personal qualities which influenced her decision to pursue a career in teaching. Anne recounts, "it (teaching) was something I thought I would be good at; something that I would enjoy doing."

Darren Cairns first thought of teaching while in the army when several superior officers approached him to instruct the younger soldiers. Darren admits it wasn't teaching in the true sense, but having these qualities identified really influenced him to seriously consider teaching. Darren explains, "They spotted me right away. It was a

rare oddity to have somebody with a degree in the U.S. Army that's been drafted...it started as instructing and not true teaching in the sense...this is where I got the idea I'd like to teach. I matured greatly to realize that the fastest most important learning times occur a lot younger with children."

5B. Teacher Qualities: Administrators

Similar to the teacher respondents, the majority of the administrator respondents associated their belief that they possessed some of the qualities necessary to become a teacher, or were told they possessed qualities characteristic of a teacher, with their decision to pursue a career in teaching.

Because of her travels across Canada working with a theatre group in hundreds of schools, Karen Etchell found herself in a variety of situations performing at the school level as well as the classroom level. During this period Karen's love for children and organizational skills were further affirmed in herself and by others. She explains, "I began to realize that for whatever reason it seem very easy to work with thirty kids and have a good time. Simultaneously, I received a lot of encouragement from people. They thought I should be in the classroom." Both David Caldwell and Brent Callander felt that being "people-oriented" individuals, along with their ability to be organized and the enjoyment they received working with young people in some capacity influenced both their decisions to pursue a career in teaching.

6A. Limited Career Choices: Teachers

At no point during the interviews with the male teacher respondents was the

notion of limited career choices ever mentioned. However, all three female teacher respondents discussed how they were essentially limited to only several choices: teaching, nursing and clerical. The limited career choices did not significantly affect the decisions of the three female respondents to pursue a career in teaching. Anne Peters explains, "Many years ago women went into nursing, secretarial work or another type of job. I enjoyed school; I enjoyed the kids and teaching was what I chose and what I wanted to do. I really didn't have to think too much about anything else."

6B. Limited Career Choices: Administrators

Similar to the male teacher respondents, at no point during the interviews with the male administrator respondents was the notion of limited career choices ever mentioned. Additionally, and similar to the female teacher respondents, two of the three female administrator respondents discussed having limited career choices as young women. Nancy Langston explains how, for women, the career choices were three-fold: nursing, teaching, or clerical. However, these limited career choices did not affect Nancy's decision to pursue a career in teaching in that she explains, "I had never in my life ever doubted I was ever going to be a teacher...It was something I always wanted to do."

Raised in a religious family in Hong Kong, Alice Forster's career choices were limited to a large degree by her parents. Her initial career choices of wanting to be an airline hostess and later a journalist were both rejected adamantly by her parents. Alice explains the influence of her parents on her decision making as: "Where I came

from in Hong Kong parents had control of our lives, of our world. We were channelled according to what our parents expectations were; into the kind of career they felt was what we should be doing." In addition, Alice describes how, in Hong Kong, becoming a teacher was a popular career choice for girls of average intelligence but not for boys. Alice explains, "Teaching was a popular career choice for girls but not as popular for boys. If boys could do something better where they could make more money boys would choose something else, but most girls chose to be a teacher and if they were considered highly intelligent--medicine...and I was considered of average intelligence by my mother and father."

In summary, none of the male teacher or male administrator respondents indicated or discussed being limited in deciding what to pursue as a career. However, of the six female respondents, five indicated being limited in the choices they had concerning which career to pursue.

Section C - Teaching vs. Administration

Findings reported in this section are divided into two subsections: teachers and administrators.

Teachers

Findings reported in this section relate to factors which have influenced the decisions of the teacher respondents to remain in teaching and not pursue a career as

an elementary school administrator. These findings are categorized into seven separate subsections: 1) Thinking About Administration, 2) Passion for Children and Teaching, 3) Family Priorities, 4) Negative Experiences with Administrators, 5) Security and Autonomy, 6) Making a Difference, and 7) Sex-role Stereotyping.

1A. Thinking About Administration

Four of the six teacher respondents report that they gave serious thought to pursuing a career as an elementary school administrator. Of these four respondents one female respondent and all three male respondents gave serious consideration to administration. The two other female respondents report that administration was never a serious consideration of theirs.

Tamara Westen was, approximately a decade ago, appointed acting head teacher at an annex. Tamara recalls, "really enjoying the role" and describes how, "the male principal of this school was very encouraging of me to go into administration. He thought I did a very good job...he was very unhappy that I didn't, at the time, seriously pursue administration, but there were reasons why I didn't."

Darren Cairns describes how he seriously considered administration but eventually decided not to pursue this thought. Darren explains how, while in the army, he developed a dislike for senior officials because of their lack of consideration, care and respect for those who served under them. As a result, he associated, to some degree, this same distrust with school administrators and had therefore decided to, in no way, be part of senior personnel.

Ken Krusel also seriously considered pursuing a career in administration. He

explains working for "some extremely fine principals...these were wonderful people and I'd like to follow them." Ken began taking some administrative course work when he began to experience a great deal of eye trouble which resulted in eight eye operations, loss of his sight for a while, and five years away from teaching. Upon returning, Ken felt that the educational system and principals had changed negatively eliminating his desire to pursue administration.

John Harris also seriously considered administration as recently as five years ago. Several years preceding this point several principals had mentioned to John that administration "might be a good avenue for me to pursue." Approximately five years ago, in order to gain some experience, John applied for a summer school principalship, was successful, and has really enjoyed the role the last several summers. Ultimately, John's decision was to not pursue a full-time administrative career as he felt it would be far too time consuming and would take him away from his most important priority--his family. John explains, "I weighed whether I wanted to spend the time getting my Masters as my kids are growing up needing me when I got home."

2A. Passion for Children and Teaching

All six of the teacher respondents associate their ongoing passion and sincere affection for children and teaching children as a major motivating factor for remaining a teacher and not pursuing an administrative career.

Tamara Westen, a teacher of thirty-two years remains passionate about her love and service for all children. She vividly recalls an incident during her teaching career

with a "boy in my room who was a terror--as well as in the neighbourhood." After working with and teaching the child for a year the parents of this boy wrote Tamara expressing their deep appreciation for the care and love she had provided.

Describing how she is within her class and with her students Tamara explains, "I make them feel very welcome and comfortable. I think it's your nature and how you treat people." Similarly, Sally Dupont, a teacher of twenty-one years, shares a notion about teaching children, described by each of the teacher respondents in their own way, and that is the immense satisfaction in seeing "them all of a sudden see the light. I like to help children and hope they will feel really good about what they've done afterwards."

Darren Cairns, a teacher of thirty-one years, developed a sincere distaste for war and its devastating effects on humankind while in the army and later realized that, as a younger teacher, his ideals of saving the world and stopping a nuclear holocaust were fine but maybe he should give everybody a chance. Darren's teaching career has taken him from the Kindergarten class to adult education. It was the realization of the problems facing intermediate, secondary and adult learners that ultimately forced Darren to ask, "What the hell are they doing in primary education?" Having enjoyed every teaching assignment over his long teaching career Darren is the most focused, enthused, and passionate about his love for education at the primary level.

Ken Krusel also associates his desire to remain in the classroom and not pursue an administrative career in large part to his love for children and teaching. Ken describes, "I'd always loved the classroom and I've always loved working with kids." and adds, "no matter how tired I am or how cranky I feel, or all the rest of it, all I have to do is come in my classroom and work with the kids and they give me a shot of energy.

You know, it's like they're giving me a gift."

John Harris' description of his love for teaching and being able to have a more direct impact on a child's education reiterates the thoughts of the other five teacher respondents. John explains, "Education does not have monetary rewards. The pleasure you can get from a class thanking you, or the pleasure of seeing a team learn some of the qualities that you're teaching such as fair play...a child getting turned onto science, or a child getting turned onto a way of active living. I think those are some of the things we benefit from and get good-feeling vibes from. For some people I think it's hard for them to see that type of reward but it's there in teaching and it's a lot of pluses there."

3A. Family Priorities

Four of the six teacher respondents, all three female and one male, recall weighing the large time commitment and energy expenditure associated with being an administrator with wanting to be able to have the necessary time and energy to help raise a family in a manner each of the respondents and her/his spouse agreed upon.

Although strongly encouraged to pursue a career in administration by her administrators, Tamara Westen decided not to pursue such a path. Tamara discusses how pursuing an administrative career would have been far too time consuming and therefore would have taken her away from raising her children. Tamara explains how her husband was very active in his career at the time and away a lot and she "felt that being from the old school there should be a stabilizing factor in the home always."

Anne Peters reiterates the sentiments of Tamara Westen, Sally Dupont and

John Harris that teaching allowed, or is allowing, in the case of Sally Dupont and John Harris, the opportunity to raise their children while having a complete and satisfying teaching career. Sally Dupont feels that she will remain a teacher. She explains, "I really enjoy what I'm doing now and also being at home so I can help with my children and their programs at school." Anne Peters vividly recounts, "I had a family--you know you look after your family, your husband, your house and school." Anne, too, felt that pursuing an administrative career and all it entails would have pulled her too far from her family. Once again, Anne Peters captures the thoughts of these four respondents as she explains, "You get your family, and get busy with other things and you need a lot. I think you need a lot of time when you're an administrator. You do spend a lot of your nights going to meetings and doing a lot of work. I think for me--I can still have the teaching and a family whereas if you're an administrator, a good administrator, something has to lose somewhere."

In addition, John Harris, a father of three elementary school-aged children, weighed not only the time that would be missed with his family as an administrator but, also, the time and energy required to go back to university and complete a Masters while his children were "growing up and needing me when I got home." With regards to an administrative career John explains that, "it's not something I haven't thought about, and it's not a thing that's pushed me enough to think that it's a very important thing." Furthermore, John describes the satisfaction he derives from being able to balance his teaching career with making significant input with his own children.

4A. Negative Experiences with Administrators

Four of the six teacher respondents, two males and two females, reported associating negative experiences with administrators with not pursuing an administrative career. A negative encounter experienced by these four teacher respondents includes working with unsupportive administrators with respect to discipline. Tamara Westen recalls an incident where she brought a disruptive Grade 5 student to the office, explained the situation, and the principal's response was, "What am I supposed to do about it?" Tamara adds, "That's no support."

Another negative encounter experienced and reported by these respondents includes how some principals today lack the ability and courage to make difficult decisions. Ken Krusel best captures the sentiments discussed by these respondents. He describes how, "Principals are no longer decision makers. They're yes men or women." In further describing what he meant Ken explains, "I mean you're not old enough to have worked with the old time principals who ran a building, made decisions, serious decisions without phoning the school board every other minute; without worrying whether the school board was going to come down on their head because they had said something; a principal who would stand up for his or her staff. They were autonomous beings in a building and they were not afraid to make decisions--to be human beings. Principals now are nothing more than the extension of the system and they dare not think for themselves because if they do they're going to get smacked, and if they do it again they'll lose their contract and be out. I never have been a person who's going to go around and say, 'Yes sir, no sir, yes sir' for no reason. I just couldn't so I'm glad I'm here."

5A. Sense of Security and Autonomy

The teacher respondents discuss how teaching gives them a sense, of not only satisfaction, but also of security and a high degree of autonomy. The teacher respondents discuss enjoying the autonomy they experience with regards to aspects such as curricular and programming decisions. The teacher respondents further indicate their perception that, if an administrator, they would probably feel less secure and less autonomous because they would need to "tow the party line."

Sally Dupont, who has been encouraged by colleagues to pursue an administrative career has decided not to because as a teacher she feels secure. Sally does not enjoy standing up in front of a group of people and talking. She explains, "I feel if you were an administrator that you should feel comfortable in a situation like that." In addition, teaching allows Sally the security and peace of mind of balancing her teaching career with raising her children. "My children are still young enough that they would need me at home so I would still like to have time at home and time at school."

Similarly, Anne Peters explains how teaching provides her with a great deal of comfort as well as a good deal of autonomy. Anne describes, "I like to have my own classroom and I can do things the way I want to in my room but I don't really want to be in charge of people. I'm also not good with public speaking. I feel I would be better, here. I would prefer to work with children than be an administrator."

Ken Krusel reiterates the notion of having a good deal more security and autonomy as a teacher than as an administrator by explaining how, today, principals lack the courage and ability to make fearless decisions whereas as a teacher you

have control of what goes on in your classroom. Ken's feeling of autonomy as a teacher is summarized and reflected in the following: "I never have been a person who's going to go around and say, "Yes sir, no sir, yes sir' for no reason. I just couldn't so I'm glad I'm here." With regards to security Ken has always loved the classroom and working with his kids. He explains, "I've always been quite happy to be left alone working here in my classroom."

For John Harris teaching also allows him the security to balance his career with his family life. John describes how after nineteen years of being a specialist one is able to arrive home and there is time for your wife and children. He explains, "After you've taught for a number of years your lesson plans...your updating doesn't take long; you're better organized as a teacher; you know where you want to get and you know what's happening."

6A. Making a Difference Directly

All of the teacher respondents associate a sincere degree of satisfaction and gratification with being able to directly impact on the education of children, be it academically, athletically, or attitudinally, with wanting to remain in teaching as opposed to pursuing an administrative career.

Tamara Westen describes teaching in very poor areas where providing some "tender loving care" had a significant impact on the lives of her students. Each of the respondents relate spending countless hours with students and eventually seeing the fruits of their labours. In many cases these fruits were and still are manifested directly from the families of the students or in just seeing a young person happy, content, and

feeling good about him/herself and school. Sally Dupont describes, "I like to help children and I hope they will feel really good about what they've done afterwards." "I think it's really neat when you see these kids. They come in. They can't speak English and they leave you and they can speak English. It's just to see their progress really and if you didn't see, if I didn't see I don't think I could stay in teaching," describes Anne Peters.

Having taught Kindergarten to Grade 12 Darren Cairns realized the enormous impact teachers have at the primary level and came to the conclusion of, "I'm staying here, a teacher, but I want a primary teaching position." Darren adds how directly impacting on a child's life affects both he and the child simultaneously in that, "the thing is when a kid starts to learn to read...it's sheer magic. I mean we play around with theories and everything else; you know how a kid learns to read is still far beyond me. I have no idea how I learned to read or how any child learns it, but we do and it's a miracle. You know, it really is...you set it up and then the miracle happens. You know, it's kind of a nice front row seat."

Ken Krusel talks about how "kids like to come" to school and along with their parents are so appreciative of the efforts made for their children by the teachers. John Harris echoes this sentiment as he describes, "I really enjoy teaching. I enjoy being involved with kids. I enjoy being involved with a school for a number of years to feel that you're making a difference."

Each of the six teacher respondents have received and still receive a great deal of personal gratification within their careers in being able to facilitate positive outcomes for children, and experiencing the direct and positive impact they and their

teaching have on the lives of children and their families.

7A. Sex-role Stereotyping

Two of the three female teacher respondents associated the fact that, at one time, earlier in their careers, female teachers were not encouraged to pursue an administrative career in addition to which administration was perceived as a "man's field and people accepted that," so describes Tamara Westen. Both Anne Peters and Tamara Westen, who have taught twenty-nine and a half years and thirty-two years respectively, share that while growing up they were taught that women could aspire to become teachers but not any higher. Tamara shares a short story which reflects how women were at one time severely discriminated against. Tamara recounts how in 1950 if you married you had to cease to teach. There was, in fact, early in Tamara's career, a teacher "on staff who was married for six years and never told a soul."

It should be pointed out that Sally Dupont, who made no mention of not pursuing administration because of societal perceptions of women at one time has taught approximately ten years less than the other female teacher respondents.

Administrators

Findings reported in this subsection relate to factors which, as a teacher, influenced the decision of each administrative respondent to pursue a career as an elementary school administrator. These findings are categorized into five separate

subsections: 1) Mentorship, 2) Variety of Experiences During Teaching Career, 3) Change, 4) Making a Difference, and 5) Proving Ground.

1B. Mentorship

The overwhelming factor associated with deciding to pursue a career as an elementary school principal for each of the administrative respondents was the existence of a mentor or several mentors who were able to offer support, guidance, encouragement, and help to develop in the respondents the necessary confidence and leadership qualities they would need as administrators. In the majority of cases the mentors were principals, all males. It should be noted that each of the administrator respondents made it quite clear that the decision to pursue an administrative career was their own. In discussing administrative support Nancy Langsten explains, "They were encouraging in the sense that you're able to do it, you have the ability, but it's certainly your decision." Nancy also explains how there had been several administrators for whom she "had a great deal of respect and trust." These administrators were able to share how being an administrator is quite "a shift" from being a teacher. Nancy recalls, "They tried to explain to me how my life would change and I really respect them for that, for their change of roles because I would think, as a teacher, you don't realize that there is a very different shift in how people treat you and how the world views you."

Alice Forster recalls that as a teacher, two administrators in particular continually told her, "don't just be happy to be a teacher; get more degrees; go open your eyes to more things." Alice vividly recounts how mentoring was such a key factor

in her decision to pursue an administrative career. She explains, "The mentoring was a big part to have--to have someone to help me. I had worked for five or six principals who were wonderful and they gave me responsibilities beyond the classroom. They persuaded me to go and do workshops, encouraged me to go do the kinds of things that I normally, as a classroom teacher, would not have done." Alice also describes one administrator in particular who supported and encouraged her a great deal. "He was very adamant that I should pursue the administrators route, and what he did was he gave me responsibility; he had me represent the teachers on the SCC, and when he and the vice-principal were away from school I was the administrator in charge."

In her second year of teaching Karen Etchell was assigned a class with twenty-two 'at-risk' children. As the teacher, Karen took a risk and implemented a self-designed teaching strategy. Consequently she was well-watched by the district. It was at this point that Karen began to be encouraged to think about administration. She recalls her principal at the time saying, "'Oddly enough you're wasting your time in the classroom. You should be running a school'." Karen received an "incredible amount of support" from this particular principal.

As a result of having a mentor while aspiring towards administration, each of the respondents describes how, in some way, their mentors were able to help them establish and identify an administrative vision--that is define their philosophy of being an educational administrator. Karen Etchell shares her recollection at length: "Some have provoked me, you know, to really take a stand, so I learned early. I'm not entirely typical. I feel really comfortable. I have a very clear idea where my responsibilities are with the board. I have no problem understanding that role, but I also know what my

beliefs are for kids. One administrator that I worked with really encouraged me to take a stance and to be very public about what I think." Karen, along with the other administrator respondents, have had administrators "advocate and network" for them in addition to helping them formulate and establish their vision. Through all of this describes Karen Etchell, "I've ended up with a great package and good experience."

These administrator respondents discuss how, while teachers themselves, and having their principals as mentors at the time, they were able to identify particular strengths in these mentors and use these strengths to help identify and establish their administrative persona. Chad Miller describes this very notion as he explains, "I don't have one principal who I think stands out as the perfect principal. I mean there's the principal who has the interpersonal skills, you know, and what I do is I take a little bit from everybody. There's the person again who can get the staff to do almost anything and make them feel good about what they're doing. Then there's the person that can implement change and get actual things going, you know. There's the public relations principal who seems to give; to get out to the community and the media and get a lot of attention." Each of the respondents reiterates the importance of the mentoring system and how, when an administrator sees administrative qualities in a teacher, the administrator's support, guidance, and encouragement is more often than not the major factor which influences a teacher to pursue a career as a school administrator. Furthermore, all of the respondents also describe each of their mentors as personal friends. David Caldwell describes his first principal as "a huge, larger than life personality. He had tremendous influence on me. We became very good friends. My second principal who was also a larger than life character became a very good friend."

Each of the administrator respondents recount incidents and discussions with their mentors with respect to life beyond the classroom and how these informal discussions played a significant role in influencing their decision to pursue an administrative career. David Caldwell explains how these discussions influenced him: "All of the discussions that we'd had that, yah, teaching's great and the impact in the classroom is wonderful, but the impact in the school is even bigger. It's just simply the school's larger. It has more impact on the community and vice-versa. Through these discussions and the role-models of those three gentlemen, had a great deal of impact on my decision to become a school principal."

The administrator respondents also discussed how, while they were teachers, certain administrators (their mentors) influenced them to be similar in character to their mentors. This notion is reflected in the words of Brent Callander as he describes, "What really made me realize that I wanted to go into it for sure was I worked with a very, very fine principal who was just top notch and I thought, 'ya, that's the kind of guy I want to be with; like'."

In several cases mentorship was provided by individuals other than principals. Impressed with Nancy Langston's work as a consultant at the district level for several years, Nancy was approached by district personnel and asked if she would be interested in administration on several occasions. Similarly, Alice Forster, after having served as a district consultant explains how she "was told by quite a few people with the board; quite a few officials," that she had "more ability than just being in the classroom." Alice describes how in deciding to pursue an administrative career many people "helped" her, "groomed" her, and "encouraged" her. Alice also credits a very

important mentor, a professor at UBC, for also influencing her to decide to pursue an administrative career. She recalls her influence: "A prof out at UBC who had been my mentor and she said, 'being a woman and in the minority--there's none with the Metro District. You have proven yourself to be a Master teacher and you have come through UBC with two degrees. I feel that you know a lot about education in Canada and B.C. You also have the vision of making changes as a classroom teacher and therefore you should look further'."

Karen Etchell, looking back, credits the influence a teacher, specifically a nun, had on her decision at the time to pursue an administrative career. Karen, who described herself as not the perfect student and quite rebellious as a youngster, vividly recalls her admiration for this nun which is reflected in this account she offers of a conversation she had with the nun: "Undoubtedly it was her experience in life that people who didn't have a compulsion to be the same than to have somebody tell them what the mold was and then go be part of it really could do more for kids in schools, and that was probably the most encouraging. Somebody gave me the license not to be willful and heedless of what was needed but just to be individualistic about how you do things."

Chad Miller credits colleagues "who felt they could come to me and felt that I had the qualities to become an administrator. That helped to reinforce it."

Mentorship, in two cases, was provided for Alice Forster and David Caldwell by their respective parents all of whom were teachers. Alice Forster's mother was also a school administrator as was David Caldwell's mother and father. Both these respondents discuss how they were influenced by the notion of how they recall how

people looked up to and respected their parents; how people looked to their parents for change. Both respondents recall the real impact their parents had on the lives of the people in the community they administered.

2B. Variety of Experiences During Teaching Career

Four of the six administrator respondents associated having a varied background and experiencing some administrative duties as a teacher with their decision to pursue an administrative career.

Nancy Langston explains how having a variety of experiences influenced her and helped prepare her for a career as an administrator: "I changed grades all the time; I taught Kindergarten to Grade 7. I was a Faculty Associate at the university level. I came back to the school board and there wasn't really that much available. They asked me if I wanted to be a consultant to work with all different types of teachers. I liked that so I went in as a consultant and moved around there." Nancy further shares how important she feels having a variety of experiences as a teacher is and explains at length, "People you're choosing for administration have to be a very all-round person. They have to have a varied background. If they've been in one situation, especially one east side or one west side school, for their whole career, that's not the reality of where they're going to end up as an administrator. Dealing with one set of parents is not the same as another set of parents, and poverty impacts greatly on education. You know, inner city itself has a whole set of problems. French immersion is another unique area that would be a wonderful experience. Community schools, there again, a different set of parents you're dealing with."

Alice Forster also shares how, as a teacher, being given a variety of administrative duties and performing them successfully, influenced her to pursue an administrative career. Alice discusses how her principals would give her administrative responsibilities: "They persuaded me to go and do workshops, encouraged me to go do the kinds of things that I normally, as a classroom teacher, would not want to do. For example, when 'Project Build' was introduced my principal would say, 'now you've got to be involved. So go and represent the school on 'Project Build',' and then when there were other committees coming up a staff member had to be recommended. I was recommended." Alice also shares how as a teacher when the principal and vice-principal were away from the school she became the administrator in charge. Karen Etchell also discusses how she experienced a variety of duties and administrative responsibilities while a teacher. She describes one such experience: "I became just embroiled in the whole inner-city project from start to finish because for me this has been six years. It consumed my time and in fact I lived every second of it...So then I received a lot of encouragement from both the supervising principals while I was at that school and from my Associate Superintendent to apply for administration."

Chad Miller discusses how while a teacher he initiated many school-wide changes and took on added administrative tasks. In one particular case Chad explains how while teaching at a secondary school he "got on a time table committee and found it quite interesting because now you have to look at the total school beyond just your department or your classroom, and that started me thinking that maybe this would be an interesting way to go." Chad also explains that while teaching at an

elementary school, "we started a computer lab where there had been none before. We re-did our awards system so that it was broader and I initiated a new math program in this school that involved a lot of teachers and I became aware that change in the curriculum can have such an impact on a school. I think back at that time and more than anything else, I realized the influence that a principal could have and I guess that really did influence me."

3B. Change

All six administrator respondents associated the need for change within their professional lives with the decision to pursue a career as an administrator. Nancy Langston explains how deciding to become a principal is not a 'knee-jerk' reaction, "I didn't ever say, 'O.K. I'm going to be a principal'. That never entered my mind. It evolved for a variety of reasons. It evolved because I really like change...I was ready for different things at different times." Nancy also describes how "change in Metro intrigues me," and how she found it all very exciting at the time of her decision.

Like Nancy Langston, who thrives on change and the challenges change brings personally and professionally, Chad Miller describes how, as a teacher, he enjoyed being able to initiate and implement change around the school and through this "realized the influence that a principal could have" on students, the school, and the staff.

Both David Caldwell and Brent Callander recount how change was also a key factor in influencing each of them to pursue an administrative career. David was able to continually challenge himself with change as a teacher by "taking every possible

Pro-D, innovative grant, and bursary." David discusses the necessity for aspiring administrators to seek out change professionally because as he explains, "the skills that I needed to get here were not the same skills I needed to survive on the job." He adds that as a principal "you organize to be interrupted; you organize for change." Each of the administrator respondents identify the vast differences between being a teacher and being an administrator especially with regards to the number of problems an administrator has to deal with on a daily basis. Being able to change confidently and effectively is a key asset so indicate the administrator respondents.

Karen Etchell recalls that as a teacher she was continually in search of change. While teaching Karen earned a second degree in Special Education simply because she "wanted to become a better teacher." Soon after she found herself out of the classroom and in district resource work. Karen has taught many grades and at several schools. Like the other respondents Karen welcomed and encouraged change in her career. This is reflected as she discusses, "...the next thing I knew I was changing schools because I ended up with this job I wasn't suppose to be getting. So, it was fun and it was exciting but suddenly I inherited a situation where there was tremendous change and growth and movement."

Each of these administrator respondents welcomed and encouraged change to some degree in their respective careers as teachers and as administrators. They could be easily classified as 'risk-takers'. Karen Etchell explains her attitude, as well as the probable attitude of the other respondents, to life and change in telling a short anecdote about her mother: "My mother just finished hiking the rain forest because she wanted to do it and she's seventy-five. That's my attitude to life."

4B. Making a Difference

Each of the six administrator respondents associate the opportunity to make a positive difference in the lives of the children, the staff, and the community they service with pursuing a career as an elementary school principal.

Nancy Langston describes how she looked forward to being able to lead and motivate a staff to impact positively on children's education. Nancy recalls, "You have all of your hopes and your dreams and as a teacher you say when I have, if I had my own school I wouldn't do that, I'd do this and now you have that opportunity to work with staff. You have that opportunity to meet a whole group of parents who are hopefully as interested in the education of their kids as you are."

Alice Forster also recalls being influenced by the notion of being able to make a difference while attending a forum in Saskatoon. She and many colleagues "began talking about the kinds of things we could do if we became principals" in order to improve childrens' education.

Karen Etchell, in describing the most important factor which influenced her to pursue a career in administration, explains in a passionate manner that, "there's an opportunity to be there in terms of working with other people where you can profoundly impact things that are going on with the children. I get an incredibly large charge out of being in classrooms and seeing something, and finding a way to network the right thing for that person that will let it take off...There are so many options when you're in school because you have the umbrella view of the school. You're not just in a view compartmentalized by yourself in a room as a teacher. There are a thousand ways you can support people."

Both Chad Miller and Brent Callander discuss how they recall thinking and feeling as teachers they could make a positive difference as administrators in that they could perform the role of a principal with more care and efficiency than some that were administrators at the time. Chad Miller describes, "I guess that you really begin to think that you can; maybe it's arrogance or something, but you know you're a good teacher and you think; you look at some of the principals and you say, 'I can do a better job than that.' I mean that has to be one of the reasons why you want to go in it. You think you can do a better job than what you see out there...For me, I really thought I could do a better job than most of the people I saw out there." "My original reason for starting in the administration program at UBC," explains Brent Callander, "was I had worked with two principals who I thought were totally incompetent. I thought I could do a better job than that." As a teacher Brent recalls thinking, "That's not a way to run a ship. You have to be able to see things coming down the road and face them squarely and start talking about them and have a plan in place such that you're not going to have those repeated time and again." David Caldwell recalls being a teacher and having conversations with his mentors and being told that teaching is great and the impact on the classroom is wonderful but the impact at the school and community level is even bigger. David recalls those conversations as having "a great deal of impact" on his decision to become a school principal.

5B. Proving Ground

All of the male administrator respondents had one or several mentor-administrators who were able to offer their respective aspirants strong and active

support and guidance as each aspirant approached that point to apply into administration. It is important to note here that the 'proving ground' for each male respondent appears to have been their time as teachers and that which they accomplished as teachers.

Like the male respondents all of the female respondents also had one or several mentor-administrators who were able to offer their respective aspirants strong and active support and guidance along their career paths. However, unlike the male respondents, the 'proving ground' for two of the three female respondents appears to have involved more than their time as teachers and what they accomplished as teachers. The 'proving ground' each of the female respondents refer to is the time they spent as a district consultant. Nancy Langston describes this 'proving ground' at length: "It happened, I guess, after I had been in a variety of roles in the school board. I don't know whether you are aware but one of the things that Metro was known to do was to have all of the female or most of the female administrators that came through the system as consultants. That was a role that women took. It was a proving ground that they could deal with groups; they could instruct; they could work with a variety of people...I could name all the early female administrators and every early female administrator was a consultant. I don't even know of three men that have ever been a consultant in Metro. They may have been involved in different projects like Project Build or whatever but they never did the role as a consultant. That is very interesting isn't it?"

After having taught for several years Alice Forster became a consultant upon expressing her interest in administration. While a consultant Alice "was told by quite a

few people within the board; quite a few officials" that she had, "more ability than just being in the classroom."

It should be noted that although Karen Etchell was not a consultant she had been extensively involved with Metro's "whole inner-city project from start to finish" which involved the six years prior to Karen becoming a principal of which she is presently completing her first year.

Section D - Reflections

Findings reported in this section relate to the teacher and administrator respondents' reflections on their careers as teachers and/or administrators. Firstly, career reflections of the teacher respondents are presented and lastly, career reflections of the administrator respondents are presented.

A. Reflections of Teacher Respondents

This initial section is divided into four separate subsections which include:

1) Gender Impact, 2) Satisfactions, 3) Frustrations, and 4) Regrets.

1A. Gender Impact

Upon being asked to comment on how his/her career may have been different if each of the teacher respondents were the opposite gender there was consensus that their careers may have been quite different. Two of the three female teacher

respondents, Sally Dupont and Anne Peters, never considered administration while the third respondent, Tamara Westen, did consider administration, but not seriously. Upon reflection each of the three female teacher respondents overwhelmingly said that if they were men they would have seriously considered pursuing a career in administration. Tamara Westen describes, "if I had been a man when I started in 1950, the way things were, I probably would have gone into an administrative career." Sally Dupont discusses how women were, and still are, more involved with child rearing than men are thus allowing men to spend more time on their careers. Sally adds, "I do feel that when you're a mother you tend to spend more time with the children and you get wrapped up in their lives and you want to help them out a lot. Whereas if you're a man you can spend more time with your career so then maybe you could become an administrator."

All three of the female teacher respondents also discuss how although teaching was the first career choice for each of them, their career selection was very limited. Anne Peters recounts, "many years ago women went into nursing, secretarial work, or teaching."

Wanting and needing to stay home to raise the children was a major factor in remaining a teacher and not pursuing an administrative career. For these women sex-role stereotyping began when they were young children as they were raised to believe that men had careers and the opportunity to aspire whereas women must raise the children and take care of the family or if she did have a career at least balance the needs of the family with her own professional needs.

The teaching profession, at one time, as described by Tamara Westen

discriminated against women who were married. Tamara describes how in the 1950's, "if you were married you had to cease teaching." Tamara shares another example of how women were discriminated and ill-treated in the following anecdote: "There was a teacher on our staff who was married for six years and never told a soul," for fear of losing her position.

Sally Dupont discusses her perspective in that she believes men, more so than women, enjoy being in a position of authority. Sally explains, "it seems to me that lots of men enjoy being in the situation where they're dealing with a group of adults and giving them certain assignments to do. They don't seem to mind handling all these different problems. It seems to be a good job for them to be kind of the overseer, the manager, or the person that's in charge of handling all the different problems that might come up in a school." With regards to her perspective Sally openly shares that "a lot of it has to do with my upbringing. It just seems to make sense to me that the principal in the school is the male and I've never been in a school yet where it has been a female principal, so it just seems that that's the way it's meant to be; that it should be a male principal." Sally explains that she would welcome working for a female principal as long as "they back you up."

All three male teacher respondents discuss how if they had been women life would have been more difficult in the sense of having to take time off to give birth, taking time to raise the children therefore having less time to devote to one's career, and there would have been far fewer career choices available.

Darren Cairns explains how if women had children "the chances of getting back in were quite slim," compared to present standards. Darren describes how, as a

woman, it would have been "much tougher to spend thirty-one years as a teacher than it would now."

Ken Krusel describes how "career opportunities for women were rather limited. So, other than nursing and being a secretary I suppose the only other option would have been teaching. I know that, back then, if I had really seriously gone on with going into administration, if I had been a woman in those years it would have been like hitting your head against a brick wall." Ken describes how, today, things have completely changed. He explains how, today, seriously considering administration and being a woman "might even be a boost," but goes on to say that "twenty-eight years ago women were seriously disadvantaged."

2A. Satisfactions

Findings presented in this subsection deal with the satisfactions the teacher respondents experience in their teaching career.

These teacher respondents find great satisfaction in being with and teaching children. "What I find the most satisfying is teaching at a grade level that I really enjoy," explains Tamara Westen. Anne Peters passionately describes, "it's just the children," with regards to her greatest satisfaction. John Harris describes his greatest satisfaction in teaching is being with children. John states, "I think coming to school and seeing happy faces; finding children that arrive at school and realize that school is not between nine and three. It's not just the classroom, but getting kids involved in intramurals, getting kids involved in extramurals, teaching kids to enjoy active living; just being part of the school makeup in the decision process; that the children can

come to school and feel that they make a difference at the school."

The teacher respondents also describe how they are satisfied in seeing children learning, feeling good about themselves and experiencing success. "I like to help children and hope that they will feel really good about what they've done...it's nice to see them all of a sudden see the light," states Sally Dupont. Darren Cairns describes at length the "miracle" of a child learning and the wonder of being part of that process as a teacher: "I used to teach a lot of Grade 2 and when I did the ELC I was working with kids as low as Kindergarten. The thing is when a kid starts to learn to read...and it's sheer magic. I mean we play around with theories and everything else; you know how a kid learns to read is still far beyond me. I have no idea how I learned to read or how any child learns it, but we do and it's a miracle. You know, it really is, and you're a big part of it."

Appreciative and happy children is also very satisfying for the teacher respondents. "Anything we ask them to do they bend over backwards to help us...they're polite, they're well-mannered, and they're hard-working," describes John Harris. He passionately adds, "Education does not have monetary goals but has, I guess, intrinsic sort of rewards. The pleasure you can get from a class thanking you, or the pleasure of seeing a team learn some of the qualities that you're teaching, or even a team that doesn't learn but also learns good sportsmanship; a child getting turned onto Science, or a child getting turned onto sort of a way of active living. I think those are some of the things that we benefit from, and get good feeling vibes from and for some people I think it's hard for them to see that type of reward but it is there in teaching."

These teacher respondents find great satisfaction from parental support and appreciation. Tamara Westen simply describes the parents of children at her school as "very appreciative and supportive." In dedicating so much of their time and energy towards the well-being and education of each and every one of their students, often is the case where the teacher respondents are thanked with an "invitation to a student's home for dinner," explains Tamara Westen. "There's one family that has a bakery over on Street and the mother makes the best lemon pastry. She just sends one over with her kid. Another mom makes cookies at Christmas and sends us boxes of cookies, just little things, but I mean the school is not a foreign part of this neighbourhood--it's part of the neighbourhood." The forementioned examples of gratitude on the part of parents would not take place if parents were not supportive and appreciative of the efforts of the teachers and the entire school.

The teacher respondents also receive a good deal of satisfaction from some extrinsic sources. "We've got prep time which I'd never heard of years ago," states Tamara Westen. Anne Peters describes her satisfaction from the opportunity for change. Anne states, "I teach Kindergarten year after year, but it's always different; it's new kids and you always have to change for new children." Being able to "take courses" to better oneself professionally is another source of satisfaction describes Anne. Ken Krusel humorously mentions how the "two months holiday in the summer is kind of nice," and how the "salary is O.K." as perks to teaching. Working with "positive thinking" individuals is a real source of satisfaction for John Harris.

3A. Frustrations

Findings presented in this subsection deal with the frustrations the teacher respondents experience in their teaching career.

The most significant frustrations these teacher respondents have identified includes unsupportive administrators and administrators who lack leadership. "The thing I've found very frustrating is when you find a principal who is very indecisive. He is not a leader of his staff. The staff feels very frustrated and I have been in a situation like that where people do not know what their administrator is thinking or doing," describes Tamara Westen. Darren Cairns describes how he has sent manipulative and disruptive students to the administration and nothing has been accomplished. Darren adds that without the support of administration "the child loses out in the long run." Regardless of the time and energy a teacher puts forth with a disruptive student, if the student realizes that discipline beyond the classroom teacher is non-existent the teacher is bound to fight a losing battle adds Darren. Darren states, "I find that very frustrating...it's a real situation that you can't, if you're caught in that, do a heck of a lot about." Ken Krusel talks of the lack of leadership at both the school and district level as he explains, "I find the most frustrating thing that is that...and I'm not just speaking for myself. I work with an extremely professional, extremely talented bunch of teachers and I know that other schools in the system who have equally gifted and talented teachers and yet the system encourages mediocrity. It does not encourage a teacher to go out on a limb and do something wonderful and fine. It encourages the teacher to do exactly what he or she's told by his or her administrator who is told to do so by the board officials."

These teacher respondents are also concerned with the lack of knowledge of the 'front-line' experiences, situations, and reality experienced by teachers on the part of school board officials and politicians. "School boards are made up of people who are more concerned with furthering their political careers than meeting their responsibilities," states Ken Krusel. With regards to board officials and politicians Ken adds, "I sometimes think that if they were to get the administrators off people's backs and have them come into a school once a week to see if there were any problems, schools would actually function better."

An additional frustration discussed by the majority of teacher respondents involves the public's negative perception of teachers. The teacher respondents are frustrated with the lack of public awareness of what teachers do and what they are faced with on a daily basis. Anne Peters describes her frustration at length: "I think it's the image that the public has of teachers. You know, teachers who have two months off, work from nine to three. You know, I'm here at 6:30 in the morning; that I find frustrating because you're not recognized. I mean the public image now is that we're not doing a very good job and you work really hard and the children you've got, half of them don't speak English. I find that very hard because you do your best--that I find frustrating."

Another frustration discussed by the teacher respondents involves having to do so many non-instructional tasks. "The other thing I think teachers find frustrating is we have to do so many things that aren't teaching," states Tamara Westen. Anne Peters discusses how, at one time, teaching meant working and interacting with children whereas today a teacher almost needs a secretary to keep up with all the demands.

Anne describes, "you're so busy all of the time...and it's sort of you get really tired. I find it's hard enough looking after all your little kids and then you have to sort your...your desk is there with all this stuff on it and this is the end of the day. It doesn't seem to matter how organized you are but it's always by the end of the day it's always piled up there with all these papers that have to be looked at and what not."

It should be noted that along with some shared frustrations each teacher respondent also shared some frustrations not shared by the other respondents, indicating how the frustrations one experiences can not only be widespread in an organization but also very personal and individualistic.

Tamara Westen describes how teachers with a negative attitude and teachers who complain really frustrate her. She states, "I personally feel some teachers, well they don't like their jobs; they're negative about it, and I really think that carries over into the classroom."

John Harris, a P.E. specialist, shares his frustration when during contract negotiations P.E., Art and/or Music are used as bargaining chips. John shares, "it's frustrating when we have to use our subject as an area where we have to hold out from, because I always feel that sometimes PhysEd is used, or Music, and areas that we seem to hold when we're in job action, whereas maybe we should just, if we're deciding to strike, just strike rather than use a subject areas as an area of bargaining."

Ken Krusel shares his frustration in that he believes principals, today, are hired with too much emphasis on credentials rather than on human qualities. Ken describes, "The school system puts far too much emphasis on paper qualifications. Simply because a person has spent a lot of time at university does not necessarily

qualify them emotionally...a principal to me basically needs to have the soul of a grandmother and a grandfather. They've got to be very concerned and very caring, and very patient with children and that's not necessarily something you learn at university and most people don't have it, unfortunately...I just think they're hiring too many people with paper qualifications and not looking and seeing whether they're really psychologically fitted to take that role."

4A. Regrets

The teacher respondents have virtually no regrets. They have been and remain extremely happy and motivated with their choices and career. Anne Peters does describe one regret of not being able to go to university at the very beginning of her career. She explains, "The only regret I have really is that I didn't go and I wish that I had been able to go to university in the very beginning, is what I wish, before I had a family and everything, and that's one regret...but as far as teaching, no regrets. I'm happy with what I'm doing."

B. Reflections of Administrator Respondents

This latter section is divided into eight separate subsections which include:

- 1) Gender Impact, 2) Qualities, 3) Barriers, 4) Fears, 5) Anticipations,
- 6) Satisfactions, 7) Frustrations, and 8) Regrets.

1B. Gender Impact

Upon being asked to comment on how his/her career may have been different if each of the administrator respondents was the opposite gender, similar to the teacher respondents response, there was consensus amongst the administrator respondents that their careers may have been different.

Each of the female administrator respondents indicate how, if they were males, becoming an administrator as recently as five to ten years ago would have been easier because administration was still very much male dominated. However, these same female administrative respondents feel that, presently, women have an equal if not better chance of becoming an administrator. Karen Etchell explains, "There is very little doubt in my mind, initially, that it would have been preferable to have been male if you had this goal to be an administrator, but you know it has gone; it's reached it's peak; it went; it leaned over to the inclusionary aspect of women. I sincerely hope with ultimate decisions being based on qualifications, I find now that there's quite a balance for most of the people I'm speaking with." Karen Etchell also reports that current male aspirants she has talked to have said, "Well, you know, if I was a woman I'd be having a much easier time right now" but adds, "which of course was how a lot of women felt and probably expressed that some time earlier." Karen captures the current sentiment held by each of the female respondents and that is, "My wish is that we find some equilibrium and balance where the best qualities that can be there will be chosen, and if it happens to be a male body or female body, that's incidental."

Sex-role stereotyping from early on in their lives has influenced and helped shape, reports the female administrator respondents, the viewpoints of male

administrators with respect to the ability of male and female administrators, and the viewpoints of female administrators with respect to the ability of male and female administrators. Karen Etchell discusses this notion at length: "I think that there's room for divergent viewpoints that may be shaped by maleness or femaleness, and I don't think one could anticipate those things becoming more loosely woven for a number of years because I certainly came from an era of dolls and girls doing certain things, and the men who are my age certainly came with definitions of maleness. None of us are going to go and reshape our childhoods, and you know all of us are shaped by those things. So you hope you are constantly talking with people and that you are dealing with people who are seeking ways of looking at themselves and bringing some balance into play."

The female respondents report that males seek to become administrators at a younger age because "it's a career move for them" in addition to the lure of "money" and "prestige". Becoming a principal is very much "a status symbol for a male," describes Nancy Langston.

In addition, the female administrator respondents report that if they were male they would have been encouraged more publicly. Although encouraged, Karen describes how men on staff who were aspiring to become administrators were encouraged as well but much more publicly. She explains, "it was very evident at the time that there were some men on staff who were being encouraged very publicly. Like I would be encouraged in the office in a conversation. They were being encouraged on the golf course; being introduced and taken out; the networking was very obvious." Additionally, the female administrator respondents report that if male,

they, as current principals, would be less collegial. "I think women tend to share roles with their V.P.'s more so than men...with women there's no ownership of the sense that it's their job, whereas with the male, again there's ownership on the job. A male might say 'I will do that for you,' whereas the female will say 'how will we all do this'," explains Nancy Langston.

All of the male administrator respondents acknowledge that, if female, it would have been more difficult to become an administrator. In addition, the male administrator respondents also report that if female and they announced their aspirations, they would have been met with a negative reaction. Attempting to speak from a female's perspective Brent Callander explains, "Perhaps earlier on in my career I would have experienced a lot of resentment from certain administrators if I had declared my intent to go into administration because it used to be basically a man's position. It's not a woman's position. So, I may have felt a fair amount of interference."

Each of the male administrators also acknowledge how as little as five years ago administration was very much male dominated. David Caldwell recalls, "Well, I think that our principals were very much a male dominated group still at that time, even though there was a proactive stance to bring more women in." Each of the male respondents also discuss how becoming pregnant and giving birth would make it "more difficult."

It should be noted the male administrator respondents, similar to the female administrator respondents, believe the district is now at a point of hiring the best person for the job. Chad Miller describes how in recent years the number of females has outnumbered the number of males promoted to administrative positions but

presently believes only the best candidates are being promoted. Chad explains, "I think it's changed. I mean at one time there was a tremendous emphasis on just selecting women...but now I just think the best people are getting the jobs."

If female, the male administrator respondents also report how, because their mentors were male, their relationship with their mentors may not have been as close thus possibly limiting the influence of their mentors on their aspirations. David Caldwell describes, "I think at that time it still would have been more difficult for me and I was a man who worked with male principals, but I'm not sure if I would have had the same relationship with them if I was a woman...I keep very close to these guys. A couple of them are my best friends...they really were mentors in my career and I'm not sure if that mentorship, not just in my career, but they were good, personal friends, and I'm not sure if we could have become that close if I was a woman."

2B. Qualities

The administrator respondents identified several qualities they felt they possessed while deciding to pursue an administrative career.

Each of the respondents report wanting to affect not just a child, or several children, but an entire school of children. "I think virtually everything that is in this office has to be directed towards the kids and their programs...I think you look at a lot of ways that students can be successful, either in the academic sense or in the Arts sense, or in the sports area, and if you see that any of those need support that's where you put your support and so you have to be a flexible person," describes Brent Callander.

The administrator respondents also talk of possessing the ability to get things done and being a 'doer', not just a 'talker'. Brent Callander discusses this notion: "I think another aspect of administration is you have to lead by action and not by words. You can't start spouting a bunch of platitudes and hope that the folks are going to get motivated by that. You've to be somebody who does--not talks. I think that you have to be able to deliver the goods."

Another quality the respondents felt they possessed was the ability to motivate others. "At the time I felt that I could make things happen," recalls Chad Miller. Brent Callander recounts, "I thought I was a reasonably good motivator; that I could motivate people to do things, not manipulate them, motivate them."

Having solid communication skills, getting along well with people and having good interpersonal skills were several other qualities the administrator respondents felt they possessed at the time of their decision. Alice Forster discusses the importance of being able to work well with "staff, with children, with parents, and with the community." Brent Callander recalls thinking, "I was reasonably good at communicating which you have to have."

Three of the six administrator respondents report having a solid foundation of curricular knowledge. Nancy Langston describes, "I had a very, I think, good background in curriculum, in the sense that I wrote for the Metro School Board a package and I've worked as a consultant in Language. I've introduced new programs to Metro. I feel comfortable with curriculum."

The majority of the administrator respondents also speak of being a 'risk-taker' as a key quality they possessed prior to entering into administration. "I'm a risk taker

and I'm not afraid to take chances and I think we learn from sometimes, even our mistakes are learning tools," describes Nancy Langston.

Individual administrator respondents also identified qualities not identified by the other respondents. Brent Callander recalls how he felt being a "team player" and being someone "who can consult with people" were qualities he possessed. Alice Forster describes having "a vision" before entering administration although she did not elaborate as to what her vision was at the time of our discussion. "Honesty" was one quality Karen Etchell identified. She also describes how she has always been and remains "very open and direct about feelings and reactions with things with kids." Karen goes on to describe how the response to her honesty and directness is met with appreciation and support from the staff, students, and the community.

In summary, each of the administrator respondents, while teachers aspiring into administration, felt they possessed several qualities they associated with being important or associated with becoming an administrator.

3B. Barriers

The administrative respondents report barriers they encountered as they pursued an administrative career.

The greatest barrier reported by the administrative respondents was the lack of an efficient training program to sufficiently prepare themselves and other newly appointed administrators for their roles as either vice-principals or principals. David Caldwell recalls, "As I went on in my career as a vice-principal and principal it became very abundantly clear to me that there were some things that I didn't know about the

job, and going to grad studies didn't train me for that, and my employer didn't train me for that."

Another barrier reported on by the administrative respondents was not fully understanding the process of how one became a principal. In addition who, how, and why individuals were and were not selected was unclear. The majority of the administrative respondents thought that the process was straightforward but in reality it was not. Chad Miller recalls, "I thought that just being a good teacher would be enough to do it. You know that somebody would recognize it and say 'that guy should be an administrator', but it doesn't work that way." Alice Forster recalls having to wait until her third attempt until she was successful at securing an administrative position. She, too, thought the process would be more straightforward. Alice recalls, "the first time I didn't get shortlisted I was unhappy and then I was told, 'Oh, you have to put it in a few times'. The second time I got shortlisted I was elated. I thought well my chance is now; didn't get on; I was devastated." David Caldwell recalls how it was unclear as to "who was going to be selected and how and why."

The majority of the administrators also report how, initially, not being politically knowledgeable was a barrier. Chad Miller recounts, "not being politically astute was an important thing that I had no knowledge of and I think if you want to be an administrator that has to be a dimension that you have to have...getting yourself known not only at the school level but also at the district level. You know, make a name for yourself, making sure you don't offend various lobbying groups...I mean unfortunately the whole process is highly political."

Several of the administrative respondents report changing credential

requirements in order to become an administrator as a barrier. Nancy Langston recounts, "I think the goal posts were changed in my sense. They kept changing all the credentials from the time I entered administration to the time I got a principalship. The credentials changed three times which made my life very interesting because I had to do two Master's programs."

Only one female administrative respondent associated the fact she was female as a barrier, in addition to the notion that there were different rules for males and females with regard to recruitment, selection, and socialization. Nancy Langston describes her sentiments at length, "I think there was a sense that the first female administrators that came into the system were powerful individuals. They had to be like a man in order to get a principalship and I think there is a very bad feeling of a woman who is going to come in and change the world...I think any decision a woman makes as an administrator people will question, openly question, whereas with a male administrator they will accept." Nancy goes on to describe how men have traditionally been assigned to "tough schools" whereas women have been typically assigned as "annex heads". She adds this notion of "sheltering" women is changing with some females being given large, tough schools. Nancy adds how, "women tend to view problems more as a challenge and men tend to deal with problems as something to solve, and so a black or white decision will solve it but the women will try to see how best it can either be changed or adapted or modified. We have a different set of criteria."

4B. Fears

Findings in this subsection deal with fears the administrator respondents experienced while pursuing their administrative careers and/or when they received their first administrative appointment.

The overwhelming fear experienced and reported by the administrator respondents was failure. The respondents discuss how they were fearful of the unknown as well as not being able to accomplish goals that they had set for themselves or the school. Nancy Langston recalls her feelings: "When you're the newest principal on the block and thrown out there on your own, either you fly or you drop on the ground. I mean you're out of the nest now, go for it. And I guess my biggest fear was my confidence level--am I ready because I have seen so many first year administrators virtually look like death warmed over; they're not happy; they're not enjoying what they're doing, and my feeling is that they've been put in too early...that was my fear--am I ready?, am I ready?, am I ready?" David Caldwell reiterates this fear of failure very succinctly as he states, "My greatest fear?...that I wouldn't be able to do the job...that you aspire to something you can't do."

An additional fear reported by the administrative respondents involved the fear of the unknown which was usually associated with the forementioned fear of failure. Brent Callander recalls, "Greatest fear I guess was the unknown. The fact that there are so many things you have to know as a principal that you don't know as a V.P., and it's not that somebody's trying to keep you out in the dark; it's just that a lot of things happen that you're not fully aware of or you haven't had time to find out about. For example, all the issues of school board policy. All the systems that are in place. For

example, what do you do when you suspend a child and that child still turns up at school? On and on. All of the whole business of the unknown and when you start it's about ninety percent unknown and ten percent known and as the years go along that number reverses...and there's always some factors you don't really know as an administrator, but you can find out...but I guess when I first started it was the fear of screwing up because I didn't know things."

A final fear reported by the administrator respondents was not being accepted by the staff and/or the community. Alice Forster recalls that her fear was, "that the community would not accept me." Karen Etchell describes how she hoped that the community and staff would know her relatively well before a major crisis manifested itself. She recounts, "A fear that paralyzed my little tiny heart was I hoped some incredible circumstance does not happen which is totally beyond my control that will blow up in the community before the community knows you because until you have that degree of trust with people you're subject to whimsical interpretation of things."

5B. Anticipations

Findings in this subsection deal with what the administrator respondents most looked forward to while deciding to pursue an administrative career.

The majority of the administrative respondents report having looked forward to having the opportunity to positively influence and motivate an entire staff, school, and community. Alice Forster recalls her anticipation as she describes, "I looked forward to being the person who writes the newsletter to the parents, the person who can go into the classroom and work with the kids--any group of children that I wanted to, and I

looked forward to making plans and having to be the one to implement plans; that I have to be the one to stand up in front of staff meetings to sell the idea." Chad Miller shares his recollection of looking forward to influencing a staff and school as well as the challenge of putting ideas in action. Chad recalls, "Now here was the chance for you to take all of these ideas and plans that you had; here was a chance to implement them. I find that really satisfying. I mean it's not that you're always right but certainly here is an opportunity now to do what you think is good for education." Karen Etchell recalls looking forward to influencing and motivating people in the school community: "I have a schmaltzy way of working in a school and I really get out face to face with people in the community and I drag a lot of bodies into the school. I have a really good time doing it, and I looked forward to that."

The majority of the administrative respondents also looked forward to greater autonomy. The respondents discuss looking forward to having the large majority of the responsibility of managing an entire school as well as the opportunity to exercise more decision making skills. Karen Etchell explains, "I like being in the position where I have to sit there and take the responsibility for something and it's, that's another thing that hits you very hard when you move into the principalship because you do not have the convenience of phoning somebody or walking down the hall and saying, 'well, look at this and this, and this is happening.' You know, ultimately what do you want to do, because ultimately is sitting right on your head and it's very uncomfortable at first, but I like that and I had to keep tempering myself...so I just couldn't wait."

All of the administrators also looked forward to the change a move into administration would bring. Nancy Langston explains how deciding to become a

principal is not a 'knee-jerk' reaction. She states, "I didn't ever say, 'O.K. I'm going to be a principal'. That never entered my mind. It evolved for a variety of reasons. It evolved because I really liked change...I was ready for different things at different times." Each of the administrator respondents report that they looked forward to the opportunity to initiate and implement change around the school. David Caldwell recalls, "I looked forward to change. I looked forward to something different than what I was doing, and I looked forward to being with people that I hadn't met; to working with them."

6B. Satisfactions

Findings presented in this subsection deal with the satisfactions the administrator respondents have experienced in their administrative careers.

Administrator respondents report they are satisfied when students are happy and are meeting with success academically and/or socially, "and that's reinforced by students in their performances, not just tests, but just general performance. It's reinforced by parents coming in and making the same kind of comments. It's reinforced by the teachers who visit the school and immediately walk in and say, 'Wow, there's a good school'...Those kinds of comments and so on give you a feeling that you've been successful in what you're there for and that is to educate students properly," shares Brent Callander.

These administrator respondents also find a good deal of satisfaction in knowing they are making a difference. Karen Etchell shares, "There's a huge opportunity there and there are obstacles in place. There's an opportunity to be there

in terms of working with other people where you can profoundly impact things that are going on with the children...I get an incredible large charge out of being in classrooms and seeing something and finding a way to network the right thing for that person that will let it take off...it keeps changing; you don't ever know what's going to be there, and all the time the only question that drives your decisions in a school is: is this good for the kids?"

Being able to solve problems is satisfying for the administrator respondents.

David Caldwell explains this satisfaction: "When we do solve one of these problems it feels good. That's professional orgasm actually...when you solve the problems, when you really sit down; you focus on something; you set up a goal; you work towards it and you've really accomplished that--I think there's a lot of things to celebrate."

These administrator respondents also find great satisfaction with the feeling of appreciation put forth by the children, the staff, and the parents. Nancy Langston explains, "I guess you're special. You're special to kids. It doesn't matter whether you're six feet two inches or you're four feet nine inches, the principal is a very special person to them. I get hugs and I get smiles and I get hellos across the field and I get waves and it's a very satisfying thing to have a parent come back and thank you for taking the time to check whether somebody was sick, or phoning home when somebody is late. There are many satisfying things about being a principal. Having a teacher come and thank you for taking a few minutes to share an idea or give a gummy bear, I give gummy bears to kids when they bring something in to show me." Alice Forster shares, "At the end of the school year lots of children come to say goodbye and say we had a good year, and parents send me little cards that said thank

-you for a good year; the teachers were wonderful; their programs were exciting and the activities that the children did do in the year--we were very proud of that kind of thing."

Knowing that their staff members love children and teaching, are hard-working, and are dedicated is extremely satisfying for these administrator respondents. Karen Etchell explains, "People come into the building and thank the administrator and it would be so easy to stand there and actually assume responsibility for doing all those great things and of course that's just not so...I'm constantly saying to parents, 'you know, this is where you should be looking. Go walk out of this office and go down the hall and make sure you say that to so and so'."

Being able to initiate, facilitate and implement change is very satisfying to these administrator respondents as well. Chad Miller shares his feeling with respect to this satisfaction: "You become a facilitator; being able to provide people with time to meet and plan and then the opportunity is there to create an environment for change...like you're not going to make things change but you say, now, if you want to change I can do this for you and I can do that for you and you have the ability to do those things; to make it a better place for teachers to adapt new programs and that's fantastic. You feel really good about that."

7B. Frustrations

Findings presented in this subsection deal with the frustrations the administrator respondents have experienced in their relatively short administrative careers.

The most significant frustration reported by the administrator respondents

involves children's needs which can not be met regardless of the effort put forth by teachers and administration. The administrator respondents report feelings of isolation and helplessness which arise when they attempt to secure much needed resources for children in their schools but are unable to do so quickly or at all because of the 'bureaucracy' which permeates the educational system.

Nancy Langston passionately describes the forementioned frustration at length, "I don't have enough skilled personnel. I've gone beyond being an educator. I'm a social worker; I'm a first-aid attendant; I'm a mother figure for some of these children. We feed them. We clothe some of them. The job is so large that the frustration is that sometimes you're missing; that there's an academic focus in a school like this, and I think, you know, if I had more personnel I could do a better job. I need the skilled, trained child-care worker. I need the school psychologist. I need the school counsellor on site. Those are the people if they were on site I could make changes in some of these lives for kids, but I can't do it by myself."

Karen Etchell shares her feelings of isolation and helplessness when the frustration of not being able to meet all the needs of all the students catches up with her. She explains: "I want to walk down a hallway and scream, you know, and say, 'if you only know', and you're not able to share half of that...it's very easy to do the job poorly. It's very difficult to do the job well...You can see very quickly where the energy goes, because if I don't know anything else and if I left this job it would be knowing how difficult it is and I certainly did not know that as a teacher and teachers do not know that. They just can not know because they're just not in there." David Caldwell reiterates this feeling of helplessness created because of the lack of available

resources as he explains, "You could see exactly what some of the issues and the problems are and you feel powerless to actually reach out there and solve some of the problems."

The administrative respondents also report how bureaucracy can be very frustrating especially when trying to meet the needs of some very needy children. Alice Forster shares her thoughts with respect to this frustration: "Certain things that we know would be good for the kids, and because there are policies and procedures we know that in the end we are allowed to do that but we have to wait; we have to wait for the processing." Karen Etchell shares her frustration when children and their needs seem to be forgotten or misplaced when the bureaucracy of contract negotiations is not quickly resolved. Karen explains, "I truthfully find some levels of frustration--being cognizant of the necessary chains of action that take place via the representative teaching body of the union and being cognizant of what needs to be there in terms of achieving certain economic welfare based issues for it's teaching body and I fully accept that, but it frustrates me when one stands back and looks at certain situations, because the discussion simply doesn't have anything to do with children. So, I don't have a problem separating the function of that group and the necessity of it and the rights that are inherent to a teacher but I prefer things to be based on children."

The administrator respondents also report frustration with the lack of material and person resources. Brent Callander describes the frustration at the lack of resources. He describes, "The most frustrating thing is when you see particular needs which are not met, can not be met and there's no hope of changing those. It's very,

very frustrating when you see children who have particular needs; who aren't functioning well in class; you can not get the support because the money's not there or whatever, or parents refuse support for whatever reason and the child continues to flounder. I think that's the most frustrating thing to happen."

The administrator respondents also report frustration with the lack of adequate training and preparation for the principalship while vice-principals. Nancy Langston shares her frustration with this at length: "I don't think many vice-principals are given enough responsibility and background and knowledge, and I think we're having a lot of difficulty with some of the principalships in Metro because there are voids. There is either a void in curriculum or there are voids in interpersonal skills and ninety percent of this job is dealing with people and some people, although they may be wonderful master teachers, are not going to be very good administrators. Sometimes it's a very tough job to make decisions and live with those decisions. You're not always going to have a happy situation. Sometimes they sacrifice perhaps an educationally sound decision for having people get along and I think as a vice-principal you need to have to work with someone who will take you through those different roles and those different understandings, and I think the principal has to work with the V.P. to allow leadership to happen. It isn't magical. I mean just because you put in four years as a V.P. doesn't mean you are ready. You may have put in four years in a very nice, quiet little spot where all you did is count out supplies. That's a reality now-a-days, but that doesn't prepare you for a parent storming the door with a complaint about sexual-harassment. I mean those are the types of things a vice-principal should deal with." Karen Etchell reiterates the lack of preparation for, and understanding of the role of

principal in that she has had discussions with teachers who are thinking about administration, yet have such a "superficial" understanding of what the role entails. Karen explains, "how superficial the understanding is of the complexity of the role, and I think we have a real responsibility to be finding ways to share that with people who are considering it because it's incredibly complex."

Another frustration the administrator respondents reported was the lack of time needed to accomplish all that they had to do. "I don't have enough hours in the day" states Nancy Langston. Chad Miller describes how he has to juggle the events of the day: "There are so many things acting on you, whether it be parents, the media; I have four or five different unions I'm dealing with." Additionally, Chad explains how these "not-as-important" tasks have, at times, forced the important tasks, in his mind, to the "back-burner." Karen Etchell discusses her frustration with lack of time and cites the insensitivity of central office with respect to when 'tasks' should be accomplished. Karen explains: "Time management, regardless of how organized you are, is truly frustrating because partially the conflict of people in central office who do not legitimately comprehend certain aspects of school life and so you get two-day timelines on things they want returned and you're supposed to have gone to a staff of thirty people, met with them, compiled the data, and sent it in. These things are very frustrating."

In conclusion, the frustrations reported and discussed by the administrative respondents were passionately described. These administrator respondents are a hard-working, dedicated group. They are acutely aware of the stress factor associated with their role. Nancy Langston captures this concern as she explains why so few

teachers today aspire to become an administrator: "It is a very stressful job...it's not a high paying job for the stress, the amount of hours, and toll on your health."

8B. Regrets

The administrator respondents have virtually no major regrets with their decision to pursue administrative careers or with their careers to date. They are extremely happy and content with their career choices and lives. The only major regret reported was by Alice Forster. She describes her regret of not completing her PhD in Language Education and becoming a professor. Alice had to leave her doctoral work and return to the Metro school system because of the financial needs of her family at the time. She describes, "Once in awhile I feel that I might have made a bad choice."

Chad Miller describes how he misses the direct contact he had with students as a teacher. David Caldwell describes how looking retrospectively he would have handled particular problems a little differently. He does concede that from making some poor decisions in the past he has learned a great deal and hasn't repeated those mistakes since. David also describes how he would have liked to have become a principal at a younger age. Nancy Langston describes how if she was to begin again she "would include high school education as one part of my teaching career."

In summary, other than several retrospective wishes the administrative respondents had virtually no major regrets with respect to their careers.

Chapter 5

Discussion

In interviewing three female and three male administrators in the Metro School District to find out what factors influenced them to pursue a career in administration and in interviewing three female and three male teachers to find out what factors influenced them to remain in teaching and not pursue a career in administration, several issues and suggestions for discussion and further research can be drawn. Describing the similarities and differences of why six respondents chose to pursue a career in administration, while six chose not to, allows one to more fully appreciate and understand the factors which influenced the administrator respondents to pursue administration and the factors which influenced the teacher respondents to continue teaching and not pursue administration.

The Decision to Pursue an Administrative Career

The notion of analyzing factors influencing a teacher to pursue a career as an administrator or not to is intriguing but somewhat difficult. As Fauth (1984) notes, there is little in the literature that focuses on the decision to become an administrator as well as little in the literature which compares female and male administrators in their selection, career paths, and socialization.

It should be noted that the findings indicate there was no one factor which influenced these respondents to either consider or choose to become an administrator. Rather, the findings indicate that for these administrator respondents

there were a number of factors which influenced their decision to pursue an administrative career. Although each administrator respondent had his/her own unique story of why he/she decided to pursue a career in administration, data analysis indicates that there were several common factors which appear to have influenced each of the administrator respondents to pursue an administrative career. Gross and Trask (1976) found that the data from replies to the question of why males and females wanted to become principals could be divided into eight categories. They include: financial reasons; desire for upward mobility; greater service to education; possession of abilities "to do the job"; influenced or persuaded by others; attractive aspects of the principal's role; disliked aspects of teaching; and accidental reasons, no clear motivation. Unlike the findings reported by Gross and Trask, findings in this study indicate that there are fewer factors which appear to have influenced the administrator respondents decisions to pursue an administrative career. However, the findings indicate that the factors discussed, although fewer in number, were extremely significant in their decision.

To desire and/or need to change to some degree in one's professional life; experiencing, enjoying, and succeeding at a variety of responsibilities and challenges as a teacher; and wanting to make a difference beyond the classroom at the school level can be considered internal factors--factors which arise and manifest themselves in an individual who wants to better her/himself while concurrently wanting to positively affect those around her/him. However, it appears from the findings that each of the three forementioned factors can also be associated with the existence of a mentor or several mentors for each of the six administrative respondents.

The findings indicate that the overwhelming factor associated with each respondent's decision to pursue an administrative career was the existence of a mentor or mentors. The respondents report the positive influence their mentors had on their careers. Each of the respondent's mentors were able to offer support, guidance, encouragement and help develop, in the respondents, the necessary confidence and leadership qualities they would need as administrators. In addition, each respondent had an internal desire to be able to make a difference beyond the classroom level. I believe that these two factors were the most critical in influencing these administrator respondents' decisions to pursue an administrative career.

Each of the administrator respondents reported thinking, before entering administration, that they possessed qualities (see Chapter 4, Section D, subsection B) they felt would be beneficial as an administrator. In addition to these internal qualities, some of which were leadership qualities they had identified in themselves, each of the administrator respondents also had leadership qualities that were identified by their administrators, some of whom eventually became their mentors. This resulted in what appears to be the initial phase of the mentor-aspirant relationship in that the administrator respondents, as aspirants, were affirmed as potentially having 'what it takes' while their mentor gained an internal satisfaction of being able to influence them to reach a level in their career they may not have otherwise attained. Both the mentor and aspirant gained from this relationship.

The second and most time consuming phase which appears to have taken place for each of the mentor-aspirant relationships involved several or more years of teaching under the support, guidance, and encouragement of their administrative

mentor. During this time the mentor-aspirant relationship grew and was nurtured. There were, for each of the aspirants, many discussions about life beyond the classroom and what that would entail. In addition, the majority of the aspirants were given the opportunity to experience some real administrative responsibilities while under the watchful eye of their respective mentor.

Encouragement was a major factor of the mentor-aspirant relationship. Each of the administrator respondents reported how they were continually encouraged to pursue an administrative career. They also reported this external encouragement increased and instilled in each of them a higher level of self-confidence and self-efficacy. This increase of self-confidence and self-efficacy in each of the administrator respondents at the time was critical in his/her decision to pursue an administrative career. The greatest of the fears each of the administrative respondents reported while considering an administrative career was failure; the inability to meet personal and school related goals.

Consequently, in the final phase, each administrative respondent found her/himself weighing the costs of potential failure and stress with the benefits and rewards of successfully pursuing an administrative career. Campbell et al. (1977) point out that if the decision to become an educational administrator is to be a rational one, then the individual must balance the costs against the benefits before he/she makes the final choice. The costs might be in the form of stresses and strains while the benefits might be in the form of intrinsic and extrinsic rewards.

The administrator respondents also reported how their respective mentors had personality traits they admired and wanted to further develop in themselves. Such

traits included: integrity; honesty; sincerity; fearless decision-making skills; and organizational skills.

These three phases of the mentor-aspirant relationship together led to the ultimate decision for each of the administrator respondents of whether or not to pursue an administrative career. As Yee (1990) indicates career attitudes and decisions are not the result of "yes" or "no" choices at a single point in time.

Compounding their decision to pursue an administrative career was the presence of other factors. In the cases of these six administrator respondents, along with the existence of a mentor, each had what seems to be an internal desire to move beyond the classroom, where they could influence upwards of approximately twenty-eight students, to influencing and making a positive difference for an entire school--more children, a staff, and the immediate community. The respondents discussed wanting and looking forward to the opportunity to work with an entire staff; a group of adults. It is very important to note at this point that the respondents, during the time of considering, seriously thinking about, and ultimately deciding to pursue an administrative career continually communicated openly with their mentors with respect to their anticipations and their fears. It should also be reiterated that discussions of an administrative career and what it entails were initiated at times by the mentor and at times by the aspirant. This again allowed for a feeling of mutual respect and admiration to develop between the mentor and aspirant. The majority of administrator respondents looked beyond the classroom towards administration in order to secure a more autonomous position, as well as having the opportunity to manage an entire school and make decisions which would affect a greater number of people. In wishing

to deal with more people, both children and adults; wanting the opportunity to solve a greater number of problems; wanting to manage an entire school; and being the individual ultimately accountable for all that takes place in a school brought with it, once again, the decision of weighing the costs of a greater chance of failure and stress because of the much increased responsibilities one takes on as an administrator with the intrinsic and extrinsic rewards of being able to positively influence the lives of children either academically, athletically, and/or socially; a staff in order that they feel safe, secure, respected and worthwhile; and the immediate community.

Another experience which manifested itself during this mentor-aspirant relationship for these administrator respondents was the establishment and initial development of an administrative vision. As Tabin (1991) points out prospective principals must sort out their beliefs and philosophy and develop a vision before they become principal. As a result of the open lines of communication, the opportunities to share ideas and use one another as 'sounding boards', the ongoing encouragement and positive feedback, and each mentor modelling administrative values and qualities in line with values and qualities the aspirants themselves felt they possessed or desired, each aspirant began to establish an administrative vision; a philosophy or belief system of how a school should be administered in order that staff and students feel safe, secure, comfortable, worthwhile, and most importantly respected.

For these six administrator respondents the desire to move out of the classroom and into the principal's office in order to satisfy their desire to be able to make a greater impact and positively influence more than a class but an entire school appears to have been facilitated by the existence of a mentor and resulting mentor-aspirant

relationship.

Also affecting these administrative respondents' decisions to pursue an administrative career appears to have been the greater number of experiences and responsibilities given to them as teachers by their administrators as well as problems they were asked to help solve with their colleagues. From all of this the administrator respondents reported gaining a great deal of satisfaction in successfully handling the extra responsibilities, helping solve problems, and meeting up with greater challenges.

It appears that in being given extra responsibilities and sharing in more 'out-of-class' experiences while still a teacher, some of which were self-initiated and some initiated by their mentors, reflects the acknowledgement on the part of the mentor of potential leadership qualities in the aspirants.

The need for change whether horizontally, as in changing one's teaching assignment or changing schools, while still a teacher; or vertically, as in being promoted to a more senior position as a head teacher, consultant at the district level, vice-principal, or principal appears to be the final common factor which influenced these administrator respondents to pursue an administrative career. Unlike the teacher respondents who did not discuss the need for either horizontal or vertical change in the professional careers, the administrator respondents discussed the need for change, that is their continual desire for more and greater challenges beyond the classroom level. It must once again be reiterated that this change was, at times, self-initiated and, at other times, initiated by their mentors.

Along with feeling the desire for change within their professional lives the

administrator respondents were also given a number of opportunities by their mentors to initiate and implement change in the schools in which they taught. These opportunities were met with a great deal of enthusiasm and anticipation. The respondents reported feeling very proud, honored, respected, and worthwhile knowing that their principals thought highly of them as people and of their abilities to do the job thoroughly and efficiently. Ortiz (1982) found that those who choose to move to higher hierarchical positions must undergo severe changes as they climb. This appears to have been true for these particular administrative respondents.

One can suggest from the findings reported in Chapter 4 that, for these administrative respondents, there was a great deal of socialization and enculturation which took place prior to firmly deciding to pursue an administrative career.

Elementary teaching has been and continues to be primarily a women's profession. As recently as several years ago being a female teacher meant having a relatively static career potential. Administration, as recently as several years ago, was a male-dominated profession. However, today, the number of female and male administrators is almost equal. It should be noted that each of the mentors discussed and described by the administrator respondents were male. Because the existence of a mentor along with the relationship that developed between the mentor and the aspirant were critical in influencing these six respondents to pursue an administrative career it appears that a more balanced number of male, female, and minority administrators may serve to balance the number of male, female, and minority aspirants because there would then be not only male, but female and minority mentors to help initiate and develop a mentor-aspirant relationship. As Lyman and Speizer

(1980) note, the void of female role models in educational administration promotes a particular type of socialization--women are not perceived as being competent to hold administrative jobs, therefore do not hold them, and consequently can not change the perception.

Miklos (1988) adds the extent to which influential persons such as mentors facilitate socialization depends on the readiness and expectations of the aspirants or protégés to learn. This notion of readiness undoubtedly manifested itself while these administrator respondents were considering an administrative career. Not once during their recollections, as teachers aspiring to administration, did any of the administrator respondents mention any hesitation, doubt, or indicate a lack of willingness when asked by their administrators to take on any extra responsibilities beyond their classroom. In fact the respondents report welcoming the challenge while concurrently feeling honored they had been considered capable.

None of the administrator respondents, upon entering teaching, had any aspirations of pursuing an administrative career. Findings from these six administrator respondents indicate how possessing and demonstrating leadership potential along with finding themselves in a mentor-aspirant relationship helped identify them as potential administrative candidates and as a consequence, initiated the process of socialization and enculturation leading up to their ultimate decision of applying for an administrative position.

One concern that seems to manifest itself is the lack of appropriate and effective male, female, and minority administrators who could effectively serve as mentors to male, female, and minority aspirants while effectively running a school. This type of

individual, I believe, is rare and therefore whose search for and identification of may serve to renew, improve, and enrich schools, staffs, and ultimately the educational outcomes for children.

The Decision to Remain a Teacher and not Pursue an Administrative Career

Several issues and suggestions for discussion and further research can be made as to why the six teacher respondents in this study, three females and three males, decided to remain in teaching and not pursue an administrative career.

Of the six teacher respondents all three male respondents and one female respondent, at some point during their teaching career, considered, somewhat seriously, pursuing an administrative career. The other two female respondents reported the notion crossing their minds but never seriously considered administration. It should also be noted that the findings indicate there was no one factor which influenced these teacher respondents to remain a teacher. Rather, the findings indicate that for each teacher respondent there were a number of factors which influenced their decision to not pursue an administrative career. Although each teacher respondent had his/her own unique story of why he/she decided to remain a teacher and not pursue an administrative career, data analysis indicates that there were several common factors which appear to have influenced each of the teacher respondents to remain in teaching. Yee (1990) reiterates this notion in noting that there are a complex configuration of school factors which shape initial career attitudes, the gradual development of professional involvement, and the ultimate decision to

remain in or leave teaching.

For this particular group of six teacher respondents the combination of the absence of several key factors which influenced the administrative respondents to pursue an administrative career along with the existence of several common factors, outlined in Chapter Four, appear to have influenced these teacher respondents to remain in teaching and not pursue an administrative career.

Unlike the administrator respondents whose decision to pursue an administrative career relied heavily on the existence of a mentor and a mentor-aspirant relationship, the teacher respondents, with one exception, reported no such mentor or described no such mentor-aspirant relationship. Tamara Westen did report being appointed acting head teacher at an annex, enjoying the role, and even being encouraged to pursue administration by her administrator at the time. It should be noted that the findings do indicate that she was not encouraged as much or as thoroughly as the administrator respondents were. In addition, the mentor-aspirant relationship described in the previous subsection was not as thoroughly developed in the case of Tamara Westen.

Unlike the administrator respondents who aspired and desired to make a difference at a level beyond the classroom, all of the teacher respondents reported a great deal of satisfaction and gratification with being able to directly impact on the lives and education of children be it academically, socially, attitudinally, or athletically at the classroom level. With both the teacher and administrator respondents their ongoing passion and sincere affection for children and the education of children was very evident.

The six teacher respondents and six administrator respondents, during the initial stages of their careers as teachers, internally constructed a reality of how best to impact the lives and education of children. The teacher respondents seem to have associated and ultimately decided that, as classroom teachers, direct contact with children and their education; the security, satisfaction, self-efficacy they themselves experienced on a daily basis; and the true sense that as teachers they are positively influencing the lives of their students defines their reality of a satisfying and fulfilling career. McLaughlin and Yee (1988) found that a career, for teachers, is a constructed reality, a consequence of the interplay between individual goals and the school setting not an institutional given or a rung on a career ladder. It should be noted that each teacher respondent classified teaching as a career. On the other hand, while teachers, the administrator respondents seemed to have associated and ultimately decided that being in a position to impact and influence adults, children, and school programs at a level beyond the classroom with the ultimate goal of positively influencing the lives and education of children became, for these administrators, their constructed reality of a satisfying and fulfilling career. Unlike the teacher respondents who bring with them a subjective notion of a career and who rely on an internally defined sense of advancement and satisfaction which may not generate the vertical or hierarchical career path, the administrator respondents, as McLaughlin and Yee (1988) indicate, bring with them the notion of satisfaction, fulfillment, and success as attainment of a position near or at the top of the system.

From the findings in Chapter Four one can also gather that for the majority of the teacher respondents a factor which influenced their decision to remain in teaching and

not pursue administration involved negative experiences they had with former principals. Some administrators today, as described by these teacher respondents, lack the ability to make difficult decisions. It appears that the teacher respondents viewed this lack of ability to make difficult decisions as a possible lack of security, self-confidence, and self-efficacy on the part of the administrator. The teacher respondents reported how, from their perspective, administrators today make decisions while looking over their shoulders. The teacher respondents seemed to question, while considering administration, if pursuing administration would make them as, or possibly even more happy and satisfied with their careers. Consequently, the negativity experienced with principals coupled with the poor leadership qualities these principals seemed to model with the teacher respondents and other staff at the time helped focus their decision towards remaining in the classroom with the students where security, autonomy, satisfaction, success, and most importantly happiness existed for themselves.

One can also gather from the findings in Chapter Four that for these six teacher respondents their perception of where in the organization a sense of security, autonomy, and consequently, happiness were most accessible was in teaching. From their perspective, during their time of consideration of administration, the teacher respondents felt that they would have a greater impact and influence on the children they taught because of the freedom and security to make curricular and programming decisions specific to the needs of the children in their own classroom. This notion without the fear having to "tow the party line" once again meant greater security, autonomy, satisfaction, success, and happiness as a teacher.

The majority of the teacher respondents also cited having children and needing and wanting the time to help raise their children as a factor which influenced their decision to remain in teaching. It is interesting to note that all three of the female teacher respondents discussed this notion with me as opposed to only one of the male teacher respondents. These individuals described in some detail how they felt an administrative career would be far too time consuming and that it would require far too much energy, and feared their family life would suffer as a result. In the same breath these teacher respondents also discussed how teaching by its very nature with short days and holidays allowed them greater flexibility to have children and spend quality time with their children. For these teacher respondents teaching is allowing or has allowed them to raise their family while having a complete and satisfying career.

An important factor to note that seems to have influenced the female teacher respondents to remain in teaching and not pursue an administrative career was the fact that school administration as recently as several years ago was very much male-dominated. The female teacher respondents reported that women were never encouraged to pursue administration.

This study interviewed six recently appointed administrators, three male and three female, who have been in their role as principal for an average of three years. Their mentors, the influence of which was described earlier in this chapter, were all male. Analysis reveals that the male administrator respondents were more publicly and aggressively encouraged than the female administrator respondents. It is no wonder so few women aspired towards administration when male administrators were and are still, to a degree, encouraging and supporting male aspirants. Having a more

equitable representation of male, female, and minority administrators may serve to provide mentors for male, female and minority aspirants. It should be pointed out that each of the twelve respondents in this study indicated that they felt the most qualified individual regardless of gender should be promoted. In addition, the existence of sex-role stereotyping seems to have influenced the three female teacher respondents to remain in teaching. These women report being raised with the mentality to aspire towards a very limited number of career choices; namely nursing, clerical, and teaching. The female respondents reported how, at the time, all other careers were male-dominated. All of the male teacher respondents reported no such limitation on their career choices. In fact, the first career choice for each of the male teacher respondents was not teaching while teaching was the first career choice for each of the female teacher respondents.

For each of these women it was very important to be able to have children and have the time to raise them properly. Teaching, they reported, allowed them the flexibility of time, whether short term or long term, and still have a productive and satisfying career.

It is very interesting to note that all twelve of the respondents, six teachers and six administrators, report having no significant regrets with respect to their careers. Each appear happy and satisfied with how their respective careers have and continue to unfold.

Each respondent in this study was either influenced to pursue, or not to pursue an administrative career by a number of factors. However, between each set of factors influencing each administrator respondent to pursue an administrative career several

common factors were identified. Similarly, between each set of factors influencing each respondent to not pursue an administrative career and remain in teaching several common factors were also identified.

The description of the findings in Chapter Four and the discussion drawn from these findings in this initial section of Chapter Five suggest implications for further research.

Implications for Further Research

The decision for each of the six administrator respondents to pursue an administrative career was influenced by internal factors such as a desire to move beyond the classroom and influence an entire school, the perception of leadership qualities each respondent felt he/she possessed, his/her level of self-efficacy and self-confidence at the time of the decision, how well developed his/her interpersonal skills were, and how well he/she was able to organize and motivate others. In addition, the decision to pursue an administrative career was influenced by external factors one of which was the existence of a mentor who served to guide, support, and encourage his/her aspirant. As a result of carrying out this study of teachers who have at one time aspired and have fulfilled their goal of becoming an elementary school principal, several implications have arisen.

From the findings and interpretations described in Chapter Four one could hypothesize that there is a need for school districts to critically self-evaluate their policies and programs (or lack of) regarding recruitment and selection, career patterns, and socialization to ensure a fair and equitable opportunity for all to pursue a career in

educational administration. As Porat (1985) insists the identification of people with leadership potential, whether they are male, female, or minority is a necessary prerequisite to the renewal and improvement of schools.

This study identified for the six administrator respondents the importance of a mentor whose role served to identify, encourage, and nurture his/her aspirant or protégé. One can speculate from the findings that identifying teachers with potential administrative abilities and then fostering in these teachers a genuine interest to pursue an administrative career may be a notion worth considering. Generating an interest in those teachers who might not otherwise consider administration is indeed challenging and raises several notions. Firstly, each district has a specific culture and personality, or as scholars define--a district ethos. Looking more closely within any given district each school has its own personality, culture, and ethos not to mention its own unique set of problems and challenges. One can hypothesize that a district in identifying, recruiting, socializing, and ultimately promoting a teacher who displays leadership qualities consider the needs, concerns, and unique set of problems and challenges schools possess in order that there might be some guarantee that the unique needs of a particular school with a vacant administrative position be filled by the most capable individual regardless of gender or culture.

Secondly, there could be a process in place which fosters a genuine interest in male, female, and minority teachers to pursue administrative careers. Teachers identified and recruited should initially satisfy a particular set of requirements the likes of which could be researched, identified, and then compared and contrasted within a given district or between districts. Once these requirements have been identified,

compared, and contrasted a further step could involve studying how close district recruiting and hiring practices are with the reality of the situation. An administrative career is not for everyone as the literature indicates and I concur there is never a guarantee that those identified and recruited will be successful. This is the point where districts could critically self-evaluate their policies and programs (or lack of) regarding recruitment and selection, career patterns, and socialization of men, women, and minorities to ensure a fair and equitable opportunity exists for all to pursue an administrative career.

Miklos (1988) notes that the documentation of the low proportion of women who aspire to and occupy administrative positions is reasonably straightforward, and the findings are fairly consistent, however, explanations for the imbalance remain elusive. MacPherson (1984) suggests that if this perception of imbalance or inequity is allowed to persist, it may carry unfortunate consequences for employing school districts. In addition, MacPherson notes if women and minorities perceive that their potential for leadership, career development, and ascendancy is limited in the field of education, they may continue to turn to other professions in increasing numbers.

Thirdly, this study has identified that for the six administrator respondents the existence of a mentor and the development of a mentor-aspirant relationship coupled with an inner desire to impact and influence the lives and education of children and adults beyond the classroom were the most critical factors in ultimately influencing them to pursue an administrative career. Further research could identify those qualities which define a mentor.

Findings from this study complement the literature revealing that most mentors

are male. Further research could establish a process from which male, female, and minority principals within a district can be identified as mentors. The findings lend themselves to hypothesize that matching mentors with aspiring administrators might allow aspiring administrators the opportunity to observe; share in administrative problems, failures and successes; have a situation of open communication to ask any questions and share any ideas without fear of judgement; and develop the necessary knowledge, self-confidence and self-efficacy in order that once they fulfill their goal of becoming a principal they might do so with greater confidence.

It should be noted that there must be a sensitivity to the potential problems that may arise matching an aspiring administrator with an inappropriate mentor. For example, matching an aspiring administrator with a 'conservative' mentor in a more 'liberal' school or district may produce undesirable results. Principals who might serve as future mentors would, therefore, have to be properly identified and appropriately matched with their aspirant. The value and implications for the six administrator respondents of each having a mentor and an associated mentor-aspirant relationship along with personal encouragement offered by their mentors might be further researched. As Lyman and Speizer (1980) point out, in the long term, it will probably be a combined network of women, men, and minority administrators who will help competent women, men, and minorities advance in educational administration.

One can hypothesize that by addressing what influences an individual to become a teacher; what influences a teacher to become an administrator; the factors involved in the recruitment and selection, career patterns, and the socialization of men, women, and minority administrators in terms of the discussion drawn from the findings

in this study; the need for school districts to critically self-evaluate their policies and programs (or lack of) to ensure a fair and equitable opportunity for men, women and minorities to pursue a career in educational administration; and the need for further research, all those involved in education stand to benefit.

Significance of the Study

This study is significant in several ways. Firstly, this study reaffirms that there is, and will be an interest on the part of both male and female teachers to decide to pursue an administrative career.

Secondly, this study reveals that within the set of internal and external factors which influenced the six administrator respondents to pursue administration several critical and common factors existed. The two most critical factors were the existence of a mentor and the desire to influence and impact the lives and education of children and adults beyond the classroom to the school level.

Thirdly, this study presents districts an avenue to explore and discuss the importance and need, if any, of identifying teachers with leadership potential who may not otherwise consider administration; and identifying male, female, and minority mentors who can serve to guide, support, and encourage aspiring administrators. Time and care must be taken to thoroughly and properly develop a means of identifying appropriate mentors. If done thoroughly and properly, matching an aspiring administrator with a mentor may provide the aspiring administrator the opportunity to develop the knowledge, and more importantly, the confidence to eventually perform

the role of principal to the best of his/her ability.

Fourthly, this study presents districts an avenue to explore and discuss the importance and need, if any, for the recognition by current administrators of the value of support and encouragement of teachers who demonstrate leadership potential and aspire to administration.

Finally, conducting this research project has further deepened my aspirations and interest towards pursuing an administrative career. Throughout my years as a teacher, spending the last two and a half years completing my Master's degree coursework, and working on this thesis has given me much time to consider and begin to formulate an administrative vision. If given the honored opportunity and responsibility to become a vice-principal and eventually a principal, I believe my vision would involve creating an environment in which all staff members feel safe, secure, worthwhile, and respected. This would, I believe, increase their self-confidence and self-efficacy within the classroom and school which could only serve to create a more positive learning environment for all children to experience success within the school. Hard-work and dedication, open-lines of communication, honesty, and integrity would also be important to my administrative vision.

Concluding Remarks

Each elementary school principal began his/her career with a decision to become an elementary school teacher and subsequently an elementary school principal. For a variety of reasons, surrounded by a variety of circumstances, and at

different times in their lives principals have chosen a career in education. As Ortiz (1982) summarizes, individuals have two options as they enter an organization. They may decide to establish a career in a given position such as a teacher or they may decide to try to attain a higher hierarchical position. Within education, therefore, the traditional roles into which individuals may be socialized are teaching and administration.

The nature of what factors influence an elementary school teacher's decision to pursue an elementary school administrative career as opposed to the decision to not pursue an administrative career and remain a teacher is extremely intriguing as well as complex.

This research study has revealed that each of the six administrator respondent's decision, as a teacher, to pursue an administrative career was influenced by a number of factors. Comparing the unique stories told by the administrator respondents interviewed for this study revealed that there were several common factors which influenced their decision to pursue an administrative career. The most important of these factors appears to have been the existence of a mentor and a strong, supportive, and encouraging mentor-aspirant relationship coupled with the desire to make a difference, that is to positively influence the lives of children and adults beyond the classroom setting towards an entire school. Each of the administrator respondents reported being happy and content as a teacher but as an administrator reported being more completely satisfied and fulfilled with his/her career.

In addition, this research study has revealed that each of the six teacher respondent's decision to not pursue administration and remain in teaching was also

influenced by a number of factors. Comparing the unique stories told by the teacher respondents interviewed for this study it was revealed that there were several common factors which influenced their decision to not pursue administration. Along with the common factors described in Chapter Four the most critical aspect appears to be the absence of those two factors which most influenced the administrator respondents to pursue an administrative career--the existence of a mentor and the corresponding mentor-aspirant relationship along with the desire to make a difference, that is to positively influence the lives of children and adults beyond the classroom at the school level. All of the teacher respondents reported being happy, content, satisfied and fulfilled with their careers as teachers in which they have the continuing opportunity to directly impact and positively influence the lives and education of children, be it academically, socially, attitudinally, or athletically, at the classroom level.

Several issues for discussion and further research arise from this study. This study presents districts an avenue to explore, possibly in further research, the importance and need, if any, for: identifying teachers with leadership potential who may not otherwise consider administration; identifying male, female, and minority mentors who might serve to guide, support, and encourage aspiring administrators; and for recognition by current administrators of the value of support and encouragement for teachers who demonstrate leadership potential and aspire to administration. Exploring and discussing the importance and need, if any, of the forementioned issues may provide districts opportunities to improve and renew schools in order that all those in education, especially children, benefit.

Appendix A - Interview Guide for Teachers

1. What is your name please?
2. How many years have you been teaching?
3. You sometimes hear individuals describe what they do for a living or what others do for a living as a job, career, occupation, calling, vocation or some other classification. How would you classify teaching and what would some of your reasons be?
4. Teenagers and young adults are faced with the major decision of what line of work to pursue as adults. This is a major decision because it will occupy a very large amount of the rest of their lives.
 - a) Thinking back, was teaching your first and only career choice?
 - b) If not: Can you tell me something about what those other career choices were and why you didn't pursue them?
 - c) If you entered teaching after having been in another occupation:
Can you tell me something about why you decided to leave (occupation) and pursue a career in teaching?
5. Thinking back, can you tell me something about when and what circumstances motivated your decision to become an elementary school teacher?
6.
 - a) Thinking back, was there a particular individual or number of individuals who influenced your decision to become a teacher?
 - b) Could you share with me in what way this individual (or individuals) influenced your decision to become a teacher?

7. You said that you have taught for _____ years. Have you ever, in those _____ years thought about becoming an elementary school principal?
 - a) If yes: Thinking back, can you tell me something about why you have decided to remain a teacher and not pursue a principaiship?
 - b) If no: What can you tell me about why you think you never thought about becoming an elementary school principal?
8.
 - a) What do you find the most frustrating about being a teacher?
 - b) What do you find the most satisfying about being a teacher?
9. Any regrets so far?
10. How do you think your career might have been different had you been a man?
A woman?
11. Where do you see yourself in 5 years?
10 years?
15 years?
12. Is there anything else about being a teacher, that I haven't touched on that you would like to add?

Appendix B - Interview Guide for Administrators

1. What is your name please?
2. How many years have you been an elementary school principal?
3. You sometimes hear individuals describe what they do for a living or what others do for a living as a job, career, occupation, calling, vocation, or some other classification. How would you classify teaching and what would some of your reasons be?
4. Teenagers and young adults are faced with the major decision of what line of work to pursue as adults. This is a major decision because it will occupy a very large amount of the rest of their lives.
 - a) Thinking back, was teaching your first and only career choice?
 - b) If not: Can you tell me something about what those other career choices were and why you didn't pursue them?
 - c) If you entered teaching after having been in another occupation:
Can you tell me something about why you decided to leave (occupation) and pursue a career in teaching?
5. Thinking back, can you tell me something about when and what circumstances motivated your decision to become an elementary school teacher?
6.
 - a) Thinking back, was there a particular individual or individuals who influenced your decision to pursue a career as a teacher?
 - b) Could you share with me in what way this individual (or individuals) influenced your decision to become a teacher?

7. Thinking back, can you tell me something about when and what circumstances influenced your decision to leave the classroom and pursue an elementary school principalship?
8. a) Was there a particular individual or individuals who influenced your decision to become an elementary school principal? (Family? Teachers? Others?)
b) Could you describe in what way this individual (or individuals) influenced your decision to become a principal?
9. Looking back, what do you think was the most important factor in your decision to become an elementary school principal?
10. When deciding to become a principal can you recall what qualities you felt you had that would fit well with administration as a career for you?
11. How long did you believe you would teach before entering administration?
12. How long did you actually teach before entering administration?
13. Could you share with me any barriers you may have encountered as you went through the process of pursuing your goal to become an elementary school principal?
14. I'm going to ask you to try to remember the moment you received your first appointment as a principal.
 - a) What was your greatest fear?
 - b) What did you look forward to the most?
15. a) What do you find the most frustrating about being an elementary school principal?
b) What do you find the most satisfying about being an elementary principal?

16. Any regrets so far?
17. How do you think your career might have been different had you been a man?
A woman?
18. Where do you see yourself in 5 years?
10 years?
15 years?
19. Is there anything else about your career as a principal that I haven't touched on that you would like to add?

Appendix C - Questionnaire for Teacher Respondents

1. Name:
2. Provide a brief description of your present school (no. of students?, K-7?, inner-city?, E.S.L. pilot school?, type of students?, no. of staff?, etc.).
3. Number of years at your current school: _____
4. Briefly describe your current teaching assignment and the length of time you've been in this assignment.
5. Total number of years as a teacher: _____
6. Briefly describe any other educationally related roles you may have had other than teaching (what years?, how long?).

7. Please provide a brief description, chronologically arranged, of your entire teaching career (schools, districts, assignments, length of time there, etc.).

8. Diploma(s) or Degree(s) held and year earned (please indicate if completed as a part-time or full-time student).

9. If you wish, please provide a brief description of your family (wife?, husband?, years married?, children (ages)?, amount of time off to raise children?, etc.).

10. In several sentences please describe yourself as a teacher.

Appendix D - Questionnaire for Administrator Respondents

1. Name:

2. Provide a brief description of your present school. (no. of students?, K-7?, inner-city school?, E.S.L. pilot school?, type of students?, no. of staff?, V.P.?, etc.).

3. Briefly describe any teaching responsibilities you may have.

4. Total number of years as a teacher? _____

5. Total number of years in an educational role other than as a teacher or as an administrator (eg. consultant)? _____

6. Besides being a teacher and an administrator were there any other roles you held during your career in education?

7. Please provide a brief description chronologically arranged of your entire career (schools, districts, assignments, length of time there, etc.).

8. Diploma(s) or Degree(s) held and year earned (please indicate if completed as a part-time or full-time student)?

9. If you wish, please provide a brief description of your family (wife?, husband?, years married?, children (ages)?, time off to have and/or raise a family?, etc.).

10. In several sentences please describe yourself as a principal.

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