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Criteria for Selecting Female Superintendents in a Southern State

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CRITERIA FOR SELECTING FEMALE SUPERINTENDENTS IN A SOUTHERN STATE

by

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ABSTRACT

The purpose of this study was to ascertain which personal characteristics and professional skills differentiate female superintendents from school board presidents during the hiring process of a new superintendent. Input from practicing Louisiana public school superintendents and school board presidents was obtained in this quantitative study. This study's significance was to identify personal characteristics and professional skills identified by current female superintendents to have been significant factors in their selection to the superintendency. Current research and literature reviewed and a reliable survey instrument obtained the desired information from the sample. The components of the survey were divided into two categories: personal characteristics and professional skills. The content or specific items for the survey were identified through the current literature. A factor analysis was performed on the survey to identify correlated items and group them into factors. As a result, four significant constructs were derived from the surveys.

Based on the population, the researcher distributed a survey with 14 personal characteristics and 22 professional skills. Three research questions were formulated for the study. The level of significance established for this study was .05.

Study findings showed the only personal characteristic with a significant difference was "*Excellent and diverse societal skills."* The results were a positive sign that superintendents and school board presidents tend to agree and understand the

characteristics that encompass today's traits needed for a successful hire in the selection process of new superintendents.

It was also concluded that superintendents valued the professional skill of "*high student advocacy*," "*clearly focused work*," and "*high academic goals"* significantly higher than public school board presidents. Both hypotheses for this study were rejected.

The emerging views of leadership and the glass ceiling theoretical framework contribute to the need for attention to be placed on the personal characteristics and professional skills attributed needed when hiring a new superintendent. This research will help aspiring female superintendents identify the personal characteristics and professional skills of successful female superintendents. Using such information from the study for recruiting, selecting, and retaining female superintendents will be important for Louisiana.

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DEDICATION

This dissertation is dedicated with much love to LAKEN GENTRY MCCLAIN, my first-born granddaughter, because, through example, MeMe believes that you will "Change the World" each day.

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CHAPTER 1

INTRODUCTION

The hiring of a superintendent is one of the many significant actions taken by a School Board. Prospective superintendents want to have the appropriate credentials, personal characteristics, professional leadership skills, and relevant educational settings experiences. School boards are looking for candidates whose background and experiences have prepared them for the superintendency's complexity. This scenario broadens when one or more of the candidates is female.

Exploring current female Superintendent's professional characteristics and personal skills in the hiring process by school board presidents provides emerging themes that widen the gap for aspiring female leaders seeking to obtain the position. Consequently, whereas much previous research has identified barriers that women face (Allen et al., 2006), this current study focuses on significant predictors of current female superintendents and characteristics selected from school board presidents.

Theoretical Framework

Women face invisible barriers, otherwise known as the glass ceiling, which demonstrate gender leadership gaps. The document, *A Nation at Risk* (US Department of Education, 1983), notes the lack of educational excellence of schools and the futile

pursuit of gender equity. Astonishingly, *Bipartisan Policy Center* states, “Thirty-six years have passed, and in 2019, the nation is still at risk” (Bipartisan Policy Center, 2019, p.1). School scores are the “second most important school-level factor associated with school achievement” (Cardichon & Espinoza, 2017, p. 2).

An additional factor in taking advantage of the Every Student Succeeds Act is that “multiple studies of teacher attrition in high poverty schools have found that teachers“ perceptions of their school’s leader are a dominant factor in their decision to remain at the school’ (Cardichon & Espinoza, 2017, p. 2).

> Although research has shown that one of the main reasons for the lack of female representation in society, which includes both men and women, underestimates and undervalues the effectiveness and competence of a female leader, especially when compared to a male leader” (Nakitende, 2019, p.5).

Diversity and equality have been at the forefront of concerns for our educational systems. According to the article “If Your Teacher Looks Like You, You May Do Better in School,” when students had teachers who didn’t look like them, they reported lower levels of feelings and attitudes (Boisrond, 2017).

Forty percent of all working women are currently employed in government and education services compared to just 20% of working men. Women accounted for 52% of all workers employed in 2018; 80% were elementary and middle school teachers. Where are the female superintendents?

Based on this information, professional skills need to be explored, combined with personal characteristics, to thoroughly examine what determines leadership effectiveness (Zaccaro, 2007). Historically, trait-based research has been conducted focusing on

individual differences that should predict leadership emergence and effectiveness (Zaccaro, 2007). With the glass ceiling and trait-based research symptoms, there is a need to understand the similarities and differences of gender leadership experiences and understand any imposing limitations for those seeking the superintendency. Through a theoretical lens, could the glass ceiling's notion in producing high-quality school leaders be attainable?

Statement of the Problem

This study aims to ascertain which personal characteristics and professional skills differentiate female superintendents from school board presidents during the hiring process of a new superintendent. The study population was the current 2020 female superintendents and all school board presidents in the state listed in the Louisiana School Board Association file.

Significance of the Problem

The significance of the problem, and the quantitative study results, contribute to the understanding of the significant predictors that current female superintendents possess as leaders in the selection process by school board presidents. These indicators address any gap that may enable the increase of females to the superintendency in Louisiana. Furthermore, studies have indicated that leaders' characteristics or traits and attributes are significant predictors for their current level of effectiveness and future acquisition of professional skills that will further predict future effectiveness (Zaccaro, 2007).

Research Questions

The research questions that directed this study were the following:

1. Does the mean rank for each construct, generated from the personal characteristics and professional skills, compare favorably for the two groups?

2. Do the results of the comparison of mean ranks of the constructs suggest that females pursuing the superintendency focus on certain characteristics and skills in preparing the application and the interviews for the superintendency when compared to those chosen by school board presidents?

From the research questions, the following hypotheses were generated:

Ho: There is no significant difference in the mean ranks of the constructs on the Personal Characteristics Surveys forms between the superintendents and the school board presidents.

Ha: There is a significant difference in the mean ranks of the constructs on the Personal Characteristics Surveys forms between the superintendents and the school board presidents.

Ho: There is no significant difference in the mean ranks of the constructs on the Professional Skills Surveys forms between the superintendents and the school board presidents.

Ha: There is a significant difference in the mean ranks of the constructs on the Professional Skills Surveys forms between the superintendents and the school board presidents.

Significance of the Study

In the 21st, century, a clear identification of leadership has focused on the relevant conceptual framework that links and identifies effective, and possibly ineffective, leadership theories within organizations. There is a logical connection between public school rankings and the transparency of leadership across superintendents related to the comprehensive arrangement of decision-making theories. (Cilesiz & Greckhamer, 2014). Women continue to be underrepresented despite having similar incentives to men when considering a superintendency career, even though females outnumber men as educators and account for at least half of the students in leadership programs (Kelsey et al., 2014).

This study's significance is to identify personal characteristics and professional skills identified by current female superintendents to have been significant factors in their selection to the superintendency. This research will help aspiring female superintendents identify the personal characteristics and professional skills of successful female superintendents.

Assumptions

This study assumes that the superintendents and school board presidents answer and respond appropriately on the Personal Characteristics Surveys forms and the Professional Skills Surveys forms. This study also assumes that both the superintendents and board presidents give truthful information on the surveys responses.

Limitations

As with every study, this one contains some inherent limitations. Those readily identified are: (1) the study is limited to the state of Louisiana, (2) the group of existing female superintendents and school board presidents choose to complete and respond to

the survey, and (3) board presidents may not have selected superintendents within their terms of service.

Delimitations

The delimiting considerations of the study are gender and geographical location. Since the research took place in one state, the participants needed to be currently employed within the Louisiana school system. This state was chosen because of the gender leadership gap, which may indicate the glass ceiling. The participant pool was narrowed to current female superintendents and male and female school board presidents because it focuses on the educational leadership hiring selection.

Definitions of Terms

Specific terms are used frequently in this study and the definitions of these terms are as follows:

1. **American Association of School Administrators (AASA)** – The American Association of School Administrators, founded in 1865, is a professional organization for more than 14,000 educational leaders across the United States.
2. **Barrier** – In this research, any obstacle perceived or otherwise preventing a female from career advancement as viewed from the research participant's perspective is a barrier.
3. **Career path** – The individual or group previous work experiences is a career path.

4. **Critical Feminist Theory** – This is a theoretical framework in the social sciences that uses critical theory to examine society and culture related to categorizations of race, law, and power.
5. **The 1964 Civil Rights Act** – This act prohibits discrimination and segregation based on race, religion, nationality, sex at work, schools, public housing, and in federally assisted programs. It also started the Equal Employment Opportunity Commission.
6. **Gatekeepers** – The gatekeepers are responsible for evaluating applicants for a certain level of intelligence, experience, and qualifications before they can carry out the superintendent's functions.
7. **Glass Ceiling** – The invisible and impenetrable barrier that prevents women and minorities, irrespective of their capabilities or accomplishments, from getting to the top of the industry hierarchy is the glass ceiling.
8. **Feminism** – This is a range of social movements, political movements, and ideologies that aim to define, establish, and achieve the sexes' political, economic, personal, and social equality.
9. **Organization(s)** – These are institutions that enable society to pursue goals that individuals cannot achieve by acting alone. The term organization refers to the group of individuals who perform tasks to accomplish shared objectives. The organization is based on synergy, which means a group can do more work than an individual working alone.
10. **Organizational Theory (OT)** – OT provides tools to analyze interpersonal relationships and the result of these relationships on individuals and between

constituents in the organization and their effect on the organization. OT is the study of relationships between individuals working together and their overall impact on their performance. OT can be defined as the interrelated concepts and definitions that explain individuals or groups or subgroups' behavior, interacting with each other to perform activities intended to accomplish a common goal. OT goes as far as to analyze the effects of the internal environment and external business climate including, but not limited to such individual things like psychological aspects, group characteristics such as cultural and societal influences and factors as applies and relates to critical feminist theory (CFT), as well as external drivers such as the ever-changing regulatory, political, legal landscapes.

11. **Organizational behavior** – This is the study of human behavior, attitudes, and performance within an organizational setting. This setting draws on theory, methods, and principles from such disciplines as psychology, sociology, and cultural anthropology to learn about individual perceptions, values, norms, learning capacities, and actions while working in groups and within the greater organization. These settings analyze the external legal, political, and regulatory environments' effect on the organization and its human resources, missions, goals, objectives, and strategies.
12. **Organizational development** – These are the processes of preparing for and managing change in organizational settings.
13. **Organizational structure** – The formal patterns of how people and jobs are grouped in an organization comprised its structure. An organization chart

often illustrates the organizational structure. Organizational structure plays a critical role in the success of the institution. Organizational theories help to identify appropriate organizational structures to tackle specific problems.

14. **Organizational design** – This is a specific organizational structure results from managers' decisions and actions and how managers choose among alternative frameworks from the breakdown of jobs into their parts and the delineation of different departments.
15. **Superintendent** – A superintendent is a decision-maker responsible for the supervision of school administrators and administrative employees, collaboration with school boards, and the handling of fiscal activities.
16. **Title IX** – No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance is what Title IX states.
17. **Under-representation** – This refers to the circumstance in which significantly fewer participants in a specific industry are less than expected despite proportions.
18. **Women's Educational Equity Act of 1974** – The purpose of the law is to make education more equitable for girls and women by providing incentives and assistance to educational institutions and community groups.

Research Design

The research design uses a quantitative approach to the study, answers research questions, and tests hypotheses. The plan allows for appropriate data collection and data

analysis procedures. The design focuses on using a systematic variance, which maximizes the conflict between the two subject groups. The instrument used in this study, the McCormick survey instrument (McCormick, 2011), to be described later and is an appropriate instrument for data collection and data analysis.

CHAPTER 2

REVIEW OF LITERATURE

Why are there so few female superintendents? This study ascertained which personal characteristics and professional skills differentiate female superintendents and school board presidents during a new superintendent's hiring process.

Personal characteristics and professional skills items were given to current female superintendents to rank. These rankings provided information about the hiring process of these superintendents. Each school board president received the same set of personal characteristics and professional skills items to rank, and these data were compared to participating female superintendents.

This literature reviews also included an analysis of beliefs that address unequal opportunities, a historical perspective of the glass ceiling, and the current gender gap across superintendent positions nationally. The researcher included professional journals, government documents, dissertations, online documentaries, and online YouTube videos. The researcher began by identifying Louisiana female superintendents, examining gender equity, recognizing glass ceiling, identifying school board presidents, researching hiring processes, and determining personal characteristics and professional skills.

Female Superintendents

Females aspiring and preparing to be future superintendents have a moral obligation, as experts in their field, of staying educated in the latest research concerning curriculum, instruction, evaluation, law, finance, or fiscal management. After meeting basic needs, emotional and physical safety, forming relationships, school culture, and self-actualization take precedence in that order (Maslow, 1970).

The Civil Rights Act of 1964 drastically expanded the number and stature of women in America's workforce. Nevertheless, concerns about the relative absence of women reaching the highest management levels are still unbalanced compared to men in upper management positions. Examining results from the American Association of School Administrators (AASA), the researcher collected the most recent, complete data regarding female superintendents. The AASA conducted a nationwide investigation of females in both central office positions and the role of superintendent. The study found that even though females made up 75% of the educational roles and held more than half of all advanced administrative degrees, less than 15% reached the superintendent level (Skrla et al., 2001). Skrla et al. (2001) states that it is imperative to precisely understand female administrators' barriers regarding female representation in the superintendent's crucial role. The ability to determine career and succession patterns for females currently serving as administrators is paramount to determining how to develop best a career path that will reward qualified female administrators with the superintendency.

Also, leadership styles play a huge role in determining the success of school leaders. Sheryl Davis points out that women remain marginalized when attaining the superintendent's role across the nation (Davis, 2007). Her study used a mixed-method

construct design, collecting quantitative and qualitative evidence from females in the Georgia public school system. This particular study had twenty-seven of the thirty-six female superintendents in Georgia respond to the "Questionnaire on Perceptions of Barriers and Strategies on Women Securing the Superintendency" (Davis, 2007). This questionnaire produced the barrier question facing these women, which was the adverse demands of balancing a career and family needs. Conversely, the successful strategy most cited established a political "know-how" (Davis, 2007). It is evident from the data collected from these female superintendents that all were content with their roles, and they were all willing to remain superintendents.

According to Kowalski (2012), a study conducted in 2000 and published in the *School Administrator* showed that male superintendents were much more likely to cite personal characteristics as the main reason for being hired. Female superintendents were twice as likely as men to cite the ability to be instructional leaders. Females were slightly more likely to cite the chance to be a change agent. In a study conducted by McGarity and Maulding (2007), "research found that female superintendent's study-related patience with tolerance as they deal with difficult issues based on everyday experiences in the superintendency (p.41)."

The superintendent's role is crucial in the 21st century. It is beneficial for school leadership and systems to know something about the females and males that will furnish that leadership (Chapman, 2001). There has been an increase in the number of women superintendents throughout the 1900s, with the numbers doubling in the 1990s. For example, in 1990, the percentage of female superintendents was 6.5%, and by 2000 that number had risen to 13.2%. (Brunner, 2000; Glass et al., 2000). Glass (2000) makes the

case that even with female superintendents' doubling, the data reveals an underrepresentation of these females. "Emotional intelligence is at the core of a superintendent's capacity to build and maintain positive and trusting relationships" (Starr, 2016, p.22).

Gender Equity

Despite the increased efforts to promote affirmative action, the number of female superintendents compared to the number of males in the position of K–12 shows insignificant reform (Montenegro, 1993). Half of the participants who complete their Educational Administration study are female (Ortiz & Marshall, 1988).

Within the 21st century, clear identification of leadership has identified effective and possibly ineffective leadership theories within systems. The discrimination that women faced in the Civil Rights Movement inspired many to join the feminist movements in the 1970s. However, these women did not allow discrimination to prevent them from being part of the fight for seeking leadership positions and struggling with equal treatment and acknowledgment (Smith, 2017).

According to *A Nation at Risk*, educational institutions were faulted for the purported deficiencies in educational performance and the insufficient efforts to achieve gender equality. Meanwhile, the issue of gender equity has been debated for several decades. Women's experiences of unequal status and opportunities initiated the feminist movement in the 1960s. Historically, women have experienced unfair treatment in society due to stereotypical gender roles and antiquated cultural norms combined with principles embedded in capitalism and notions of male patriarchy (Grogan, 2003).

According to the United States superintendent demographics in 2006, there is no set number of superintendents. However,

1. Approximately 22% of superintendents are women, a number that is increasing over time.
2. The mean age of superintendents is between 54 and 55 years of age.
3. The number of minority superintendents is approximately 6%.
4. Sixty percent of superintendents have a doctoral degree (USBLS, 2012).

Glass Ceiling

Even within the Civil Rights Movement, women were often denied positions of leadership and overshadowed by men. Women leaders had to fight for resources as the men usually had the first choice; however, when they tried to speak out against the sexism in the Civil Rights Movement, the men said that women were taking the focus away from racism, the main issue (Smith, 2017). Because of this, women felt like they had to choose one battle to fight (Smith, 2017).

The Equal Rights Amendment was introduced in 1967. This Amendment still has not been passed as of 2021. In order to pass, 38 states must agree that discrimination based on sex is unconstitutional if it is to pass. We have, right now, less than 5% of women are CEO of Fortune 500 companies (McGraw, 2019).

Over time, the glass ceiling is a specific framework for this study that can be utilized to analyze womens' career advancement into prominent educational leadership positions. Assessing how females in school districts fulfill educational and experiential requirements and come into their respective educational roles is crucial in shattering the glass ceiling. It is important to interpret and understand the particular cultural belief

systems that shape these actions and behaviors to propel candidates toward the path to gainful employment and ultimately into educational superintendency positions.

Organizational Theory (OT) is considered to be a piece of the glass ceiling. The organization, which are the interrelated concepts and definitions that explain the behavior of individuals or groups or even subgroups and the interaction with each other to perform the activities intended to accomplish a common goal or achieve the desired outcome (Williams et al., 2010), in this case, superintendency for women. OT goes as far as to analyze the effects of the internal organizational environment and the external business climate including, but not limited to, characteristics like individual and group psychology, broader cultural and societal influences, including specific constructs such as critical feminist theory, but also external drivers such as the ever-changing regulatory, political, legal landscapes influencing the education industry (Stamarski & Hing, 2015). Interestingly enough, the challenge of being recognized as a leader was an older experiment (Paradise et al., 1992).

1. Participants looked at a picture of a group of professionally dressed people sitting around a long table and were asked to identify the leader of the group. The group was comprised of all women, all men, or half and half. In the male group, the man seated at the head of the table was always identified as the group leader. In the all-female group, the effect was the same—the woman at the head of the table was identified as its leader. Importantly, however, in the mixed-gender group, participants tended to pick one of the men seated on the table's side as the group leader. The same cue (sitting at the head of the table) did not convey women's leadership positions as clearly as it did for men.

More recent research suggests that this may be more pronounced among men; the tendency to guess that a man was the leader of a mixed-gender group emerged in young men but not young women.

2. This means that women likely have to do more than men to be recognized as leaders by men (Paradise et al., 1992).

In this case, glass ceiling theories aid in understanding the uneven employment playing field for women. When compared and contrasted to career opportunity advancements for men, providing more opportunities for women which enhance and increase organizational effectiveness and increasing organizational efficiency may meet the ultimate goal to yield more positive outcomes, e.g., higher academic achievement and shatter the glass ceiling (Paradise et al., 1992).

Proving a case in point, “although the number of females attaining the superintendency has risen over the last decade, there is little research as to why there is a gap in the number of females in leadership classes and the number represented in the superintendency” (Davis, 2007, p.1). According to the United States Bureau of Labor Statistics (USBLS), women trail behind men in almost every workplace category. Women constitute 47% of total United States employment compared to men at 53% when it comes to overall employment. However, within management, professional, and related occupations, women constitute 51% of workers (USBLS, 2012).

According to the study by Glass (2000), 50% of female superintendents report the route to the superintendency included the traditional teacher/principal/central-office roles (Davis, 2007). Glass et al. (2000) notes that female superintendents, on average, devote more time to be in the classrooms than male counterparts. Another staggering feature that

Glass (2000) found was that females earn their doctorate at similar numbers to males, but only 10% of these women choose to seek the superintendent's role. With these numbers, it begs the question as to why. These numbers illustrate why it is crucial to determine what hurdles female administrators with comparable experience and advanced degrees face, especially in this day and age.

America has come a long way in creating a more level playing field for women in the workplace, including the educational system comprised mostly of women, to the tune of 75%. Leadership barriers facing female administrators must be identified and illuminated to change the current status-quo. All applicants should be asked the same questions during interviews to defend against discrimination in the hiring decision. (Cappelli & Holmes, 2019)

Consequently, in 2017, in *Every Student Succeeds Act* (ESSA), "multiple studies of teacher attrition in high poverty schools have found that teachers' perceptions of their school's leader are a dominant factor in their decision to remain at the school" (Cardichon & Espinoza, 2017, p. 3). They recognized the gender gap as the unbalanced disparity between men and women's economic and social attainment. Within academic works, the gender gap is often perceived as a disparity in the number of opportunities for promotion within organizational hierarchies for men and women. One must examine the gendering work alienation and proportional numerical strength within the school system (Haverman & Beresford, 2011).

Marzano and Waters (2009) examined the quality of superintendent characteristics by determining the following:

- ensuring collaborative goal setting,

- establishing achieving instructional goals,
- ensuring support of district goals,
- maintain and monitor achieving instructional goals,
- designating possible professional development supporting goals of achievement, and
- providing resources set aside for instructional achievement (Marzano & Waters, 2009).

Over time, women have been deemed an obedient species whose contributions to society have been determined by their ability to raise children, prepare meals for their spouse, and intervene where men have not fulfilled their occupational roles (Whitaker & Lane, 1990). Unfortunately, although women can acquire equal standards or more extraordinary achievements by possessing a professional education, few can progress to senior administrative positions in K–12 schools, notably, assistant superintendent and superintendent. Despite leadership efforts to improve student achievement, gender inequity remains prevalent in public-school superintendents for Louisiana (Ramaswamy, 2020). Lewis and Simpson (2011) review tokenism theory from a post-structuralism vantage point. There are hidden dimensions of gendered power within this theory. Women of corporations are captured in the "Invisibility Vortex" (Lewis & Simpson, 2011), which highlights the numerical disadvantages featured in Kanter's seminal work (Kanter, 1977a).

Although Critical Race Theory emphasized in the study by Liang and Liou (2018), it poses the concern of defining leadership as an "adaptive, fluid, and highly situated set of behaviors mediated by one's personality, consciousness, and social

relationships with those around" (p. 70). Within the Critical Race Theory, social justice for future professions is a premise for justification of understanding; however, gender epistemology implies a pressing need of concern as a leadership framework within transformation for leadership equity need in school superintendency (Liang & Liou, 2018).

Based on these differing perspectives, "the ramification for a superintendent of a diverse district is that the leader has to ensure multiple voices are represented in conversations about the future of the district" (Starr, 2016, p. 17). Social and emotional learning training begins with educators and are skills necessary for school and life success; however, state education policies are aware of this need and allow for funding efforts to support the standards. "Most superintendents indicate they spend more time dealing with relationship issues than on any other task" (Starr, 2016, p. 22).

During the social construct period leading into the glass theory concept, women primarily advocated feminism is the belief that men and women were equal socially, politically, and economically (Kang et al., 2018). Historically, women experienced unfair treatment in society due to stereotypical gender roles and antiquated cultural norms combined with principles embedded in capitalism and male patriarchy notions. Inequalities between males and females caused female oppression, leading to theoretical perspectives and general principles, which led to the creation of the critical feminist theory. These principles and perspectives became the analytical basis for evaluating the experiences of female oppression and unequal opportunities to men (Grogan, 2003). This inequitable system effectively reduced career opportunities for women in the United States and around the world. The glass ceiling, a metaphor for an artificial barrier,

illustrates restrictions that keep women from advancing professionally and apply to all professions in most industries, if not all countries, the world over (Grogan, 2003).

Ironically, according to the women's championship basketball coach from Notre Dame, Muffet McGraw asked the important question, "who are females looking up to?" McGraw continued to make other profound statements in her speech: "We do not have enough female role models, visible women leaders, or women in power; men run work; men have power; men make the decisions; it is always the men that are the stronger ones" (McGraw, 2019).

Furthermore, the study of dealing with complex issues and their ramifications by administrators brings many questions in understanding the glass ceiling debate. These range from how a decision was reached, who else collaborated the justification, supporting evidence, and if the personal judgment had any role in the process (Zakhem & Palmer, 2012). It has been argued that if a male and female held training certifications, but male employees were consistently selected over equally qualified females, it would be evidence of the glass ceiling (Cotter et al., 2001).

Teachers may lead instructional activities in the classroom, but an effective learning environment is a direct result of educational leadership (Dougherty et al., 2005). Much like every regulation the federal government institutes, it eventually gets amended and adjusted to suit whichever political party is in power. Political methods are inherently biased to specific groups in an attempt to maintain or create power. It is noticeable that with very high economic and educational attainments, United States women have still not achieved a proportional measure of political power (Nussbaum, 1999). Researching further into inequality, Yoder explained that men's workgroups were more likely to

exhibit negative behaviors toward women when those women held positions traditionally associated with men (Yoder, 1991).

When looking at inequalities faced by females in education, there are genuine obstacles that have been ingrained in America's educational system. Wikipedia defines a school superintendent this way:" In the field of education in the United States, a superintendent or superintendent of schools is an administrator or manager in charge of many public schools or a school district, a local government body overseeing public schools" (Buck, 2005, p. 49). It is abundantly clear that superintendent's role is vital and requires a massive amount of aptitude and responsibility. If females comprise 75% of the educational workforce, but only 13% are put in a superintendent's role, what is the reasoning for this glaring difference? According to Skrla (2001), the population of superintendents across the nation consists of men. In particular, white men comprise this role in staggering numbers. The inference being superintendency is a male leadership partnership (Skrla et al., 2001). One barrier introduced by Skrla is when females assume power and authority, females are expected to behave in ways that are counterproductive to socially accepted norms (Skrla et al., 2001). Ideas such as this contribute to why male and female superintendents' impartiality has resulted in consequential debates. These debates may imply why men are more likely than females to receive five-year rather than three-year employment contracts (Brunner & Bjork, 2001). Brunner and Bjork (2001) make the case that male superintendents receive four more years of experience on average than their female counterparts in their respective roles as superintendent.

School Board Presidents

A collaborative team approach between the Board and administration must elevate district effectiveness (Kowalski, 2012). For example, superintendents are unlikely to initiate and sustain change if they are continuously in conflict with board members. The Superintendent should have an open, interactive, and collaborative relationship with board members – especially the board president (Eadie, 2009).

Keep in mind that school districts and school boards' structure has not improved in the last hundred years. The average school district is home to about 2,200 students and is situated in a non-urban setting. There are roughly 80,000 school board members, but only a few hundred urban school board members' direct policies and administration for half of the nation's schoolchildren (Glass, 2000).

Primarily, the first and most important action taken by a school board is the Superintendent's appointment. It occurs every six to seven years for the average school district. It might transpire every two or three years for conflict-ridden districts. Superintendent retention data indicate that schools with cohesive boards and citizens encourage higher-quality superintendents and keep them in the position for more extended periods. Because the school district is almost a perfect microcosm of its community, it is not surprising to learn about distressed school boards in communities marred by difficult issues such as destitution, massive unemployment, poor education, and social inequality (Glass, 2000). Superintendents must possess leadership skills engaging board members, educators, parents, and the community to meet "non-negotiable goals for instruction and achievement" (Marzano & Waters, 2009, p. 21).

Based on television and newspaper articles, the perception is that there are ongoing chaos and conflict between boards and superintendents in all school districts. Less than 1% of superintendents are fired each year; nevertheless, many of them transfer to other areas following adversarial interactions with the Board or certain board members. However, in about fifteen percent of the districts reported, the Superintendent's assessment indicates a real issue in board relations (Glass, 2000).

Most importantly, the partnership between the Board and the Superintendent starts before employment. The method of selecting the Superintendent for most districts is extensive and involves many trips to each finalist area. Throughout these one-or two-day interviews, the board members will shape an initial partnership with the potential Superintendent. In the first few months, the Superintendent and the board learn each other's positions on school activities. This is a crucial period for both the Board and the Superintendent to construct decision-making guidelines. Forward-looking boards set boundaries around which the Superintendent could very well make executive decisions (Glass, 2000). Wynn (1981) recommends that boards agree in advance on procedures, division of responsibility, deadlines, and costs. Wynn elaborates on this crucial point: The Board's initial task in a search is to develop specific selection criteria. These criteria should pay attention to competencies, skills, values, and traits. Usually, boards evaluate and rank a variety of skills and characteristics in constructing a superintendency profile. Many categorical divisions such as creativity, professional stature, interpersonal skills, abilities to manage, lead, communicate, make decisions, maintain academic standards, work with trustees, supervise, staff development and may be employed to assist the Board in crafting a viable profile (Wynn, 1981).

Notably, in a study conducted by McGarity and Maulding (2007), a superintendent emphasized that a high level of financial understanding is essential in improving communication with school board members. “The stress of dealing with financial issues diminishes when you are confident enough to know that whatever is being spent by the district is getting the maximum benefit for the cost” (McGarity & Maulding, 2007, p. 42).

Above all, communication is a crucial component of the collaboration between the Superintendent and the board president. Most superintendents spend very little time communicating directly with members of the Board. However, a significant proportion of the effort superintendents expend is with the school board president (Glass, 2000).

Hiring Process

The cultural traditions of K–12 schools have been influenced by differing opinions and discourse about the gloomy prospects of equality among women serving as superintendents. According to Kowalski (2012), a study conducted in 2000 produced data in the *School Administrator*, noting gender-related findings support the contention that school boards judge male and female applicants somewhat differently. Although all boards place value on personal characteristics and competencies, the findings indicate that gender may affect the order of importance (Kowalski, 2012).

Although the law provides affirmative action and equality of opportunity, statistical analysis has consistently shown that men and women are disproportionately reflected in K–12 education administration (Gotwalt & Towns, 1986; Heller et al., 1991). In the last 65 years, there has been a significant increase in the number of women participating in the labor force. By 1986, 55% of the workforce was comprised of women

compared to only 33% in 1950. Bureau by 1995, 60% of all adult employees will be female. Issues regarding the overwhelming ratio of women in Educational Administration in K–12 schools will only intensify as female's careers in that profession expand, considering such little progress has been made to address the disparity in the female and male ratio specifically. Today, the local school boards have commonly entrusted candidates' vetting to mainly male-oriented consultants (Chase & Bell, 1994).

Above all, evidence has regularly supported the view that females see the position and Superintendent as an educational leader for which they are eager and are just as qualified, if not more so, than their male contemporaries. So, if more than half of all teachers in K–12 education are female, it stands to reason there should be more female superintendents (Biklen & Brannigan, 1980; Lovelady-Dawson, 1980; Shakeshaft, 1987a; Smith & Piele, 1989; Wiley, 1987; Zumsteg, 1992).

Most importantly, studies have shown that increased focus was placed on the interview's significance and personal characteristics (Williams, 1978). Specific criteria deemed essential to superintendents in their choice of the finalist for principal roles included previous management, experience, personal experience, and the ability to influence their students (Bryant et al., 1978). New administrators being selected and chosen is in contention over procedures, standards, and norms. K–12 schools have confirmed their apprehension in employing females in upper-level management roles based on the low numbers of women in these positions (Montenegro, 1993). Additionally, recruiting algorithms studied by Cappelli and Holmes (2019) in businesses since 2014 gave women lower characteristic scores, proving ineffectiveness because

previously, the company's best performers were overwhelmingly men. The company discontinued this recruiting method in 2017.

Meanwhile, the hiring process of K–12 schools has gone unquestioned and unexamined by current civil rights laws. Title IX concentrates on school initiatives instead of gender discrimination in hiring practices. Notwithstanding affirmative action legislation and court systems, the lack of womens' participation as educational leaders persists (LaPointe, 1994; Montenegro, 1993; Shakeshaft, 1987b; Zumsteg, 1992). The superintendent is encouraged to search for difficulties and have a strong sense of achievement and a threat of failure (Hanson, 1991).

A case in point, the leadership population will remain static with such a limited proportion of women in supervisory roles. The days of employing the athletic director or music director have become problematic for K–12 institutions. Society now searches for innovative, creative executives who can guide the institution towards a more highly competitive marketplace (Shakeshaft, 1987a).

As late as the first few decades of the 20th century, school board members, mayors, and other political elites (e.g., prominent business executives) in some large cities continued to assign superintendents menial tasks, primarily because of political and philosophical motives. As examples, they wanted the public to view these administrators as servants rather than leaders, and they considered superintendents to be incapable of managing human and material resources (Knezevich, 1984). As a result, school boards often hired superintendents reluctantly and resisted yielding power over finances and personnel functions (Carter & Cunningham, 1997).

According to Kowalski (2012), a study conducted in 2000 revealed data from the *School Administrator* as follows:

- Forty percent of superintendents said the main reason they were hired was personal characteristics.
- In 2010, the percentage identifying personal characteristics dropped to 33%.
- The next-highest responses were the ability to be a change agent and ability to be an instructional leader (Kowalski, 2012).

Personal Characteristics and Professional Skills

Superintendents are exceptional leaders that exhibit common characteristics and skills with the current expectations placed on superintendents, an established need to identify the trait-based leadership perspective for aspiring females. In the Hierarchy of Needs, Maslow (1970) encompasses physiological, safety, belongingness, self-esteem, and self-fulfillment. The primary biological function of physiological needs is human functions. After basic needs are met, emotional and physical safety, forming relationships, school culture, and self-actualization take precedence in that order (Maslow, 1970). According to Zaccaro's trait-based studies, current levels of effectiveness and future attainment of such personal characteristics or traits and professional skills or attributes can predict future effectiveness (Zaccaro, 2007).

In general, the role of the superintendent is male-dominated. This continuously monitored pressure has managed to help expose obstacles to leadership positions rather than masking them. The Census Bureau identified the superintendency as the most male-dominated executive position of any profession in the United States (Glass, 2000). Meanwhile, there is a logical connection between public-school rankings and the

transparency of leadership within superintendents related to the wide arrangement of decision-making theories. (Cilesiz & Greckhamer, 2014). According to *San Francisco Magazine*, in a study of a successful female CEO candidates are what organizational psychologists refer to as emergent leaders, persons who grow into leadership positions through leader-like behaviors. Besides, an alarming discovery by King and Knight (2011) was that "organizations are more prone to appoint women to serve on their boards when their company is performing poorly—a situation where almost anyone is doomed to fail, including the newly appointed female leaders (King & Knight, 2011, p. 162)."

Specific superintendent leadership behaviors associated with increased student achievement, as reported by Marzano and Waters (2009), include the following:

- ensuring collaborative goal setting
- establishing non-negotiable goals for achievement and instruction
- creating school board alignment with and support of district goals
- allocating resources to support the goals for achievement and instruction
- monitoring achievement and instruction goals.

Covey's (1989) habits or traits displayed as characteristics and skills included: "proactivity, beginning with the end in mind, putting first things first, thinking win-win, seeking first to understand—then being understood, having synergy or putting the organization first, and being committed to self-renewal" (p. 307). Additionally, he defined influential leaders as assertive, highly energetic, upbeat, optimistic, bright social behaviors, cooperative, gentle, kind, encouraging, emotionally stable, exhibits consistent emotions, creative, imaginative, high job performance levels, intelligence, and charisma (Johns, 2013). Eventually, Bjork (2009) noted that superintendents, directly and

indirectly, impact curriculum, instruction, and student achievement. Bjork (2009) has identified five essential areas that require a combination of personal characteristics and professional skills that define an effective superintendent. These five areas are:

- staff selection and recruitment,
- principal supervision and evaluation,
- establishing clear instructional and curricular goals,
- monitoring learning and curricular improvement activities, and
- financial planning for instruction (Bjork, 2009).

Wilmore (2008) noted standards that incorporated personal characteristics and professional skills to be essential for successful superintendents, while the last standard was intended to serve as a guideline. These standards are as follows:

- **Standard 1**: A school district leader who has the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is supported by the school community;
- **Standard 2**: A school district leader who has the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff;
- **Standard 3**: A school district leader who has the knowledge and ability to promote the success of all students by managing the organization, operations,

and resources in a way that promotes a safe, efficient, and effective learning environment;

- **Standard 4**: A school district leader who has the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources;
- **Standard 5**: A school district leader who has the knowledge and ability to promote the success of all students by acting with integrity and fairness and in an ethical manner;
- **Standard 6**: A school district leader who has the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context; and
- **Standard 7**: The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Summary

The literature review includes an analysis of beliefs that address unequal opportunities and a historical perspective of the glass ceiling and the current gender gap across superintendent positions nationally. The literature on organizational behavior offers a plethora of perspectives. Organizations, especially public schools, are viewed as open systems that should continuously interact with their environment. Open systems theory maintains that conflict is a positive factor provided it is managed correctly. Public institutions significantly should adapt to evolving societal needs, and conflict provides an avenue for change (Hoy & Miskel, 2008). Applying this knowledge to superintendent–board member relationships, periodic conflict, managed effectively, can result in improved communication and more symmetrical relationships—and in turn, these improvements are likely to benefit the community, the district, and students. The overarching examination of Louisiana female superintendents, gender equity, glass ceiling, school board presidents, hiring processes, personal characteristics, and professional skills will benefit aspiring female superintendents.

CHAPTER 3

METHODOLOGY

Research Design

The research design chosen for this study provided credible results with the opportunity for minimal error. The research design used a quantitative approach to the study, answering research questions and testing stated hypotheses. The design allowed for appropriate data collection and data analysis procedures. The design also focused on using mean ranks, which maximized the variance between two groups of subjects.

Purpose of the Study

The purpose of this study was to ascertain which personal characteristics and professional skills differentiate female superintendents from school board presidents during the hiring process of a new superintendent. The study population was of the 2020 female superintendents and all school board presidents in the state listed in the Louisiana School Board Association file (see Appendix A).

A search of the current research and literature was conducted to obtain a survey instrument to collect data from the two groups. The McCormick Survey Instrument

was determined to be the most appropriate for this study (McCormick, 2011). The instrument contained personal characteristics and professional skills typically used by superintendents and school board members to operate and govern a local school system.

Research Questions and Hypotheses

The research questions that directed this study were the following:

1. Does the mean rank for each construct, generated from the personal characteristics and professional skills, compare favorably for the two groups?

2. Do the results of the comparison of mean ranks of the constructs suggest that females pursuing the superintendency focus on certain characteristics and skills in preparing the application and the interviews for the superintendency when compared to those chosen by school board presidents?

From the research questions, the following hypotheses were generated:

Ho: There is no significant difference in the mean ranks of the constructs on the Personal Characteristics Surveys forms between the superintendents and the school board presidents.

Ha: There is a significant difference in the mean ranks of the constructs on the Personal Characteristics Surveys forms between the superintendents and the school board presidents.

Ho: There is no significant difference in the mean ranks of the constructs on the Professional Skills Surveys forms between the superintendents and the school board presidents.

Ha: There is a significant difference in the mean ranks of the constructs on the Professional Skills Surveys forms between the superintendents and the school board presidents.

Participants

The participants in this study were selected using purposeful sampling. The researcher identified the names and school addresses of the current female superintendents and current school board presidents from the Louisiana School Board Association publication. Purposeful sampling is used when the researcher selects a sample from which the most can be learned (Merriam, 2009). Those female superintendents and the school board presidents who completed and returned the surveys forms constituted this study sample.

The instrument was delivered both digitally and traditionally to the 12 superintendents and the 68 school board presidents. One female superintendent was relieved of her position during the study and was replaced by a male, leaving 11 superintendent participants in the sample. The final sample size was based upon the number of participants that responded to the surveys. This sample contained 9 female superintendents and 24 school board presidents. No demographic data on any of the participants were collected.

The researcher requested approval from the institutional review board (IRB) and committee chair to use the Personal Characteristics and Professional Skills Surveys forms. The researcher informed participating subjects of the confidentiality and the value of the information that would contribute to the knowledge body. Participant names and

school districts were protected and available only to the researcher. Participants were able to withdraw from the study at any time.

Role of the Researcher

Upon approval of the dissertation committee, the researcher submitted an application to the Institutional Review Board (IRB) at Louisiana Tech University. The study was approved in May, 2020 (see Appendix B). Once participants were identified, an informed consent letter was attached to the instrument describing privacy protections (see Appendix C), allowing each participant the opportunity to decline participation in the study. The consent form noted that completion and submission of the instrument was a "form of consent." The researcher contacted Jennifer G. McCormick, State Superintendent of Indiana, by phone and email requesting permission to reprint the survey instrument from her dissertation (see Appendix D).

It was imperative that the researcher, a female in the state of study, remove all prejudgments, beliefs, or inherent bias regarding the underrepresentation of female superintendents in school board presidents' hiring processes. Essential to any phenomenological study, the researcher must set aside any biases and rely on the quantitative data's statistical analysis to obtain answers as it pertains to the research questions and the hypotheses (Creswell, 2014). Essential to this quantitative study was the utilization of feminist theory and the glass ceiling theory, used jointly to theorize why there is a disproportionate number of female superintendents in the state of Louisiana.

Procedures

This study was conducted in phases: approval of the study by the university IRB and committee chairman, choice of the instrument with directions for completion, data collection, data analysis, and dissertation completion.

Phase One: Approval of the Study

The quantitative research results specify an explanation as to what is and is not important, or may influence, a particular population. “Quantitative research also provides answers to questions about the frequency of a phenomenon, or the magnitude to which the phenomenon affects the sample” (Allen, 2017, p. 1377). Thus, quantitative research helps to prevent bias.

Using the 33 instrument responses, the researcher created a spreadsheet. Each dependent variable was entered into a master list in one of two files (1) Superintendents and (2) School Board Presidents using Microsoft Excel software for coding data. A master list of all participants was kept in a clearly labeled folder and locked in a filing cabinet for tracking purposes. The participants’ names were not included on the surveys, so each was assigned a unique number for tracking purposes.

Phase Two: Choice of Instrument

The McCormick Survey Instrument possessed significant reliability and validity coefficients (McCormick, 2011) for the superintendents’ sample on which it was used. A factor analysis was used to ascertain data recognition based on shared variance for patterns and interpretation. Factor analysis was useful for studies that involve items from questionnaires to facilitate interpretations (Rummel, 1970).

Cronbach's Alpha was calculated for the personal characteristics instrument (0.768) and the professional skills instrument (0.908) found in Appendix E. Running those statistics on each construct and using Cronbach's Alpha measure of internal consistency (see Table 1), the instrument was reported as reliable. According to Ingham-Broomfield (2014), the researcher objectively collected data from an existing instrument that was already reliable and valid; however, exploratory factor analysis was run due to the study having a slightly different population than used by McCormick (see results in Appendices M and N).

Table 1

Cronbach's Alpha Reliability Chart

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable

Phase Three: Data Collection

A confidential environment was accessible to the participant by the researcher sending survey links through SurveyMonkey and school district email, adding to the research's positive outcomes. Due to the efficiency and cost-effectiveness, the researcher used online self-report surveys and considered the method advantageous over alternative surveying methods (Creswell, 2014).

Due to the ever-increasing digital world and the Covid-19 pandemic, the researcher chose SurveyMonkey to collect the data. This platform was chosen because it is commonly used in research as it indicates to participants that exported analysis and personally identifiable information remains anonymous. For tracking purposes,

superintendents were given one link, and school board presidents were given a different link, using the same instrument and directions.

Second, due to technology and system updates across the state of Louisiana school systems, many participants' emails were returned due to newly installed firewalls. Thus, the researcher located school websites to send work emails; however, some school districts had incorrect information on their school websites. To counteract that, the researcher personally called some school districts. When a response was not received, some districts shared that phone lines had not been working properly. Some of these calls resulted in alternate email addresses where the researcher could attach a cover letter and a web link for easy digital access. The web link allowed the researcher to track participants who had responded to SurveyMonkey through personal email.

Third, a cover letter signed by the researcher and a copy of the survey instrument were traditionally mailed to those who had not replied to the electronic surveys. Each packet contained a return, stamped envelope. For tracking purposes, superintendents' surveys were highlighted in pink, and school board presidents were highlighted in yellow.

For convenience, all surveys completed for this study took place in the environment of the participants' choosing. The participant was able to reach conclusions about each survey item in his/her most accustomed environment. The researcher did not eliminate any current Louisiana female superintendent nor current school board member's survey responses.

Phase Four: Data Analysis

Using the literature review as a guide, the researcher collected and analyzed documents mentioned as they related to the superintendent hiring processes. Data collection took place over a 3-month timeframe. Woods (2012) recommended that a combined, step-by-step explanation presenting the fundamental statistical practices for organizing, understanding, and concluding educational research data be used.

A Likert scale was provided for respondents to respond to their agreement to a particular item. Each survey item's mean score was noted in tables located within this chapter. An exploratory factor analysis using the collected data revealed the clusters in this study to determine which personal characteristics and professional skills items contributed the most variance in identifying the significant constructs among the items. Factor analysis is used in studies that involve items from questionnaires to facilitate interpretations (Rummel, 1970). Frequencies tables for each item for personal characteristics are located in Appendix G. Frequencies tables for each item for professional skills are located in Appendix H.

Exploratory Factor Analysis

An interpretation of the personal characteristics data for the superintendent responses was gathered, and the mean scores for the personal characteristics items for superintendents are provided in Table 2. A detailed examination of the professional skills items for the superintendent responses was gathered, and the mean scores for the superintendents' professional skills are provided in Table 3. This information was used in the descriptive statistics allowing for interpretation of the surveys items before forming constructs.

Table 2

Superintendents' Ratings of Personal Characteristics

Personal Characteristic Items	*M*
Creative	3.67
Displays a Specialized Knowledge Base/ Intelligence	4.44
Passionate About Education	4.89
Proactive	4.44
Systematic Thinker	4.56
Innovative/Seizes Opportunity	4.22
Strong Human Relation Skills	4.67
Committed to Self-Renewal/Self-Aware	4.22
Charismatic	3.78
Driven by Set Personal Goals	4.44
Calculated Decision-Maker	4.56
Displays Integrity/Fairness	5.00
Maintains and Models High Expectations	4.89
Effective Communicator	4.67

Note: n = 9

The survey process started with each superintendent receiving a Likert scale that contained the personal characteristics items. The participants ranked these items by importance. Items were analyzed to ascertain the mean of each item (see Table 2). This was performed for each of the items. These mean scores were used later in producing constructs. The greatest mean scores were *Displays Integrity/Fairness* (m=4.44) and the lowest mean scores were *Creative* (m=3.67) respectively.

Table 3

Superintendents' Ratings of Professional Skills

Professional Skill Items	*M*
Able to Meet Major Mandates	4.56
Aware of Political Impact on Education	4.44
Collaborative/ Includes Stakeholders	4.44
Serves as Child Advocate	4.78
Connects and Builds Community Partnerships	4.67
Recruits, Selects, & Retains Productive Staff	4.56
Understands School Finance	4.67
Empowers/ Develops Others	4.56
Understands the Complexity of Perception	4.67
Establishes Clear Academic Goals	4.78
Eliminates Distractions	4.00
Monitors/Assesses Academic Goals	4.56
Allocates Resources to Support Academic Goals	4.56
Develops, Articulates, and Implements a Vision	4.89
Display Curricular & Instructional Leadership Skills	4.56
Operates a Safe & Effective Environment	4.67
Responds to Legal, Societal, & Economic Contexts	4.56
Demonstrates Cultural Competency	4.78
Develops Positive Relations w/ Board	4.67
Formulates Student Focused District Policies	4.89
Mediates Conflict Effectively	4.89
Visible	5.00

Note: n = 9

Research continued with each superintendent completing the Likert scale survey that contained professional skills items. The participants ranked these items by importance. Items were analyzed to ascertain the overall mean (see Table 3). Mean scores were used later in producing constructs. *Visible* (m=5.00) displayed the highest mean score and *Eliminates Distractions* (m=4.00) was the item with the lowest mean score.

An interpretation of the personal characteristics data for the school board president level was performed. The mean score of the personal characteristics of school board presidents is provided in Table 4. An examination of the professional skills data for the school board president level was gathered.

Table 4

School Board President's Ratings of Personal Characteristics

Personal Characteristic Items	*M*
Creative	3.88
Displays a Specialized Knowledge Base/ Intelligence	4.33
Passionate About Education	4.89
Proactive	4.38
Systematic Thinker	4.00
Innovative/Seizes Opportunity	4.08
Strong Human Relation Skills	4.46
Committed to Self-Renewal/Self-Aware	3.83
Charismatic	3.29
Driven by Set Personal Goals	3.63
Calculated Decision-Maker	4.17
Displays Integrity/Fairness	4.83
Maintains and Models High Expectations	4.54
Effective Communicator	4.58

Note: n = 24

The survey process continued with each school board president receiving a survey that included items to be evaluated using a Likert scale that contained personal characteristic items. The participants ranked these items by importance. Items were analyzed to ascertain the mean of each item (see Table 4). The greatest mean scores were *Passionate About Education* (m=4.89) and the lowest mean scores were *Charismatic* (m=3.29) respectively.

The mean scores for the professional skills for school board presidents are provided in Table 5.

Table 5

School Board Presidents' Ratings of Professional Skills

Professional Skill Items	*M*
Able to Meet Major Mandates	4.21
Aware of Political Impact on Education	4.29
Collaborative/ Includes Stakeholders	4.21
Serves as Child Advocate	4.17
Connects and Builds Community Partnerships	4.38
Recruits, Selects, & Retains Productive Staff	4.62
Understands School Finance	4.13
Empowers/ Develops Others	4.13
Understands the Complexity of Perception	3.79
Establishes Clear Academic Goals	4.54
Eliminates Distractions	3.33
Monitors/Assesses Academic Goals	4.21
Allocates Resources to Support Academic Goals	4.38
Develops, Articulates, and Implements a Vision	4.42
Display Curricular & Instructional Leadership Skills	4.25
Operates a Safe & Effective Environment	4.42
Responds to Legal, Societal, & Economic Contexts	3.96
Demonstrates Cultural Competency	3.96
Develops Positive Relations w/ Board	4.42
Formulates Student Focused District Policies	4.42
Mediates Conflict Effectively	4.08
Visible	4.21

Note: n = 24

The survey process continued with each school board president receiving a survey that included items to be evaluated using a Likert scale that contained professional skills

items. The participants ranked these items by importance. Items were analyzed to ascertain the mean of each item (see Table 5). These were the mean scores that will be used later in determining the constructs. *Recruits, Selects, & Retains Productive Staff* (m=4.62) displayed the highest mean score and *Understands the Complexity of Perception* (m=3.79) displayed the lowest.

After discovering the mean score of each survey item, a factor analysis in search of constructs or patterns was run by the researcher. The purpose of a factor analysis is to summarize data so that relationships and patterns can be easily interpreted. It is used to regroup variables into a limited set of clusters based on variance (Bartholomew, 1980; Young & Pearce, 2013). Child (2006) notes that factor analysis uses mathematical procedures for the simplification of interrelated measures to discover patterns in a set of variables (see Appendices I & J). Exploratory Factor Analysis (EFA) is used to reveal complex patterns by exploring the dataset and testing predictions (Child, 2006). Factor analysis operates on the notion that measurable and observable variables can be reduced to fewer latent variables that share a common variance and are unobservable, which is known as reducing dimensionality (Bartholomew et al., 2011). EFA is used when a researcher wants to discover the number of factors influencing variables and to analyze which variables 'go together.'

The eigenvalues and scree plot are used to determine how many factors to retain. Eigenvalues on the scree plots explained the positive variance for both surveys as they were greater than zero (see Appendices K & L). The scree test examined the eigenvalues' graph and revealed the natural bend or breaking point in the data where the curve flattened out. Factors above the eigenvalue of 1 (Braeken & van Assen, 2016) were

retained and referred to as the Kaiser's criterion. Both the eigenvalues and component matrix in the scree plots determined how many factors to retain. The Varimax rotation method made it more reliable to understand the output and was used after factors were extracted for meaningful clusters.

Factors were rotated for the best interpretation (see Appendices M & N). The goal of rotation was to attain a structure which attempts to have each variable load on as few factors as possible, but maximizes the number of high loadings on each variable (Cattell, 1978; Rummel, 1970). According to Cattell (1978), the simple structure attempts to have each factor define a distinct cluster of interrelated variables so that interpretation is easier. Using Varimax rotation, high loadings were minimized and small loadings were made even smaller. Varimax rotation uses orthogonal rotation and assumes factors are uncorrelated.

Because this study and the survey instrument comprised a different population than used by McCormick (1971), EFA was performed, seeking items and placing each into constructs. A factorial analysis was deemed an acceptable way to evaluate the new instrument due to the appropriate sample size (Comrey & Lee, 1992). An EFA was computed using the Varimax rotation method (Kim & Mueller, 1978), which rotated the x and y-axes from a scatterplot and was calculated (see Appendices O & P). The total variance for all components was between the 70% and 80% threshold. Values with a significance level smaller than 0.05 are considered adequate for factor analysis, indicating that factor analysis would be appropriate (Raasch, 2017). As noted by Williams et al. (2010), the scree plot was used to evaluate the number of factors appropriate to keep with each analysis.

Using the nonparametric Mann-Whitney U test, due to the small sample size, indicated whether the sets of mean ranks were significantly different or not. The asymptotic p-value (Asymptotic Significance 2-tailed) was used to test the hypotheses, allowing any statistically significant difference to be identified (see Appendix S).

Instrumentation

Dr. J. McCormick, currently the Indiana State Superintendent, originally developed the instrument used in this study. She used the instrument with a population of superintendents in her doctoral dissertation.

The survey instrument was comprised of 36 total items. Each item was rated using a five-point Likert scale ranging from 1 representing *not important* to 5 representing *extremely important*. Also, the 36 items were divided into personal characteristics and professional skills. Personal characteristics made up the first 14 items on the survey. The remaining 22 items on the survey pertained to professional skills (see Appendix F).

Directions for Superintendents

The directions for completing the personal characteristics and professional skills form by superintendents were as follows:

> Respond to items according to your perceptions, from 1 (*not important*) to 5 (*extremely important*), the personal characteristics and professional skills you believe were used to select you as a superintendent. Please mark each item on the personal characteristics and professional skills survey form.

Directions for Board Presidents

The directions for completing the personal characteristics and professional skills form by the school board presidents were as follows:

Your responses should reflect your feelings and beliefs when you interviewed your current superintendent. Respond to items according to your perceptions, from 1 (*not important*) to 5 (*extremely important*), the personal characteristics and professional skills you believe were relevant in deciding to hire the current superintendent. Please mark each item on the survey form.

CHAPTER 4

FINDINGS

Introduction

The purpose of this study was to ascertain which personal characteristics and professional skills differentiate female superintendents from school board presidents during the hiring process of a new superintendent.

Research Questions

The research questions that directed this study were the following:

1. Does the mean rank for each construct, generated from the personal characteristics and professional skills, compare favorably for the two groups?
2. Do the results of the comparison of mean ranks of the constructs suggest that females pursuing the superintendency focus on certain characteristics and skills in preparing the application and the interviews for the superintendency when compared to those chosen by school board presidents?

From the research questions, the following hypotheses were generated:

Ho: There is no significant difference in the mean ranks of the constructs on the Personal Characteristics Surveys forms between the superintendents and the school board presidents.

Ha: There is a significant difference in the mean ranks of the constructs on the Personal Characteristics Surveys forms between the superintendents and the school board presidents.

Ho: There is no significant difference in the mean ranks of the constructs on the Professional Skills Surveys forms between the superintendents and the school board presidents.

Ha: There is a significant difference in the mean ranks of the constructs on the Professional Skills Surveys forms between the superintendents and the school board presidents.

The purpose of this chapter was to present the interpretations of the study. As described in Chapter 3, responses from nine female school superintendents and 24 school board presidents on a two-part instrument, using a five-point Likert scale, were subjected to an Exploratory Factor Analysis with a Varimax Rotation and the Mann-Whitney U test. Part one of the instrument, entitled Personal Characteristics, included 14 items. The second part of the instrument, entitled Professional Skills, included 22 items. A copy of this instrument is located in Appendix F.

Analysis of Data

The EFA was used to identify the factor structure or model for a set of variables and determine how many factors exist and the pattern of the factor loadings (Stevens, 1996). Using SPSS version 26, the factor analysis was used to reveal variance that was equal to the square of factor loadings. Child (2006) notes that variables with less than 0.20 are eliminated from the analysis since the goal is to explain the variance through the common factors.

Using the Principal Component Analysis for extraction for personal characteristics and rerunning the analysis for reliability extraction, the researcher removed question 13 "*Maintains and Models High Expectations*" because it was continually its own factor and no longer belonged in the survey. The percentage variance indicates five factors were real with the cumulative percent at 75.71 for professional characteristics (see Appendix I). An exploratory factor analysis was computed using the Varimax rotation method (Kim & Mueller, 1978), which rotated the x and y axes from a scree plot and was calculated. The interpretation of factor analysis for personal characteristics was based on the *Total Variance Explained* table to determine significant factors (see Appendices I and K), and the Rotated Component Matrix (see Appendix M) for each item. The results of rotation indicate "the simplest solution among a potentially infinite number of solutions that are equally compatible with the observed correlations" (Kim & Mueller, 1978, p. 59).

Using the Principal Component Analysis for extraction for professional skills, the percentage variance tells us seven factors were real with the cumulative percent at 80.99 for professional skills (see Appendix J). An exploratory factor analysis was computed using the Varimax rotation method (Kim & Mueller, 1978), which rotated the x and y axes from a scree plot and was calculated. The interpretation of factor analysis for professional skills was based on the *Total Variance Explained* table to determine significant factors (see Appendix J), SPSS output for scree plot indicating significant factors (see Appendix L), and the Rotated Component Matrix (see Appendix N) for each item.

The total variance for components used was between the 70% and 80% threshold. According to Field (2009), the Kaiser criterion is reliable when the communalities extracted average more than .70 and less than 30 variables. Values with a significance level smaller than 0.05 are considered adequate for factor analysis, indicating that factor analysis would be appropriate (Raasch, 2017).

The EFA process generated 12 constructs, 5 from the personal characteristics data and 7 from the professional skills data. Because this study and the survey instrument comprised a different population than used by McCormick (1971), an EFA was run seeking items and placing each into constructs. The EFA process results in the smallest and most compatible number of underlying factors from a set of variables on an instrument. A factorial analysis was deemed an acceptable way to evaluate the new instrument due to the appropriate sample size (Comrey & Lee, 1992).

The extraction method maximized the difference between loadings on a construct while having a comparison of variances. Eigenvalues on the scree plots explained the positive variance for both surveys as they were greater than zero. The scree test examined the eigenvalues' graph and revealed the natural bend or breaking point in the data where the curve flattened. Descriptives and the Mann-Whitney U test were run using both items and averages (see Appendices Q and R). The Mann-Whitney U test is a rank-based nonparametric test that can be used to determine if there are differences between two groups.

Table 6 shows each of the 12 constructs contained certain survey items. From the constructs, PC3, PS3, PS4, and PS5 had mean ranks significantly ($p \leq .05$) different answering hypotheses.

Table 6

List of Constructs and Associated Items

Construct	Items	Significance
PC1	6, 8, 9	
PC2	1, 2, 3	
PC3	7, 10, 12	*
PC4	5, 11	
PC6	4, 14	
PS1	3, 7, 17, 19	
PS2	12, 13, 16	
PS3	1, 4, 20, 21, 22	*
PS4	9, 11, 14	*
PS5	10, 15, 18	*
PS6	2, 5	
PS7	6, 8	

Constructs, PC3, PS3, PS4, and PS5 had mean ranks significantly ($p \leq .05$) different.

The significance levels for the four constructs and the Mann-Whitney U test values are shown in Table 7. These values were 54.5, 36.0, 39.5, and 57.0, respectively.

Table 7

Significance Levels for the 12 Constructs

Construct	M-W	W-W	Z	Asymp. Sig. (2-Tailed)
PcCons1	78.500	378.500	-1.209	0.227
PcCons2	95.500	395.500	-0.520	0.603
PcCons3	54.500	354.500	-2.232	0.026
PcCons4	62.500	362.500	-1.894	0.058
PcCons5	93.500	393.500	-0.619	0.536
PsCons1	74.000	374.000	-1.395	0.163
PsCons2	69.500	369.500	-1.611	0.107
PsCons3	36.000	336.000	-2.942	0.003
PsCons4	39.500	339.500	-2.808	0.005
PsCons5	57.000	357.000	-2.115	0.034
PsCons6	84.000	384.000	-1.016	0.310
PsCons7	83.000	383.000	-1.064	0.287

Significance levels for the four constructs and the Mann-Whitney U test values are shown in Table 7. These values were 54.5, 36.0, 39.5, and 57.0, respectively.

When a construct is determined to be significant, the Mann-Whitney U test mean ranks differ between the superintendents and the school board presidents. Construct validity is “the degree to which the measured variables represent the hypothesized constructs” (Heppner et al., 1992, p. 47). Those mean rank values are given in Table 8. The asterisks show that the superintendents had a statistically significantly higher value than the school board presidents.

Table 8

Mean Ranks for Superintendents and School Board Presidents

Construct	Group	N	Mean Rank	Sum of Ranks
PcCons1	SBP	24	15.77	378.50
	Super	9	20.28	182.50
	Total	33		
PcCons2	SBP	24	16.48	395.50
	Super	9	18.39	165.50
	Total	33		
PcCons3	SBP	24	14.77	354.50
	Super	9	22.94	206.50
	Total	33		
PcCons4	SBP	24	15.10	362.50
	Super	9	22.06	198.50
	Total	33		
PcCons5	SBP	24	16.40	393.50
	Super	9	18.61	167.50
	Total	33		
PsCons1	SBP	24	15.58	374.00
	Super	9	20.78	187.00
	Total	33		
PsCons2	SBP	24	15.40	369.50
	Super	9	21.28	191.50
	Total	33		
PsCons3	SBP	24	14.00	336.00
	Super	9	25.00	225.00
	Total	33		
PsCons4	SBP	24	14.15	339.50
	Super	9	24.61	221.50
	Total	33		
PsCons5	SBP	24	14.88	357.00
	Super	9	22.67	204.00
	Total	33		
PsCons6	SBP	24	16.00	384.00
	Super	9	19.67	177.00
	Total	33		
PsCons7	SBP	24	15.96	383.00
	Super	9	19.78	178.00
	Total	33		

*$p \leq .05$

The data reveal there is a significant difference in the mean ranks on the Personal Characteristics Surveys forms between the superintendents and the school board presidents. The data also reveals that there is a significant difference in the mean ranks on the Professional Skills Surveys forms between the superintendents and the school board presidents.

Table 9 provides the item number, item name, construct name, number, personal characteristics, third construct, and item number that compared this construct. The other three constructs came from the Professional Skills Surveys, i.e., PS3, PS4, and PS5.

Table 9

Significant Constructs

Construct	Item Number	Item Name	Name of Construct
PC3	7	Strong Human Relations	Excellent and Diverse Societal Skills
	10	Driven by Setting Personal Goals	
	12	Display Integrity/Fairness	
PS3	1	Able to Meet Major Mandates	High Student Advocacy
	4	Serves as Child Advocate	
	20	Formulating Student-Focused District Policies	
	21	Mandating Conflict Effectively	
	22	Visibility	
PS4	9	Understands the Complexity of Perception	Clearly Focused on Work
	11	Eliminates Distractions	
	14	Developing, Articulating, and Implementing a Vision	
PS5	10	Clear Academic Goals	High Academic Goals
	15	Displaying Curricular and Instructional Leadership	
	18	Demonstrating Cultural Competency	

Interpretation of Findings

Data were subjected to factor analysis using Principal Component Analysis and orthogonal Varimax rotation. All data were sufficient for EFA. Using an eigenvalue of 1.0, the scree plot confirmed the findings of retaining factors.

Given these findings, the null hypotheses were rejected for four of the 12 constructs.

Ho: There is no significant difference in the mean ranks on the Personal Characteristics Surveys forms between the superintendents and the school board presidents.

Ho: There is no significant difference in the mean ranks on the Professional Skills Surveys forms between the superintendents and the school board presidents.

School superintendents had a significantly higher mean rank than school board presidents for “Excellent and diverse societal skills,” “High student advocacy,” “Clearly focused on work,” and “High academic goals,” which were Construct 1, PC3, Constructs 3, 4, and 5, PS3, PS4, and PS5. The interpretations of the data results are concluded in Chapter 5.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to ascertain which personal characteristics and professional skills differentiate female superintendents from school board presidents during the hiring process of a new superintendent. Hypotheses were tested providing research results.

Personal Characteristics

The first dependent variable used to compare the difference between female superintendents and school board presidents was titled personal characteristics. The subjects completed a survey form with 14 characteristics using a 5-point Likert scale on which to mark. Table 6 in chapter four shows the characteristics that differentiated the two groups and the mean ranks' value.

Ho (Null Hypothesis One) stated there was no significant difference in the mean ranks on the Personal Characteristics Survey forms between the current Louisiana female superintendents and the current school board presidents. After review and analysis of the results, it was concluded that a significant difference existed at the 0.05 level of significance. Considering both sample groups and using an alpha of 0.05, the only

personal characteristic with a significant difference was "*excellent and diverse societal skills*", which is construct PC3. Therefore, there was a significant difference between the mean ranks of Louisiana female superintendents and the school board president's characteristics attributed to the current hiring process. This construct's items were (a) strong human relation skills, (b) driven by setting personal goals, and (c) display integrity/fairness.

Regarding the construct "*excellent and diverse societal skills*," the only personal characteristic construct where significance was found has a higher value for the superintendents. It is important to note that in a recent study, a "superintendent should come from a culturally diverse background—a candidate that can embrace a diverse community" (Doyle, 2007, p. 28).

It is important to note that superintendents must maintain effective communication, conflict resolution, empathy, relationship management, and respect while working. Therefore, superintendents' daily work is closer to school personnel, community, and students in more diverse situations than school board members. An effective superintendent must be willing to work with the diverse political forces – parent groups, unions, the community, and make them all work to be part of a solution. Improving student achievement among diverse student populations permeates this construct.

When addressing the other nine professional characteristic items, no significant difference was found between the two independent variable groups; many characteristics matter concerning new hires. The results were a positive sign that superintendents and

school board presidents tend to agree and understand the characteristics that encompass today's traits needed for a successful hire in the selection process of new superintendents.

Professional Skills

The second dependent variable used to compare differences between the two groups was titled professional skills. This survey form listed 22 skills using a 5-point Likert scale on which to mark. Table 6 in Chapter 4 shows which skills differentiated the two groups and the mean ranks' value for each group.

Ho (Null Hypothesis Two) stated there was no significant difference in the mean ranks on the Professional Skills Surveys between the superintendents and the school board presidents. After reviewing and analyzing the results, it was concluded that there was a statistical significance at the 0.05 level. The mean rank value for superintendents was significantly higher than the mean ranks for school board presidents. When considering the two groups, current Louisiana female superintendents and current school board presidents, and working with the alpha of 0.05, the professional skills constructs that had a significant difference were (a) "*high student advocacy*," (b) "*clear work focus*," and (c) "*high academic goals*."

Superintendents valued the professional skill item of "*able to meet major mandates"* higher than did school board presidents. Also, superintendents valued the professional skill of "*serves as child advocate*" higher than school board presidents. Likewise, superintendents valued the professional skill of "*formulating student-focused district policies*" higher than school board presidents. Superintendents also valued the professional skill of "*mandating conflict effectively*" higher than school board presidents. Also, superintendents valued the professional skill of "*visibility*" higher than school board

presidents. Therefore, each of these items forms the PS3 construct entitled "*high student advocacy*", which shows a significant difference between Louisiana female superintendents and current school board presidents.

Additionally, superintendents valued the professional skill of "*understands the complexity of perception*" higher than school board presidents. Also, superintendents valued the professional skill "*eliminates distractions*" at a higher level than school board presidents. Superintendents also valued the professional skill of "*developing, articulating, and implementing a vision*" higher than school board presidents. Therefore, these items formed the PS4 construct of "*clearly focused work*" that shows a significant difference between current Louisiana female superintendents and current school board presidents.

Lastly, superintendents valued the professional skill item of establishes *"clear academic goals*" higher than school board presidents. Also, superintendents valued the professional skill "*displaying curricular and instructional leadership*" higher than school board presidents. Superintendents valued the professional skill of "*demonstrating cultural competency*" higher than school board presidents. Therefore, these items formed the PS5 construct "*high academic goals*" that significantly differ between current Louisiana female superintendents and current school board presidents.

When addressing the other 11 professional skills in which no statistically significant difference was found between the two independent groups, it is evident that a large number of skills matter when concerning new hires. In every mean rank when comparing the difference between superintendents and school board presidents, superintendents were significantly higher than school board presidents. The results

indicated that superintendents and school board presidents tend to agree and understand the traits needed for a successful hire in the selection process.

Conclusions

The 4 constructs from the personal characteristics and professional skills listing provide the new aspiring female superintendent with appropriate traits needed for a successful hire. Females may now concentrate on the personal characteristics and professional skills that have emerged in this study.

This finding summarizes the quantitative study's conclusions while providing research results and suggestions for further research. The 9 practicing Louisiana female superintendents and the current Louisiana school board presidents provided responses to a survey for the intent of determining answers to research questions associated with the personal characteristics and professional skills that define effective superintendents' attributes.

The research questions that directed this study were the following:

1. Does the mean rank for each construct, generated from the personal characteristics and professional skills, compare favorably for the two groups?
2. Do the results of the comparison of mean ranks of the constructs suggest that females pursuing the superintendency focus on certain characteristics and skills in preparing the application and the interviews for the superintendency when compared to those chosen by school board presidents?

Both hypotheses for this study were accepted. The mean ranks compared the two groups which compared favorably, supporting RQ 1 because only 4 of the 12 sets were

rejected. RQ 2 reiterates the focus on females' certain characteristics and skills during the preparation of the hiring process.

Twenty-four school board presidents' surveys were completed making up 35% of the population of participants for this study. One hundred percent of the surveys were appropriately completed and were utilized in the study. The 35% exceeded the 23% rate normally found in education journals (Edwards et al., 2002). Each item on the survey represented either personal characteristics or professional skills.

There were 36 items on the survey. Each item was weighted on the final draft of the survey using a 5-point Likert scale from 1 representing not important to 5 representing extremely important. A score of 3 on the Likert scale represented moderately important. Also, of the surveyed items, all were divided into personal characteristics or professional skills. Personal characteristics comprised the first 14 items; the remaining 22 items comprised professional skills.

Recommendations for Further Research

At the core of this study was a desire to uncover and interpret significant differences in personal characteristics and professional skills between superintendents and school board presidents. Do these factors contribute to the underrepresentation of women in the role of superintendent through the glass ceiling lens? The researcher was particularly interested in the superintendency because of her professional background and the significant number of students, families, and communities impacted by public education in Louisiana.

This work was a quantitative study of criteria selection during the hiring process for a female superintendent. The challenges for women seeking the highest leadership

roles in public education continue to exist. Today, women are marginally underrepresented because over 75% of the public-school superintendents are men. Gender should not be a barrier for women accessing the superintendency.

While research about women in educational leadership is increasing, there is still a limited exploration of the school board president's role. More research is needed about the role of the gatekeepers before, during, and after the superintendent's recruitment and selection process. It is the one factor consistently described as a barrier by female superintendents in national studies conducted by American Association of School Administrators (AASA) about the superintendency's status.

Women have demonstrated that previously reported barriers to the superintendency included, but was not limited to family obligations, mobility, education, leadership styles. What messages, if any, are female superintendents sharing with female superintendent aspirants?

The researcher was surprised by the latest ASAA results that the percentage of female superintendents has risen over the decades; however, Louisiana numbers have declined (US Department of Education, 1983). This study's findings can offer aspiring female superintendents insights that can help them progress through the recruitment and selection process to understand the selection criteria better. Hopefully, women will be inspired to lead the challenge of new paths to an influential position in public education: the superintendent. Further research is also recommended to discover why females leave the superintendency position.

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APPENDIX A

LOUISIANA SCHOOL BOARDS ASSOCIATION FILE

LOUISIANA SCHOOL BOARDS ASSOCIATION
Leadership, Service, and Support for School Boards

LOUISIANA SCHOOL BOARDS ASSOCIATION @ SCHOOL DISTRICTS

ACADIA PARISH SCHOOLS
Mr. Scott M. Richard, Supt.
School Districts
(337) 783-3664
sm.board@acadia.k12.la.us
https://www.acadia.k12.la.us/

ASCENSION PUBLIC SCHOOLS
Mr. David Alexander, Supt.
School Districts
(225) 621-2300
david.alexander@apsb.org
https://www.apsb.org/

AVOYELLES PARISH SCHOOL BOARD
Mr. Blaine Daunat, Supt.
School Districts
(318) 240-0201
Blaine.Daunat@avoyellespsb.com
https://www.avoyellespsb.com/

BIENVILLE PARISH SCHOOL BOARD
Mr. William Wysinger, Supt.
School Districts
(318) 263-9416
wwysinger@bpsb.us
https://bpsb.us/

BOSSIER PARISH SCHOOLS
Mr. Mitch Downey, Supt.
School Districts
(318) 549-5000
mitch.downey@bossierschools.org
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CALCASIEU PARISH PUBLIC SCHOOLS
Mr. Karl Bruchhaus, Supt.
School Districts
(337) 217-4000
karl.bruchhaus@cpsb.org
http://www.cpsb.org/

CAMERON PARISH SCHOOL SYSTEM
Mr. Charley Lemons, Supt.
School Districts
(337) 775-5784
charley_lemons@cameron.org
http://www.cameron.org/

CENTRAL COMMUNITY SCHOOL SYSTEM
Dr. Jason Fountain, Supt.
School Districts
(225) 262-1919
JFOUNTAIN@centralcss.org

ALLEN PARISH SCHOOL BOARD
Mr. Kent Reed, Supt.
School Districts
(337) 639-4311
kent.reed@allenk12.us
http://www.allenk12.us/

ASSUMPTION PARISH SCHOOLS
Mr. Jeremy Courtillion, Supt.
School Districts
(985) 369-7251
jcourtillion@assumptionschools.com
http://assumptionschools.com/

BEAUREGARD PARISH SCHOOL BOARD
Mr. Timothy Cooley, Supt.
School Districts
(337) 463-5551
tcooley@beau.k12.la.us
http://www.beauk12.la.us/

BOGALUSA CITY SCHOOLS
Ms. Lisa Tanner, Supt.
School Districts
(985) 281-2130
ltanner@bogalusa.org
http://www.bogalusaschools.org/

CADDO PARISH PUBLIC SCHOOLS
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tlgoree@caddoschools.org
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CALDWELL PARISH SCHOOL DISTRICT
Ms. Nikki McCann, Supt.
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(318) 649-2689
nmccann@caldwellsda.org
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CATAHOULA SCHOOLS
Mr. RonaldR. Lofton, Supt.
School District
(318) 744-5707
rlofton@catahoulaschools.com
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CITY OF BAKER SCHOOL DISTRICT
Dr. Herman Brister, Supt.
School Districts
(225) 774-5795
hbrister@bakerschools.org

https://www.caldwellsb.org/

CLAIBORNE PARISH SCHOOLS
Mr. William Kennedy, Jr., Supt.
School Districts
(318) 927-3002
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DESOTO PARISH SCHOOL SYSTEM
Mr. Clay Corley, Supt.
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EAST CARROLL PARISH SCHOOL BOARD
Meagan Brown, Interim Supt.
School Districts
(318) 559-2222
mbrown@ecarrollschools.org
https://sd3220117f.schoolwires.net/Homepage

EVANGELINE PARISH SCHOOL BOARD
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darwan.lazard@epsb.com
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GRANT PARISH SCHOOL BOARD
Mr. Paxton Teddlie, Supt.
School Districts
(318) 627-3274
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IBERVILLE PARISH SCHOOLS
Arthur M. Joffrion, Jr., Ed.D., Supt.
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(225) 687-5400
arthurjoffrion@ipsb.education
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JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
Dr. Cade Brumley, Supt.
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(504) 349-7802
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LAFAYETTE PARISH SCHOOL SYSTEM
Ms. Irma Trosclair, Supt.
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(337) 521-7000
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LASALLE PARISH SCHOOLS
Ms. Janet Tullos, Supt.
School Districts
(318) 992-2161

https://www.bsbears.org/

CONCORDIA PARISH SCHOOL BOARD
Mr. Wheat Shirley, Supt.
School Districts
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wshirley@cpsb.us
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EAST BATON ROUGE PARISH SCHOOL SYSTEM
Mr. Warren Drake, Supt.
School District
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warrendrake@ebrschools.org
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EAST FELICIANA PUBLIC SCHOOLS
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FRANKLIN PARISH SCHOOL BOARD
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jgullett@fpsb.us
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IBERIA PARISH SCHOOL DISTRICT
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(337) 365-2341
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JACKSON PARISH SCHOOL DISTRICT
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david.claxton@jdschools.us
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JEFFERSON DAVIS PARISH SCHOOLS
Mr. Kirk Credeur, Supt.
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kirk.credeur@jdpsb12.org
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LAFOURCHE PARISH SCHOOL DISTRICT
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School Districts
(985) 446-5631
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LINCOLN PARISH SCHOOLS
Mr. Mike Milstead, Supt.
School Districts
(318) 255-1408

LIVINGSTON PARISH PUBLIC SCHOOLS
Mr. Alan "Joe" Murphy, Supt.
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(225) 686-7044
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MONROE CITY SCHOOLS
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(318) 325-0601
brent.vidrine@mcschools.net
http://www.mcschools.net/

NATCHITOCHES PARISH SCHOOL BOARD
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School District
(318) 352-2358
GrantEloi@natch131.us.us
https://npsb.la/

OUACHITA PARISH SCHOOLS
Dr. Don Coker, Supt.
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(318) 433-5000
coker@opsb.net
http://www.opsb.net/

POINTE COUPEE PARISH SCHOOL BOARD
Ms. Kim Canezaro, Supt.
School District
(225) 638-8674
kim.canezaro@ppsb.net
https://ppsb.net/

RED RIVER PARISH PUBLIC SCHOOLS
Ms. Alison Hughes, Supt.
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(318) 932-4081
ahughes@rrpsb.com
http://www.rrbulldogs.com/

SABINE PARISH SCHOOL DISTRICT
Dr. Sara Ebarb, Supt.
School District
(318) 256-9238
sara@spsb.la
https://www.sabine.school/

ST. CHARLES PARISH PUBLIC SCHOOLS
Dr. Ken Oertling, Supt.
School District
(985) 785-6289
koertling@stcharles.k12.la.us
http://www.stcharles.k12.la.us/

ST. JAMES PARISH SCHOOLS
Dr. P. Edward Cancienne, Jr., Supt.
School District

MADISON PARISH SCHOOL DISTRICT
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MOREHOUSE PARISH SCHOOLS
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ORLEANS PARISH SCHOOL BOARD
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PLAQUEMINES PARISH SCHOOL BOARD
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RAPIDES PARISH SCHOOL BOARD
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RICHLAND PARISH SCHOOLS
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ST. BERNARD PARISH SCHOOL DISTRICT
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ST. HELENA PARISH SCHOOL DISTRICT
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kjoseph@sthpi-12.net
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ST. JOHN THE BAPTIST PARISH PUBLIC SCHOOLS
Mr. Cory Bulot, Interim Supt.
School District

Louisiana School Boards Association

(225) 258-4500
https://www.stjames.k12.la.us

ST. LANDRY PARISH SCHOOL BOARD
Mr. Patrick Jenkins, Supt.
School Districts
(337) 948-3657
https://www.slpsb.org/

ST. MARY PARISH SCHOOLS
Dr. Teresa Bagwell, Supt.
School Districts
(337) 836-9661
https://www.stmaryk12.net/

TANGIPAHOA PARISH SCHOOL SYSTEM
Ms. Melissa Stilley, Supt.
School Districts
(985) 748-7153
https://www.tangischools.org/

TERREBONNE PARISH SCHOOL DISTRICT
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School Districts
(985) 876-7400
https://www.tpsd-la.schoolloop.com/

VERMILION PARISH SCHOOL DISTRICT
Mr. Brad Prudhomme, Supt.
School Districts
(337) 898-3770
https://www.vpsb.net/

WASHINGTON PARISH SCHOOL SYSTEM
Mr. Darrell Fairburn, Supt.
School Districts
(985) 839-3436
https://www.wpsb.org/

WEST BATON ROUGE PARISH SCHOOLS
Mr. Wesley Watts, Supt.
School Districts
(225) 343-8309
https://www.wbrschools.net/

WEST FELICIANA PARISH SCHOOLS
Mr. Hollis Milton, Supt.
School Districts
(225) 635-3891
https://www.wfpsb.org/

ZACHARY COMMUNITY SCHOOL DISTRICT
Mr. Scott Devillier, Supt.

(985) 536-1103
https://www.sjbpk12.la.us/

ST. MARTIN PARISH SCHOOL DISTRICT
Mr. Allen "Al" Blanchard, Supt.
School Districts
(337) 332-2169
https://www.stmartinschools.org/

ST. TAMMANY PARISH PUBLIC SCHOOLS
Mr. William "Trey" Folse III, Supt.
School Districts
(985) 892-2226
https://www.stpsb.org/

TENSAS PARISH SCHOOL BOARD
Mr. Paul Nelson, Supt.
School Districts
(318) 766-3289
https://tensasedu.org/

UNION PARISH SCHOOL DISTRICT
Mr. Ted Reeves, Supt.
School Districts
(318) 368-9715
https://unionpsd.org/

VERNON PARISH SCHOOLS
Mr. James Williams, Supt.
School Districts
(337) 239-3401
https://www.vpsb.us

WEBSTER PARISH SCHOOL BOARD
Mr. Johnny Rowland, Jr., Supt.
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(318) 377-7052
https://www.websterpsb.org/

WEST CARROLL PARISH SCHOOL BOARD
Mr. Richard Strong, Supt.
School Districts
(318) 428-2378
https://www.wcpsb.com/

WINN PARISH SCHOOL SYSTEM
Mr. Steve Bartlett, Supt.
School Districts
(318) 628-6916
https://www.winnpsb.org/

LOUISIANA SENATE
Legislature

APPENDIX B

HUMAN USE APPROVAL LETTER

LOUISIANA TECH
UNIVERSITY

MEMORANDUM

OFFICE OF SPONSORED PROJECTS

TO: Ms. Melanie Soignier and Dr. Don Schillinger

FROM: Dr. Richard Kordal, Director of Intellectual Property & Commercialization (OIPC)
rkordal@latech.edu

SUBJECT: HUMAN USE COMMITTEE REVIEW

DATE: August 14, 2020

In order to facilitate your project, an EXPEDITED REVIEW has been done for your proposed study entitled:

HUC 21-007

"Criteria for Selecting Female Superintendents in a Southern State"

The proposed study's revised procedures were found to provide reasonable and adequate safeguards against possible risks involving human subjects. The information to be collected may be personal in nature or implication. Therefore, diligent care needs to be taken to protect the privacy of the participants and to assure that the data are kept confidential. Informed consent is a critical part of the research process. The subjects must be informed that their participation is voluntary. It is important that consent materials be presented in a language understandable to every participant. If you have participants in your study whose first language is not English, be sure that informed consent materials are adequately explained or translated. Since your reviewed project appears to do no damage to the participants, the Human Use Committee grants approval of the involvement of human subjects as outlined.

Projects should be renewed annually. ***This approval was finalized on August 14, 2020 and this project will need to receive a continuation review by the IRB if the project continues beyond August 14, 2021.*** **ANY CHANGES** to your protocol procedures, including minor changes, should be reported immediately to the IRB for approval before implementation. Projects involving NIH funds require annual education training to be documented. For more information regarding this, contact the Office of Sponsored Projects.

You are requested to maintain written records of your procedures, data collected, and subjects involved. These records will need to be available upon request during the conduct of the study and retained by the university for three years after the conclusion of the study. If changes occur in recruiting of subjects, informed consent process or in your research protocol, or if unanticipated problems should arise it is the Researchers responsibility to notify the Office of Sponsored Projects or IRB in writing. The project should be discontinued until modifications can be reviewed and approved.

APPENDIX C

INFORMED CONSENT LETTERS

Dear Superintendent, October 2020

I am a doctoral student attending Louisiana Tech University, and I am conducting a research study as part of my doctoral degree requirements. My study is entitled, Criteria for Selecting Female Superintendents in a Southern State. This is a letter of invitation to participate in this research study. The purpose of this study is to ascertain personal characteristics and professional skills that differentiate female superintendents and school board presidents during the hiring process of a new superintendent.

By agreeing to participate in the study, you will be giving your consent for the researcher to include your responses in her data analysis. Your participation in this research study is voluntary, and your participation or refusal to participate in this study will not affect your relationship with Louisiana Tech University. You will be able to withdraw from the survey at any time, and all survey responses and the informed consent agreement will be deleted. This survey results will be confidential, accessible only to the principal investigators, me, or a legally appointed representative, and stored securely.

An informed consent agreement will be assumed by completing the survey. There will be no individually identifiable information, remarks, comments, or other identification of you as an individual participant. Data will be analyzed. If you wish, you may request a copy of this research study's results by writing to the researcher at Melanie Soignier, 1374 Highway 557, West Monroe, Louisiana 71292.

I estimate the time to complete the survey at 4 minutes. Your participation will contribute to increasing the knowledge of the topic and may be beneficial to aspiring superintendents. No compensation will be offered for your participation.

If you would like to know more about this study, an information letter can be obtained by sending a request to melaniesoignier@gmail.com. If you decide to participate after reading this letter, you can access the survey using the link below:

Superintendent Effectiveness- Personal Characteristics and Professional Skills Survey:

[redacted]

If you have any questions, please contact me at (318) 805-6090 or my dissertation chair, Dr. Don Schillinger, at dschill@latech.edu. The Louisiana Tech University IRB contact is Dr. Don Schillinger.

Thank you for your consideration,
Melanie Soignier

Please copy and paste the link provided:[redacted]

Dear School Board President, October 2020

I am a doctoral student attending Louisiana Tech University, and I am conducting a research study as part of my doctoral degree requirements. My study is entitled, Criteria for Selecting Female Superintendents in a Southern State. This is a letter of invitation to participate in this research study. The purpose of this study is to ascertain personal characteristics and professional skills that differentiate female superintendents and school board presidents during the hiring process of a new superintendent.

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Superintendent Effectiveness- Personal Characteristics and Professional Skills Survey:

[redacted]

If you have any questions, please contact me at (318) 805-6090 or my dissertation chair, Dr. Don Schillinger, at dschill@latech.edu. The Louisiana Tech University IRB contact is Dr. Don Schillinger.

Thank you for your consideration,
Melanie Soignier

Please copy and paste the link provided:[redacted]

Dear Superintendent, 2020

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I estimate the time to complete the survey at 4 minutes. Your participation will contribute to increasing the knowledge of the topic and may be beneficial to aspiring superintendents. No compensation will be offered for your participation.

If you would like to know more about this study, an information letter can be obtained by sending a request to **melaniesoignier@gmail.com**. Please return this completed survey in the self-addressed envelope provided if you decide to participate after reading this letter.

If you have any questions, please contact me at **(318) 805-6090** or my dissertation chair, Dr. Don Schillinger, at dschill@latech.edu. The Louisiana Tech University IRB contact is Dr. Don Schillinger.

Thank you for your consideration,

Melanie Soignier

Dear School Board President, 2020

I am a doctoral student attending Louisiana Tech University, and I am conducting a research study as part of my doctoral degree requirements. My study is entitled, Criteria for Selecting Female Superintendents in a Southern State. This is a letter of invitation to participate in this research study. The purpose of this study is to ascertain personal characteristics and professional skills that differentiate female superintendents and school board presidents during the hiring process of a new superintendent.

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If you have any questions, please contact me at **(318) 805-6090** or my dissertation chair, Dr. Don Schillinger, at dschill@latech.edu. The Louisiana Tech University IRB contact is Dr. Don Schillinger.

Thank you for your consideration,

Melanie Soignier

APPENDIX D

PERMISSION TO REPRINT MCCORMICK SURVEY INSTRUMENT

Melanie Soignier

1374 Highway 557

West Monroe, La. 71292

melaniesoignier@gmail.com

Phone: 318-805-6090
May 27, 2020

Dear Jennifer G. McCormick,

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THE PERSONAL CHARACTERISTICS AND PROFESSIONAL SKILLS DEFINING SUPERINTENDENT EFFECTIVENESS.

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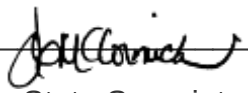
By: 

Title: State Superintendent of Public Instruction

Date: June 1, 2020

APPENDIX E

CRONBACH'S ALPHA FOR CONSTRUCTS

Entire PC instrument = 0.768
PC construct 1 = 0.778
PC construct 2 = 0.656
PC construct 3 = 0.618
PC construct 4 = 0.733
PC construct 5 = 0.485

Entire PS instrument = 0.908
PS construct 1 = 0.850
PS construct 2 = 0.808
PS construct 3 = 0.812
PS construct 4 = 0.750
PS construct 5 = 0.745
PS construct 6 = 0.827
PS construct 7 = 0.729

APPENDIX F

SURVEY INSTRUMENT

Superintendent Effectiveness- Personal Characteristics and Professional Skills

Personal Characteristics

Directions: Please respond to the following items according to your perceptions of the personal characteristics and professional skills listed below. Mark each item. The survey is anonymous.

To guide in your response, use the following scale:

1=Not Important; 5=Extremely Important

* 1. Creative

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 2. Displays a Specialized Knowledge Base/Intelligent

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

*3. Passionate about Education

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 4. Proactive

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 5. Systemic Thinker

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 6. Innovative/Seizes Opportunities

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 7. Strong Human Relation Skills

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 8. Committed to Self-Renewal/Self-Aware

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 9. Charismatic

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 10. Driven by Set Personal Goals

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 11. Calculated Decision Maker

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 12. Displays Integrity/Fairness

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 13. Maintains and Models High Expectations

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 14. Effective Communicator

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

Professional Skills
Directions: Please respond to the following items according to your perceptions of the personal characteristics and professional skills listed below. Mark each item. The survey is anonymous.

To guide in your response, use the following scale:

1=Not Important; 5=Extremely Important

* 15. Able to Meet Major Mandates

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 16. Aware of Political Impact on Education

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 17. Collaborative/Includes of Stakeholders

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 18. Serves as Child Advocate

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 19. Connects and Builds Community Partnerships

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 20. Recruits, Selects, and Retains Productive Staff

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 21. Understands School Finance

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 22. Empowers/Develops Others

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 23. Understands the Complexity of Perception

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 24. Establishes Clear Academic Goals

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 25. Eliminates Distractions

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 26. Monitors/Assesses Academic Goals

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 27. Allocates Resources to Support Academic Goals

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 28. Develops, Articulates, and Implements a Vision

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 29. Displays Curricular and Instructional Leadership Skills

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 30. Operates a Safe and Effective Environment

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 31. Responds to Legal, Societal, and Economic Contexts

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 32. Demonstrates Cultural Competency

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 33. Develops Positive Relations with Board Members

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 34. Formulates Student Focused District Policies

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 35. Mediates Conflict Effectively

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

* 36. Visible

- ☐ Not at all important
- ☐ Not so important
- ☐ Somewhat important
- ☐ Very important
- ☐ Extremely important

APPENDIX G

FREQUENCY VARIABLES FOR PERSONAL CHARACTERISTICS

PC1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	12	36.4	36.4	39.4
	4	12	36.4	36.4	75.8
	5	8	24.2	24.2	100.0
	Total	33	100.0	100.0	

PC2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	3	9.1	9.1	12.1
	4	12	36.4	36.4	48.5
	5	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

PC3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	12.1	12.1	12.1
	5	29	87.9	87.9	100.0
	Total	33	100.0	100.0	

PC4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	12.1	12.1	12.1
	4	12	36.4	36.4	48.5
	5	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

PC5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	5	15.2	15.2	18.2
	4	15	45.5	45.5	63.6
	5	12	36.4	36.4	100.0
	Total	33	100.0	100.0	

PC6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	5	15.2	15.2	18.2
	4	16	48.5	48.5	66.7
	5	11	33.3	33.3	100.0
	Total	33	100.0	100.0	

PC7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.0	3.0	3.0
	4	14	42.4	42.4	45.5
	5	18	54.5	54.5	100.0
	Total	33	100.0	100.0	

PC8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6.1	6.1	6.1
	3	7	21.2	21.2	27.3
	4	15	45.5	45.5	72.7
	5	9	27.3	27.3	100.0
	Total	33	100.0	100.0	

PC9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.0	3.0	3.0
	2	3	9.1	9.1	12.1
	3	13	39.4	39.4	51.5
	4	13	39.4	39.4	90.9
	5	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

PC10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	9.1	9.1	9.1
	3	7	21.2	21.2	30.3
	4	15	45.5	45.5	75.8
	5	8	24.2	24.2	100.0
	Total	33	100.0	100.0	

PC11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	2	6.1	6.1	9.1
	4	17	51.5	51.5	60.6
	5	13	39.4	39.4	100.0
	Total	33	100.0	100.0	

PC12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	12.1	12.1	12.1
	5	29	87.9	87.9	100.0
	Total	33	100.0	100.0	

PC13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.0	3.0	3.0
	4	10	30.3	30.3	33.3
	5	22	66.7	66.7	100.0
	Total	33	100.0	100.0	

PC14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.0	3.0	3.0
	4	11	33.3	33.3	36.4
	5	21	63.6	63.6	100.0
	Total	33	100.0	100.0	

APPENDIX H

FREQUENCY VARIABLES FOR PROFESSIONAL SKILLS

PS1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	9.1	9.1	9.1
	4	17	51.5	51.5	60.6
	5	13	39.4	39.4	100.0
	Total	33	100.0	100.0	

PS2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	4	12.1	12.1	15.2
	4	14	42.4	42.4	57.6
	5	14	42.4	42.4	100.0
	Total	33	100.0	100.0	

PS3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	3	9.1	9.1	12.1
	4	13	39.4	39.4	51.5
	5	16	48.5	48.5	100.0
	Total	33	100.0	100.0	

PS4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	3	9.1	9.1	12.1
	4	12	36.4	36.4	48.5
	5	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

PS5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6.1	6.1	6.1
	4	14	42.4	42.4	48.5
	5	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

PS6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	9.1	9.1	9.1
	4	7	21.2	21.2	30.3
	5	23	69.7	69.7	100.0
	Total	33	100.0	100.0	

PS7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	5	15.2	15.2	18.2
	4	11	33.3	33.3	51.5
	5	16	48.5	48.5	100.0
	Total	33	100.0	100.0	

PS8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	3	9.1	9.1	12.1
	4	16	48.5	48.5	60.6
	5	13	39.4	39.4	100.0
	Total	33	100.0	100.0	

PS9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	7	21.2	21.2	24.2
	4	15	45.5	45.5	69.7
	5	10	30.3	30.3	100.0
	Total	33	100.0	100.0	

PS10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.0	3.0	3.0
	4	11	33.3	33.3	36.4
	5	21	63.6	63.6	100.0
	Total	33	100.0	100.0	

PS11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	18.2	18.2	18.2
	3	9	27.3	27.3	45.5
	4	13	39.4	39.4	84.8
	5	5	15.2	15.2	100.0
	Total	33	100.0	100.0	

PS12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	12.1	12.1	12.1
	4	15	45.5	45.5	57.6
	5	14	42.4	42.4	100.0
	Total	33	100.0	100.0	

PS13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6.1	6.1	6.1
	4	15	45.5	45.5	51.5
	5	16	48.5	48.5	100.0
	Total	33	100.0	100.0	

PS14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	3.0	3.0	3.0
	4	13	39.4	39.4	42.4
	5	19	57.6	57.6	100.0
	Total	33	100.0	100.0	

PS15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	18.2	18.2	18.2
	4	10	30.3	30.3	48.5
	5	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

PS16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	9.1	9.1	9.1
	4	11	33.3	33.3	42.4
	5	19	57.6	57.6	100.0
	Total	33	100.0	100.0	

PS17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6.1	6.1	6.1
	3	5	15.2	15.2	21.2
	4	13	39.4	39.4	60.6
	5	13	39.4	39.4	100.0
	Total	33	100.0	100.0	

PS18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	8	24.2	24.2	24.2
	4	11	33.3	33.3	57.6
	5	14	42.4	42.4	100.0
	Total	33	100.0	100.0	

PS19					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	3	9.1	9.1	12.1
	4	8	24.2	24.2	36.4
	5	21	63.6	63.6	100.0
	Total	33	100.0	100.0	

PS20					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6.1	6.1	6.1
	4	11	33.3	33.3	39.4
	5	20	60.6	60.6	100.0
	Total	33	100.0	100.0	

PS21					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	12.1	12.1	12.1
	4	15	45.5	45.5	57.6
	5	14	42.4	42.4	100.0
	Total	33	100.0	100.0	

PS22					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.0	3.0	3.0
	3	2	6.1	6.1	9.1
	4	12	36.4	36.4	45.5
	5	18	54.5	54.5	100.0
	Total	33	100.0	100.0	

APPENDIX I

TRUNCATED SPSS OUTPUT FOR TOTAL VARIANCE FOR PERSONAL CHARACTERISTIC FACTORS

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.610	27.770	27.770	3.610	27.770	27.770	2.400	18.459	18.459
2	2.008	15.442	43.213	2.008	15.442	43.213	1.943	14.946	33.405
3	1.675	12.886	56.099	1.675	12.886	56.099	1.933	14.868	48.272
4	1.468	11.296	67.394	1.468	11.296	67.394	1.879	14.451	62.723
5	1.081	8.312	75.707	1.081	8.312	75.707	1.688	12.984	75.707
6	.781	6.008	81.714						
7	.665	5.118	86.832						
8	.420	3.230	90.063						
9	.408	3.139	93.202						
10	.311	2.395	95.597						
11	.262	2.014	97.611						
12	.160	1.234	98.845						
13	.150	1.155	100.000						

Extraction Method: Principal Component Analysis.

APPENDIX J

TRUNCATED SPSS OUTPUT FOR TOTAL VARIANCE FOR PROFESSIONAL SKILL FACTORS

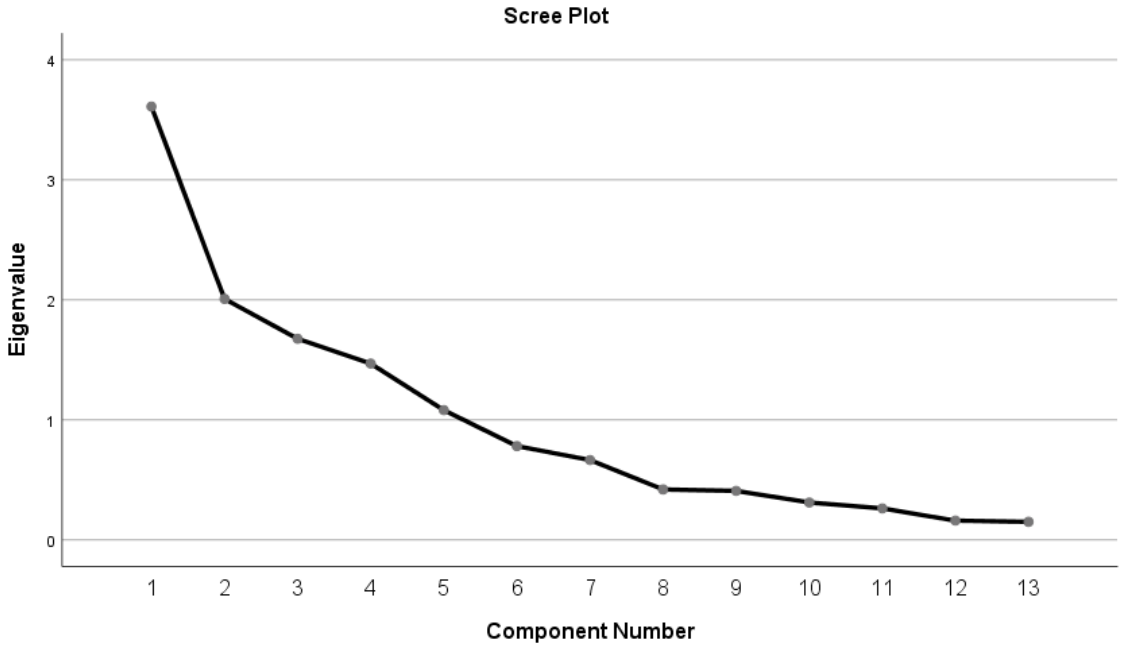
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.740	35.182	35.182	7.740	35.182	35.182	3.461	15.734	15.734
2	2.552	11.599	46.781	2.552	11.599	46.781	2.947	13.397	29.131
3	2.064	9.380	56.162	2.064	9.380	56.162	2.770	12.590	41.722
4	1.597	7.260	63.421	1.597	7.260	63.421	2.355	10.706	52.428
5	1.534	6.974	70.396	1.534	6.974	70.396	2.317	10.532	62.960
6	1.222	5.556	75.951	1.222	5.556	75.951	2.142	9.738	72.698
7	1.109	5.043	80.994	1.109	5.043	80.994	1.825	8.296	80.994
8	.932	4.238	85.233						
9	.678	3.082	88.315						
10	.594	2.700	91.014						
11	.497	2.260	93.275						
12	.312	1.420	94.694						
13	.269	1.221	95.915						
14	.266	1.210	97.125						
15	.156	.711	97.836						
16	.129	.585	98.421						
17	.094	.428	98.849						
18	.088	.402	99.250						
19	.078	.356	99.606						
20	.044	.200	99.806						
21	.033	.150	99.956						
22	.010	.044	100.000						

Extraction Method: Principal Component Analysis.

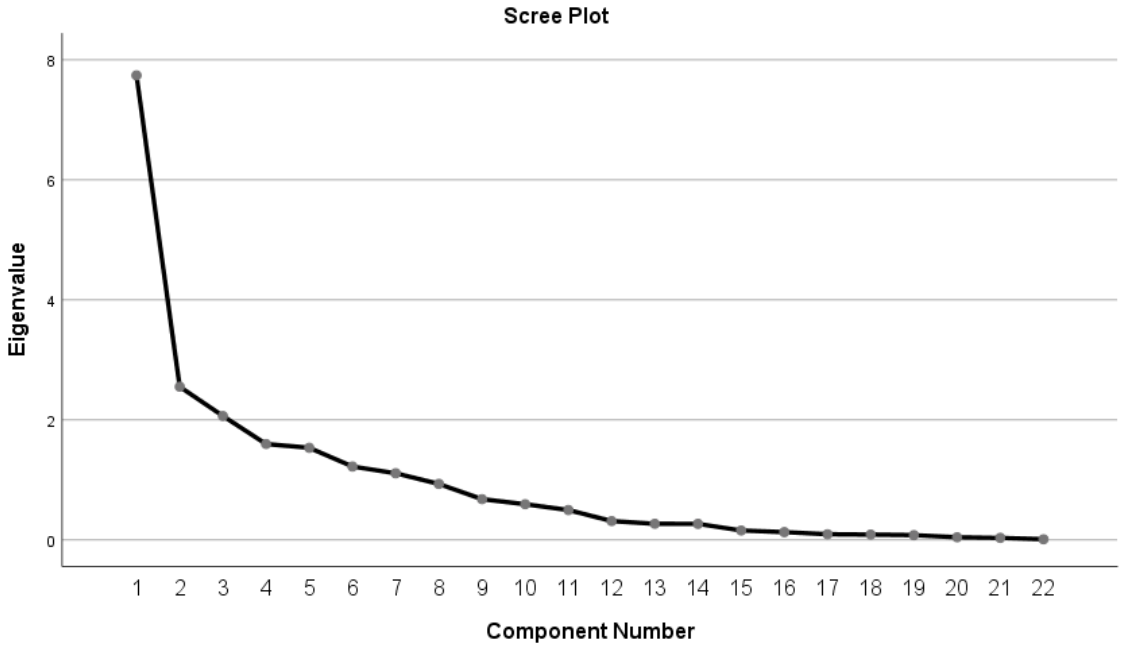
APPENDIX K

SPSS OUTPUT FOR SCREE PLOT INDICATING THAT THE DATA HAS ONE FACTOR FOR PERSONAL CHARACTERISTICS


Scree Plot
Eigenvalue
4
3
2
1
0
1
2
3
4
5
6
7
8
9
10
11
12
13
Component Number

APPENDIX L

SPSS OUTPUT FOR SCREE PLOT INDICATING DATA HAS ONE FACTOR FOR PROFESSIONAL SKILLS


Scree Plot
Eigenvalue
8
6
4
2
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
Component Number

APPENDIX M

ROTATED COMPONENT MATRIX FOR PERSONAL CHARACTERISTICS

Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
PC1	.344	.722	.128	.015	.257
PC2	-.054	.858	.071	.227	.039
PC3	.067	.589	.532	-.454	.113
PC4	-.098	.069	.145	-.004	.822
PC5	.076	.320	.046	.791	.213
PC6	.818	.186	.221	.103	-.117
PC7	-.118	.231	.790	.041	.303
PC8	.794	-.269	.034	.073	.333
PC9	.841	.196	-.017	-.022	-.079
PC10	.406	.070	.707	.341	.070
PC11	.050	-.056	.240	.872	-.012
PC12	.209	-.041	.610	.264	-.434
PC14	.162	.155	.001	.170	.685

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 10 iterations.

APPENDIX N

ROTATED COMPONENT MATRIX FOR PROFESSIONAL SKILLS

Rotated Component Matrix[a]

	Component						
	1	2	3	4	5	6	7
PS1	.450	-.059	.464	.097	.369	.035	.285
PS2	.054	.051	.092	.171	.252	.885	.074
PS3	.871	.123	.141	-.009	-.091	.067	.160
PS4	.206	-.121	.717	.244	.349	-.126	-.001
PS5	.143	.224	.114	.097	-.107	.867	.212
PS6	.185	.446	.084	-.095	-.132	.130	.740
PS7	.616	.199	.234	.015	.240	-.152	.530
PS8	.077	.089	-.039	.265	.209	.259	.825
PS9	.232	.138	.262	.846	.066	.084	.124
PS10	.143	.342	.063	-.074	.832	-.077	.090
PS11	.441	.390	.225	.572	.038	.195	.048
PS12	.281	.768	.096	.230	.137	.120	.157
PS13	.246	.731	.076	.214	.295	.047	.176
PS14	-.424	.196	-.031	.752	.031	.196	.059
PS15	-.242	.199	.411	.096	.741	.247	.080
PS16	-.077	.700	.286	.086	.031	.115	.182
PS17	.771	.078	.320	.072	.077	.192	.116
PS18	.401	-.175	.162	.373	.637	.383	-.020
PS19	.711	.526	-.157	.039	.204	.085	-.122
PS20	.295	.170	.642	-.132	.197	.181	.042
PS21	.124	.400	.723	.185	-.089	.266	.053
PS22	-.018	.365	.676	.492	.054	.052	-.015

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 24 iterations.

APPENDIX O

DESCRIPTIVE STATISTICS FOR SUPERINTENDENTS

Descriptive Statistics[a]

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
pcCons1	9	4.074	.595766960768	-.257	.717	.220	1.400
pcCons2	9	4.333	.745355992425	-1.639	.717	2.671	1.400
pcCons3	9	4.703	.351364184494	-1.094	.717	.611	1.400
pcCons4	9	4.556	.4640	-1.470	.717	3.281	1.400
pcCons5	9	4.556	.6346	-1.203	.717	-.150	1.400
psCons1	9	4.583	.48412	-.738	.717	-1.003	1.400
psCons2	9	4.592	.702728368942	-1.787	.717	2.817	1.400
psCons3	9	4.822	.1856	-.263	.717	-2.018	1.400
psCons4	9	4.518	.376796110264	-.176	.717	-1.171	1.400
psCons5	9	4.703	.423098505874	-1.203	.717	-.150	1.400
psCons6	9	4.556	.4640	-.263	.717	-2.018	1.400
psCons7	9	4.556	.6821	-1.771	.717	3.033	1.400
Valid N (listwise)	9						

a. group = Super

APPENDIX P

DESCRIPTIVE STATISTICS FOR SCHOOL BOARD PRESIDENTS

Descriptive Statistics[a]

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
pcCons1	24	3.73611111117	.735432875092	-.579	.472	.371	.918
pcCons2	24	4.36111111108	.449547992654	-.048	.472	-.891	.918
pcCons3	24	4.30555555546	.490653381575	-.737	.472	.118	.918
pcCons4	24	4.083	.7020	-.836	.472	1.956	.918
pcCons5	24	4.479	.4773	-.239	.472	-1.255	.918
psCons1	24	4.1979	.72972	-.886	.472	.083	.918
psCons2	24	4.33333333329	.491473187163	-.266	.472	-.687	.918
psCons3	24	4.225	.5219	.043	.472	-1.343	.918
psCons4	24	3.84722222221	.644404879690	-.266	.472	.217	.918
psCons5	24	4.25000000000	.599919479460	-.421	.472	-1.195	.918
psCons6	24	4.271	.7068	-.596	.472	-.226	.918
psCons7	24	4.375	.6124	-1.026	.472	.360	.918
Valid N (listwise)	24						

a. group = SBP

APPENDIX Q

DESCRIPTIVE STATISTICS MEANS AND STANDARD DEVIATION FOR EACH CONSTRUCT

Descriptive Statistics Means and Standard Deviation for Each Construct

	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
pcCons1	24	3.74	0.74
pcCons2	24	4.36	0.45
pcCons3	24	4.31	0.49
pcCons4	24	4.08	0.70
pcCons5	24	4.48	0.48
psCons1	24	4.20	0.73
psCons2	24	4.30	0.49
psCons3	24	4.21	0.52
psCons4	24	3.85	0.64
psCons5	24	4.25	0.60
psCons6	24	4.27	0.71
psCons7	24	4.38	0.61
Valid N (listwise)	24		

Group = SBP

	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
pcCons1	9	4.07	0.60
pcCons2	9	4.33	0.75
pcCons3	9	4.70	0.35
pcCons4	9	4.56	0.46
pcCons5	9	4.56	0.63
psCons1	9	4.58	0.48
psCons2	9	4.59	0.70
psCons3	9	4.82	0.19
psCons4	9	4.52	0.38
psCons5	9	4.70	0.42
psCons6	9	4.56	0.46
psCons7	9	4.56	0.68
Valid N (listwise)	9		

Group = Superintendents

APPENDIX R

CONSTRUCTS

Entire PC instrument = 0.768
PC construct 1 = 0.778
PC construct 2 = 0.656
PC construct 3 = 0.618
PC construct 4 = 0.733
PC construct 5 = 0.485

Entire PS instrument = 0.908
PS construct 1 = 0.850
PS construct 2 = 0.808
PS construct 3 = 0.812
PS construct 4 = 0.750
PS construct 5 = 0.745
PS construct 6 = 0.827
PS construct 7 = 0.729

APPENDIX S

ASYMPTOTIC P-VALUE

Test Statistics[a]

	pcCons1	pcCons2	pcCons3	pcCons4	pcCons5	psCons1	psCons2	psCons3	psCons4	psCons5	psCons6	psCons7
M-W	78.50	95.50	54.50	62.50	93.50	74.00	69.50	36.00	39.50	57.00	84.00	83.00
W	378.50	395.50	354.50	362.50	393.50	374.00	369.50	336.00	339.50	357.00	384.00	383.00
Z	-1.209	-0.520	-2.232	-1.894	-0.619	-1.395	-1.611	-2.942	-2.808	-2.115	-1.016	-1.064
Asymp. Sig. (2-tailed)	0.227	0.603	0.026	0.058	0.536	0.163	0.107	0.003	0.005	0.034	0.310	0.287
Exact Sig. [2*(1-tailed Sig.)]	0.238[b]	0.619[b]	0.029[b]	0.065[b]	0.564[b]	0.179[b]	0.121[b]	0.003[b]	0.004[b]	0.040[b]	0.349[b]	0.328[b]

a. Grouping Variable: group
b. Not corrected for ties.