

ABSTRACT

Examining Women Superintendents' Perceptions of the Importance of Types of Mentoring Functions

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In American public school systems, women hold the majority of teaching positions, while men hold the majority of administrative positions. Reasons for low numbers of women superintendents have been researched for years. One major reason more women do not occupy the position of superintendent is a lack of mentors and networking.

This study investigated current Texas women superintendents' perceptions of the importance of 11 types of mentoring functions. Additionally, it determined which mentoring functions the superintendents received from their mentors as they ascended to their first position as a superintendent. This study also investigated the relationship between which mentoring functions women received and their entry time into the superintendency. Demographic information was also collected about current women superintendents in Texas.

This quantitative research study included online surveys, sent via a link in emails in November 2010, to all 140 current women superintendents of public school districts. The survey asked women superintendents to reflect on their years prior to their first

superintendency. The instrument asked questions to rate the importance of mentoring functions, as well as to rate the degree to which they were experienced, using a 5-point Likert scale. The instrument contained demographic questions. Eighty-eight out of 140 women responded.

Women superintendents in Texas rated several mentoring functions as very important to their ascension to the superintendency. There was a significant correlation between the degree experienced and level of importance of each mentoring function. Additionally, there were several mentoring functions that were significantly correlated with entry time into a first superintendency position.

Women aspiring to be superintendents could benefit from the findings in this study. When integrated with increased mentor training, the results of this study could increase the number of women superintendents. Women should carefully select their mentors, and seek out role models that exemplify the traits this study suggests are helpful to those ascending to the superintendency position.

Examining Women Superintendents' Perceptions of the Importance of Types of
Mentoring Functions

by

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DEDICATION

To my family
Mom, Dad, Mark, Sean, Chad, Sydney, and Luke

CHAPTER ONE

This research study examined current Texas women superintendents' perceptions of the importance of eleven types of mentoring functions. It also determined which mentoring functions the superintendents received from their mentors as they ascended to their first position as a superintendent. This study also investigated the relationship between which mentoring functions women received and their entry time into the superintendency. Additionally, it collected some demographic information about current women superintendents in Texas.

Background of the Study

"Women are destined to rule the schools of every city" (Blount, 1998, p. 1). When Ella Flagg Young became the first woman superintendent in 1909, she clearly stated her opinion, and prediction, regarding female leadership. Included in her speech was her bold statement of a woman's intentions, "she is no longer satisfied to do the greatest part of the work and yet be denied leadership" (Blount, 1998, p. 1). Yet, here we are in 2011, with more women than men prepared by graduate schools to lead our school districts, but with fewer women actually leading (Brunner & Grogan, 2005; Glass, 2000; Katz, 2004).

This begs the question: Why do we not have more women superintendents? In Texas, currently 140 out of 1,041 public school districts are headed by women superintendents, for a total of 13.4%. "Despite the increase in the percent of women achieving certification, women were consistently less likely than their similarly qualified

male counterparts to pursue the superintendency throughout the 1980s and 1990s” (FeKula & Roberts, 2005, p. 220). The review of the literature cites numerous studies regarding the discrepancy among the numbers of male and female superintendents in America’s school districts (Blount, 1998; Brunner & Grogan, 2007; Gilmour & Kinsella, 2009; Glass, 2000; Katz, 2004, 2005; Newton, 2006; Quilantan & Menchaca-Ochoa, 2004; Sherman, Munoz, & Pankake, 2008). Lacking mentors and sponsors ranks high on the list of reasons for low numbers of females in educational leadership positions (Hall & Klotz, 2001; Kamler, 2006; Katz, 2006; Keller, 1999; Pavan, 1986). If women do not receive the support they need to become superintendents, those whom are school-level administrators may not advance to the position at all, according to Young and McLeod (2001). “Our research suggests that women’s entrance is contingent on . . . their experiences with administrative role models, their exposure to transformative leadership styles, and their opportunities to garner support for entering administration” (p. 462). However, simply having a mentor may not be enough to make a difference. Determining what that mentor does to actually benefit an aspiring superintendent seems rather important. One area that has not been examined is if women superintendents perceive different types of mentoring functions as helpful to their obtaining a superintendency position. Identifying certain types of mentoring functions as important offers aspiring women superintendents crucial information as they make decisions throughout their careers.

Statement of the Problem

The problem of this study was to determine the perception of the importance of types of mentoring functions for aspiring women superintendents in the state of Texas,

examine which mentoring functions they actually received, as well as explore the relationship between selected mentoring functions and women's entry time into their first superintendency.

Purposes of the Study

The purposes of this study were:

1. To determine which mentoring functions female superintendents in Texas perceive as important.
2. To determine which mentoring functions female superintendents in Texas received as they ascended to the superintendency.
3. To determine if any differences exist between mentoring functions perceived as important, and mentoring functions actually received by current women superintendents.
4. To determine the relationship between selected mentoring functions received by current women superintendents and their entry time into their first superintendency.
5. To provide a current profile of characteristics of women superintendents in the state of Texas.

Significance of the Study

The current study generated data on women superintendents' perceptions of the importance of types of mentoring functions. The data revealed which mentoring functions female superintendents identified as crucial on the path to the superintendency.

Aspiring women superintendents can take note of the recommendations made and take action to ensure they have mentors able to perform those functions along the way.

This study is significant in that it:

1. Guides potential women superintendents as they network and communicate with possible mentors throughout their careers.
2. Fills a gap in knowledge on mentoring future women superintendents.
3. Provides a profile of characteristics of current women superintendents in Texas.
4. Assists organizations who train mentors that work with aspiring superintendents, so that they can structure their programs effectively.
5. Encourages potential mentors to utilize mentoring functions identified as successful for aspiring women superintendents.
6. Sheds light on the relationship between specific mentoring functions and entry time into the superintendency.
7. Assists school districts in selecting and training mentors for prospective superintendent candidates in their own districts.
8. Assists graduate programs in benefitting future superintendents.

Research Questions

For the purposes of this study, the research questions below were studied:

1. Which selected mentoring functions do current women superintendents in Texas perceive as important for women aspiring to the superintendency, as measured by an instrument constructed by the researcher?

2. Which selected mentoring functions did current women superintendents actually receive from their mentors, as measured by the same instrument?
3. What differences, if any, exist between mentoring functions perceived as important, and mentoring functions actually received by current women superintendents?
4. What is the relationship between selected mentoring functions received by current women superintendents and their entry time into their first superintendency?
5. What differences, if any, exist between mentoring functions perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents?

Definition of Terms

1. *Mentor* – A person who is interested in the personal and professional development of an individual; who guides, supports, promotes, and encourages their protégé as they help them advance in their career; promoting networking within and gaining access and exposure to vital organizations, relationships, and events. The term is originally from Greek mythology; Mentor is a friend of Odysseus and a tutor for Telemachus (Columbia Electronic Encyclopedia, 2010).
2. *Mentoring Functions* – Behaviors a mentor engages in towards the protégé. Kram (1983) separated functions into career functions and psychosocial functions.

3. *Psychosocial Functions* – “Those aspects of the relationship that primarily enhance sense of competence, clarity of identity, and effectiveness in the managerial role- role modeling, acceptance-and-confirmation, counseling, friendship” (Kram, 1983, p. 614).
4. *Career Functions* – “Those aspects of the relationship that primarily enhance career advancement- sponsorship, exposure-and-visibility, coaching, protection, challenging assignments” (Kram, 1983, p. 614).
5. *Superintendent* – “The Chief Executive Officer of a local public school district that is expected to assist in the development, planning, implementation, and evaluation of the educational goals, objectives, and policies” (Zemlicka, 2001, p. 10).
6. *Entry time* – The time it took women superintendents in this research study to attain the superintendency from their first year in education and subtracting any years they left the profession for any reason.
7. *Uninterrupted career* – A woman who never left the profession, from her first year in education, to the year she became a superintendent.
8. *School District Size*- In Texas, the University Interscholastic League divides public school districts into classifications based on their high school enrollments: 1A- 199 students and below; 2A- 200-429 students; 3A- 430-989 students; 4A- 990-2064 students; 5A- 2065 students and above.
(University Interscholastic League, 2010)

Delimitations

The selection of women superintendents of public school districts in Texas served as a delimitation to this study.

Limitations

This study examined current Texas women superintendents' perceptions of the importance of mentoring functions. Its generalizability was limited to women superintendents in Texas. This study was also subject to limitations recognized in using surveys to collect data, specifically the ability to confirm the actual identity of the participant taking the online survey, and relying on the memory of current women superintendents to reflect back on mentoring functions they received on their path to the superintendency. Reliability and validity of the Ragins and McFarlin's (1990) instrument might have been affected by the researcher changing the 7-point Likert scale to a standard, 5-point scale. Another limitation that could have impacted data analysis was those respondents that skipped some questions on the survey. The length of the survey could have also been a limitation.

Basic Assumptions

Basic assumptions of the research study were:

1. Participants completed the online survey themselves.
2. Participants were currently serving as superintendents in the state of Texas at the time they completed the survey.
3. Participants were able to understand the survey.
4. Participants responded honestly.

5. Participants were able to accurately recall their experiences with mentors during the years prior to their first superintendency.
6. Participants were concerned with contributing to a body of research that could be helpful to aspiring women superintendents.

Organization of the Study

This study is organized into five chapters, with a list of references at the end.

Appendices are attached at the end of the study. The five chapters in this study are:

Chapter One, Chapter Two – Review of the Literature, Chapter Three – Methodology, Chapter Four – Results and Findings, and Chapter Five – Conclusions, Implications, and Recommendations.

CHAPTER TWO

Review of Literature

In American public schools, women occupy the majority of teaching positions, but are the minority in leadership positions (Dana & Bourisaw, 2006; Newton, 2006; Sherman, Munoz, & Pankake, 2008; Young & McLeod, 2001). As Susan Katz (2006) states, “If 75% of teachers in the U.S. are women and teaching is the first position on the pathway leading to the superintendency, we would expect to see many more women in the role” (p. 15). “According to the U.S. Labor Department, women in the business world are more readily promoted to positions of executive leadership than are women in the field of education” (Sherman, Munoz, & Pankake, 2008, p. 243). There are many reasons for this discrepancy. Yet because the majority of superintendents are men, research on their career paths as leaders is plentiful. Studies on women leaders are not as abundant, and have “become an area of interest to researchers” (Amedy, 1999, p. 1). “There is a small and growing research base specific to women and the superintendency published largely since the 1980s” (Tallerico & Blount, 2004, p. 652). “Much more needs to be learned about women who hold educational leadership positions as superintendents” (Gilmour & Kinsella, 2009, p. 4). While examining characteristics of successful women superintendents is certainly significant for current women leaders, this study aimed to take a look at how women get to the superintendency, hopefully as a message to aspiring women superintendents. This study investigated women’s perceptions of the importance of types of mentoring functions along the path to the superintendency.

Low Numbers of Women Superintendents

“Superintendents are the CEOs of the school district. They are responsible for the educational health and welfare of the students in their school district communities” (Gilmour & Kinsella, 2009, p. 2). Why are there not more women superintendents? Many previous researchers have endeavored to answer that question, but one reason might be that not as many women are applying for superintendency positions as men. So then the question becomes, why aren’t more women accessing the superintendency? “Many qualified women in the field of education choose not to pursue the career path of superintendency for one reason or another” (FeKula & Roberts, 2005, p. 220). It seems inconsistent with the rise in enrollment by women in graduate programs in educational administration (Brunner & Grogan, 2005; Glass, 2000; Katz, 2004).

Women’s barriers to the superintendency have been investigated by many researchers (Blount, 1998; Brunner & Grogan, 2007; Dana & Bourisaw, 2006; Derrington & Sharratt, 2008; FeKula & Roberts, 2005; Gilmour & Kinsella, 2009; Katz, 2004). A lack of mentors and professional networks rises to the top of most researchers’ lists of barriers, but many other challenges, such as family and home responsibilities, school board hiring discrimination, and a delayed or slower career advancement track also contribute to the disproportionate number of women superintendents (Brunner & Grogan, 2007; Fekula & Roberts, 2005; Quilantan & Menchaca-Ochoa, 2004; Sharp, Malone, Walter, & Supley, 2004; Skrobarcek & Stark, 2002). One reason cited for the slower career advancement track is the route most women do not take to the superintendency – the position of high school principal (Farmer, 2007; Kim & Brunner, 2009; Skrobarcek & Stark, 2002; Zemlicka, 2001).

Historically, there has been an increase in the number of women superintendents, but it has been a slow one. In 1992, women led 7% of American school districts; most recent numbers indicate the steady climb has increased to 21.7% (Gilmour & Kinsella, 2009; McCabe & Dobberteen, 1998). “These results support the need to accurately document the career paths and experiences for both populations to insure further growth” (Zemlicka, 2001, p. 2).

When considering all superintendencies, as stated before, by 1930, 11% were women (Blount, 1998). The percentage, however, began to plummet after the end of World War II as the women’s movement lost its intensity, and masses of men returned to postwar life and sought work in educational administration (Shakeshaft, 1989). By 1980, the number of women in the superintendency had sunk to an unbelievable 1%. Not until the end of the 20th century did the numbers of women superintendents again increase to around 14% of all superintendencies (Brunner, Grogan, & Prince, 2003; Glass, Bjork, & Brunner, 2000). Over the course of an entire century, the numbers of women in the superintendency increased only a mere 5%. In no small measure, during the 20th century, the superintendency stubbornly remained a masculine role (Brunner & Grogan, 2007, p. 11-12).

Despite this growth, though, women still remain disproportionately outnumbered by men in the role of superintendent. As stated previously, Gilmour and Kinsella (2009) report that only 21.7% of America’s superintendents are women. As women seek out and apply for the position of superintendent, the research shows that identifying what made other women successful can improve their chances of getting the job (Gilmour & Kinsella, 2009; Katz, 2006). “Women count on each other for career assistance, mentorship, collaboration, and friendship” (Brock, 2008, p. 211).

One of the national issues facing school leaders is the equitable hiring of women and persons who represent minority populations for top school leadership positions. Knowing other women’s successes and how they achieved the superintendency can make a difference for aspiring women school leaders. Analyzing what has worked and why some women have been successful is the next step. (Gilmour & Kinsella, 2009, p. 3)

Examining What Works for Successful Women

In order for women to know what makes other women successful, they have to spend time developing relationships with those women. Those relationships can be critical to encouraging an aspiring woman superintendent.

Mentoring, for example, can make a significant difference in whether a woman feels prepared to become a superintendent. In fact, 84% of the women assistant/associate/deputy superintendents themselves had served in the role of mentor for someone else aspiring to be an administrator. Therefore, they understood the importance of mentoring. They participated in mentoring others and knew that they needed it themselves. (Brunner & Grogan, 2007, p. 54)

C. Cryss Brunner (1998), a prolific researcher who has spent the bulk of her career examining female superintendents, found a likely cause for the slow increase in women superintendents:

The evidence that women can succeed in the position of superintendent, and examples in the literature of women who are succeeding help provide- at least in print- the important role models that are so necessary for any woman aspiring to the position. In fact, the lack of role models, mentors, and networks for women are cited in the literature as part of the reason more women do not get into the superintendency. (p. 3)

If women continue to work towards accessing the superintendency without utilizing mentors and networks, the research details a more difficult path. “The superintendency, which has been cited as the “most male-dominated position of any profession” (Bjork, 2000, p. 8), has in some measure retained this complexion due to the lack of mentoring opportunities for women and people of color” (Kamler, 2006, pp. 297-298). Anderson and Limerick (1999) echo Brunner’s findings. The 23 women leaders in their study reported they had, “very few role models of what a good female school administrator might look like” (Anderson & Limerick, 1999, p. 404). Clearly, as the number of women superintendents increases, this challenge will decrease. The authors

also explain that their respondents, “all worked in an educational system whose administrative levels were dominated by men. Very few would have had the opportunity to work under a female principal” (Anderson & Limerick, 1999, p. 404). Without such opportunities, who do women look to for examples and guidance? They look to the only role models available, most of which are not women.

It’s like we saw how the men did it, but we’re doing it with less style, I used to see it with women coming into the secondary deputy ranks. Because they didn’t have a female model of how you did it, they adopted the male model and overcompensated for their femaleness, rather than saying, „I’m going to develop my own style” (Therese, primary principal). (Anderson & Limerick, 1999, p. 411)

The lack of female mentors and role models has been noted and well documented for years (Brunner & Grogan, 2007; Delisio, 2001; McCabe & Dobberteen, 1998; Sharp et al., 2004; Sherman, Munoz, & Pankake, 2008). In Brunner and Grogan’s (2007) book, *Women Leading School Systems: Uncommon Roads to Fulfillment*, 71% of Caucasian women and 90% of women of color cited not having a mentor or any mentoring as a “perceived barrier limiting administrative opportunities for women superintendents” (p. 166).

Many women identified mentoring and support systems as crucial to their success. One woman shared, It sure is a visible job- definitely the eye of the hurricane on many days. We need more support as we start out in the field instead of trial by fire, especially women. (Brunner & Grogan, 2005, p. 50)

The barriers still remain for women. “Will women then see greater opportunities to choose the role of the superintendent or will they face more barriers?” (Skrobarcek & Stark, 2002, p. 8). Marianne Coleman’s (2001) work concurs. “The relative rarity of females in positions of power and thus able to be “gatekeepers” may be a significant feature of barriers to career progress for women” (p. 88). A female superintendent in

Brian Zemlicka's (2001) study said, "No, I wouldn't do anything different, but it is very difficult for females to break into the position (p. 80).

Women Need Mentors

"From Homer's epic, *The Odyssey*, to today, mentorship has been credited for nurturing career advancement" (Kamler, 2006, p. 297). Understanding where the word, Mentor, originated may help explain the purpose of a mentor (Barkol, 2006). In Homer's *Odyssey*,

Odysseus, before leaving to fight in the Trojan War, entrusted the responsibility of nurturing his son, Telemachus, to his loyal friend Mentor. The education included every facet of Telemachus's life: Mentor not only provided help and assistance to Telemachus, but what was most important, he taught Telemachus to think and act for himself. (Barkol, 2006, p. 216)

There is no doubt that leaders need mentors. "If women educators are to increase their representation at the top levels of their profession, they must have help from those who have gone before" (Keller, 1999, p. 25).

Almost everyone can quickly identify the one person in her youth who made a difference in her life because that person "believed in" her and, either directly or indirectly, communicated said belief to her on a repeated basis in addition to providing guidance and advice. (Dana & Bourisaw, 2006, p. 189)

The literature is replete with evidence that mentors are helpful. In educational administration, mentorship has traditionally been cast as an *old boy network* (Sherman, Munoz, & Pankake, 2008). "The importance of mentoring is strongly supported by the literature" (Polleys, 1999, p. 9). If more women are going to be encouraged to apply for the superintendency, then they need to be informed about the best ways to get there. "Women must have a clear understanding of the steps necessary to reach the highest

levels of educational administration prior to actually making the ascent” (Skrobarcek & Stark, 2002, p. 9).

Research findings are clear – women need mentors. Not only do they need mentors, but they also need to know what skills their mentor must possess in order to be truly supportive. “The question remains as to what are the essential characteristics of mentoring across the various types of mentoring relationships that women perceive they experience in the academic environment” (Gibson, 2004, p. 175). According to Kram’s (1983) research, relationships with mentors are developmental and change over the course of the relationship. The relationship itself can benefit both people involved, through “career development and psychosocial development” (Kram, 1983, p. 613).

“Women with leadership potential must be encouraged, mentored, and empowered to exercise their influence. We cannot afford to continue to stifle human talent through gender stereotyping and failing to provide mentoring for professional women” (Polleys, 1999, p. 17).

In order to advance and advance quickly, women need to take advantage of the relationships they form while pursuing the superintendency. “Mentoring and networking in their professions and professional associations were critical to their career mobility,” (Quilantan & Menchaca-Ochoa, 2004, p. 126) wrote M. Cristina Quilantan and Velma Menchaca Ochoa in their work, entitled, “The Superintendency Becomes a Reality for Hispanic Women.” Mary Sue Polleys’ (1999) study echoed that same sentiment five years before Quilantan and Ochoa’s study.

They often report that without guides who had previously mastered the maze, mentors concerned about their progress, they would not have made it. Female superintendents whose career advancement has been enabled by others have

stories to tell that can assist both those needing mentors and those in positions to mentor. (p. 4)

Many research studies also discussed the different reasons why women might need mentors more than men do in the field of educational administration (Brunner & Grogan, 2007; Derrington & Sharratt, 2008; Lane-Washington & Wilson-Jones, 2010; Skrobareck & Stark, 2002). Thomas Glass (2000) details some reasons why women superintendents need mentors, at least in comparison to men.

Women also seem to have a less-developed mentoring system compared to men. This is important since mentors many times act as go-betweens among superintendent candidates and school boards. Mentors also provide in-district mobility opportunities for women aspiring to the superintendency. (p. 3)

Rina Barkol (2006) stated similar findings – that women need mentors more than men do.

Like many other researchers, Hill and Regland (1995) argue that women need mentoring even more than men do: “Mentoring enhances leadership development for both genders, but it is especially important for women because this has not been a long-standing part of career development for women” (p. 1). The authors explain that, historically, women exercised little control over their career paths and did little planning and goal setting. (Barkol, 2006, pp. 216-217)

Not only do women in K-12 public education need mentors, but the literature also reveals that women in higher education do, too (Brown, 2005; Gibson, 2004). The disproportionate rate of female to male college presidents mirrors that of public education. “Mentoring is an invaluable resource for the recruitment and preparation of women for the college presidency” (Brown, 2005, p. 659).

Mentors for aspiring women superintendents do not need to be only women; men can also serve as resourceful mentors. Indeed, while the research points out that female role models are needed, there is also a place for male role models in a woman’s educational career. “Often, those women had the advantage of a male mentor who knew

what school boards and hiring committees would be looking for” (Vail, 1999, p. 24).

Men are quite frequently involved in the networks associated with advancement, and Dana and Bourisaw (2006) acknowledge that “a potential advantage for a woman in being mentored by a male superintendent is developing an „in“ with the „good ole boys“ network” (p. 190).

Delisio’s (2001) article about Dr. Marie Latham Bush’s research agrees with the advice regarding male mentors. Bush’s interviews with women superintendents chronicle what they need most – mentors and role models. She also writes that, “Both women said they had good mentors – both male and female – and solid family support on the journey to the superintendent’s office” (Delisio, 2001, para. 16). The same holds true for the women in Coleman’s (2001) study. “Men were identified in this role as often as were women” (p. 91).

Can women make it to the superintendency without mentors? Certainly. They can and they already have. Competing with an established male network, however, proves to be challenging without leveling the playing field. “Evidence is clear that women who have mentors move into school district or school leadership positions sooner than those who are without mentors” (Dana & Bourisaw, 2006, p. 195). After all, having a mentor that is supportive and helpful can be especially important during those times that tight-knit networks of men seem to build barriers. One of Mary Polleys’ (1999) interviews with a female superintendent illustrated how tightly knit the established male networks can be – “The woman who was asked by a board member in an interview if she could „coon hunt“ felt the comment to be an obvious reference to her exclusion” (p. 14).

There is a dearth of research on the effects of mentoring aspiring women superintendents. Brian Zemlicka (2001) states, “Further study is recommended on recognizing the impact of mentors and role models, and the qualities they possessed in assisting individuals to obtain the position of public school superintendent” (p. 106). There already exists a difference in the number of male and female superintendents, and Brunner (1998) offers a warning for what could happen without further research. “Without such research, the overwhelmingly prevalent practice of hiring men rather than women has the tendency to create or continue the belief that women must somehow be inferior to men and unable to succeed in the position” (p. 3).

Meeting Mentors and Networking

“Mentors and networking are often key elements in the career path to the superintendency” (Gilmour & Kinsella, 2009, p. 13). If women are to benefit from having a mentor, then they must seek out ways to meet mentors and become a part of professional networks.

When asked whether some areas were serious barriers, somewhat of a barrier, or not a barrier to becoming a superintendent, 55.2% said that a lack of a professional network was somewhat of a barrier, with 12.1% saying it was a serious barrier. (Sharp et al., 2004, p. 9)

In this arena, men have it easier than women. One of the ways men easily connect with central office administrators is through coaching at the secondary level (Glass, 2000; Kim & Brunner, 2009). They are visible to available role models. Hence, with so many more women in elementary teaching and administrative positions, where coaching is not an option, their visibility by strong female role models is lessened (Glass, 2000). This difference in visibility has critical repercussions. “Today, approximately 75

percent of elementary classroom teachers are women. Nearly 75 percent of superintendents did not teach at the elementary level prior to working as a central-office administrator or superintendent” (Glass, 2000, p. 29).

Women not only need to be visible to available mentors; they need the opportunity to meet them, as well. Yong-Lyun Kim and C. Cryss Brunner (2009) defined opportunity. “The definition of opportunity in career mobility is closely related to concepts such as: visibility, exposure, and connections to powerful persons or to core leadership in the organization” (p. 79). Tod Farmer’s (2007) research on Texas superintendents concluded that, “The secondary principal position was identified as the key preparatory position for the superintendency . . .” (p. 12). Since there are greater numbers of male high school principals than female, females are again at a disadvantage of meeting the significant higher-level administrators capable of becoming mentors. “In career trajectory terms, that means matriculation should occur from highly visible administrative positions, like the high school principalship, to the superintendency. Something increasing number of women are not doing (Grogan, 1996)” (MacDonald & Wolverton, 2001, p. 12). MacDonald and Wolverton (2001) also posed a critical question regarding aspiring women and their climb to the top:

With the number of women in advanced degree programs outweighing the men in those programs as well as the number of women in central office positions, it is apparent that women are not only equipping themselves for top administrative positions but making attempts to reach them. The question remains: does the ladder they are using reach the top? (p. 12)

In their book, *Women in the Superintendency*, Joyce Dana and Diana Bourisaw (2006) outline clear and concise steps to building a network.

Put together lists of people who can help you and “work” the list. Set up appointments with people on your network list to explore more about the

leadership position you hope to acquire. Send thank you notes immediately after all appointments or meetings. If you note anything positive printed about them, clip out the article and send it to them. In other words, court them in hopes of acquiring some helpful insight and potential mentoring. (p. 202)

The authors strongly suggest that whatever women do, networking must be high on their priority list. “Symes and Sharpe (2005) note that 60 percent to 80 percent of all jobs are found by way of networking. Their advice to women is to network extensively” (Dana & Bourisaw, 2006, p. 202).

On selecting a mentor, Barbara Brock (2008) has some suggestions for women to keep in mind. “Be discerning when selecting confidants, mentors, and collaborators. Separate personal and professional relationships” (p. 225).

In Lynn Amedy’s (1999) study on female leadership behaviors, one of the superintendents she interviewed had this to say regarding role models:

Just seeing more women in the superintendency makes a difference. In my case I had a role model and women serving in that capacity are role models for young adults and middle age are likely to see that as what they can do (SB, 905-912). (p. 67)

It is powerful for women to see other women in the position of superintendent. LaForrest Lane-Washington and Linda Wilson-Jones (2010) discussed the issue of women leaders inspiring other aspiring women. If more aspiring women superintendents could see higher numbers of women leading school districts, the disparity between male and female superintendents might lessen (FeKula & Roberts, 2005).

Continuing the Trend

Susan Katz (2006) states what she believes her role now is. “As a professor in an educational leadership program, it is my job to mentor women into leadership roles. I call on other professors in similar positions to do the same” (p. 15). That is a common

theme in the literature. Whether or not women were mentored on their way up the career ladder, they still recognize the need for it and try to mentor others, as well as encourage others to mentor. “Whilst only just over half of the headteachers indicated that they had mentors over 65 percent of the total indicated that they now encouraged the career development of younger teachers through mentoring” (Coleman, 2001, p. 92). One of the superintendents in Bess Keller’s (1999) study revealed the extent to which she and her colleagues felt the need to give back. “One of the things we talked about at lunch is how can we mentor and help identify people we think could become administrators who aren’t even thinking about it yet” (p. 25).

Katz’s (2004) research also contains concluding remarks by women superintendents. “All of the women superintendents believed themselves to be role models for their staff and students, particularly when they talked about letting others know their ideas about how people should be treated” (p. 24). “Geri talked about herself as a role model for female administrators as well as for female students” (p. 25). Her responses from women superintendents had an overarching theme that the women who had come so far in their careers wanted to give something back.

The idea of modeling the way and particularly of being a role model was a repeated theme throughout many of the interviews. I think the women felt a particular importance of modeling good practices both personally and professionally since they knew their gender was in the minority as superintendents. (Katz, 2004, p. 26)

Conclusion

In conclusion, the review of literature has sought to demonstrate that more research is needed on what exactly a mentor does to help aspiring women superintendents. The consensus of the literature shows that women do, in fact, benefit

from having mentors (Barkol, 2006; Brunner & Grogan, 2007, Gilmour & Kinsella, 2009; Kamler, 2006; Keller, 1999; Polleys, 1999, Sharp et al., 2004). The push for mentoring for aspiring women superintendents has been recommended for decades.

Maps for the glass maze through which female superintendents travel can be developed through greater emphasis on mentoring and further research efforts. Mentoring must be more available for professional women. The need should be addressed on four fronts – by institutions, by gatekeepers to the superintendency, by women in need of mentors, and by those in position to mentor. (Poleys, 1999, p. 16)

However, research is scarce on telling women exactly what they need from mentors. Only recently, in 2009, has a publication by Suzanne Gilmour and Mary Kinsella (2009) offered recommendations for what to look for in a mentor. The authors suggest engaging in a relationship with a mentor of similar values, who has time to connect, and who has the knowledge and skills you need to obtain your goals (Gilmour & Kinsella, 2009). “Further research on mentor-protégé pairs to determine commonalities and differences in aspects of the relationship as perceived by these two parties would also provide additional information on the dynamics of these relationships” (Gibson, 2004, p. 186).

This study aimed to help aspiring women find the right traits in a mentor that would foster a successful route to a first-time position as school superintendent. “A review of the literature on mentoring finds that there is neither a consistent definition of mentoring nor a common description of mentoring roles” (Gibson, 2004, p. 174). This study’s purpose included being able to change that very problem. Without an exact recipe, aspiring women superintendents have no firm idea of what to look for in a mentor. If mentoring truly serves as a boost on the path to the superintendency, and women did know what to look for in a mentor, perhaps U.S. school districts would see more women

as superintendents. “One thing is certain: The pool of candidates willing to take on the titanic role of school superintendent is dwindling. And women remain the richest untapped resource for the job” (Vail, 1999, p. 21).

“The future has never been brighter or more promising to accept women in leadership roles. Society is demanding a blend of diversity to reflect the complexion of the world as it really is and will become” (Giannini, 2001, p. 211).

There is no more poignant narration of the possibilities that a woman superintendent can create in young girls’ minds by serving as their role model, than the story Kathleen Vail (1999) writes after her interview with Diana Lam, Superintendent for Providence, Rhode Island.

Diana Lam arrives at Vartan Gregorian Elementary School without ceremony. She pushes the white button on the security box outside the school and announces herself. The flustered principal, Mary Brennan, meets her in the hallway. Lam has come to speak with a teacher about taking an extra student in her class. But, as Brennan proudly shows off her school, Lam realizes it isn’t the right time to meet with the teacher privately. So up and down the hallway they go, stepping into classrooms, questioning the children on their work. Up on the bulletin board in one classroom is a photo of Lam from the newspaper. “The kids should know what you look like,” the teacher tells Lam. All the children can see the leader of their school district is female. And maybe a girl in that classroom will begin to dream of becoming superintendent of schools, just like Diana Lam. (p. 24)

CHAPTER THREE

Methodology

This quantitative research study took place in the state of Texas. It included online surveys, sent via a link in emails, to all 140 current women superintendents of public school districts. The survey asked women superintendents to reflect on their years prior to their first superintendency. The results of the survey were analyzed to answer five research questions. This chapter includes research questions, research design, methods of data collections, and methods of data analysis.

Research Questions

The purpose of this study was to determine the perception of the importance of types of mentoring functions for aspiring women superintendents in the state of Texas, according to current women superintendents. Other purposes included: examining which mentoring functions they actually received, exploring the relationship between selected mentoring functions and women's entry time into their first superintendency, and providing a profile of current women superintendents in Texas. The research questions investigated were:

1. Which selected mentoring functions do current women superintendents in Texas perceive as important for women aspiring to the superintendency, as measured by an instrument constructed by the researcher?
2. Which selected mentoring functions did current women superintendents actually receive from their mentors, as measured by the same instrument?

3. What differences, if any, exist between mentoring functions perceived as important, and mentoring functions actually received by current women superintendents?
4. What is the relationship between selected mentoring functions received by current women superintendents and their entry time into their first superintendency?
5. What differences, if any, exist between mentoring functions perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents?

Research Design

This was a quantitative study. For research questions 1 and 2, data were sorted. “For larger data sets, it is useful to order- or sort- the data before scanning them for the mode” (Brase & Brase, 2010, p. 74). The measure of central tendency used was the mode. “The mode is a useful average when we want to know the most frequently occurring data value” (p. 75). The mode reported the most frequently selected mentoring functions women superintendents perceived to be as important, as well as the most frequently selected mentoring functions experienced.

Research questions 3 and 5 sought differences, which called for comparison research. “Many statistical applications use paired data samples to draw conclusions about the difference between two population means” (Brase & Brase, 2010, p. 406). Data collected from the instrument were tested using a paired sample t-test to provide results for questions 3 and 5.

Research question 4 sought a correlation. “Correlation research seeks to determine whether, and to what degree, a statistical relationship exists between two or more variables” (Gay & Airasian, 2003, p. 11). “There is a mathematical measurement that describes the strength of the linear association between two variables. This measure is the sample correlation coefficient r . The full name for r is the Pearson product-moment correlation coefficient” (Brase & Brase, 2010, p. 123). “If two variables are highly related, a correlation coefficient near +1.00 (or -1.00) will be obtained; if two variables are not related, a coefficient near .00 will be obtained” (Gay & Airasian, 2003, p. 425).

Methods of Data Collection

Instrument

An instrument constructed by the researcher was used in this study (Appendix A.). It was developed by modifying parts of another instrument: the Mentor Role Instrument, developed by Ragins and McFarlin in 1990. “Confirmatory factor analysis was also used to develop a reliable mentor role measure” (Ragins & McFarlin, 1990, p. 323). Ragins and McFarlin asked each respondent to rate each mentoring function, (described by three sentences each) on a 7-point Likert Scale. “The items used a 7-point Likert scale [strongly disagree (1) to strongly agree (7)]” (Ragins & McFarlin, 1990, p. 327).

In order to use a standard, 5-point range, and ask respondents to rate importance, as well as degree experienced, the researcher modified the instrument. Permission to use the instrument was received, via email, from Ragins (Appendix B.). The instrument was

sent online during November 2010, via a link in an email, to women superintendents' email addresses (Appendix C), provided by the Texas Education Agency (2010).

The instrument was field-tested. The field-test sample was a population of women central office administrators, assistant superintendents, former superintendents, and some current superintendents in the state of Texas. Eleven women responded to the survey with positive feedback. No changes were made to the instrument as a result of the field-test. The instrument asked questions to rate the importance of several mentoring functions using a 5-point Likert scale. The range of responses was: unimportant (0), of little importance (1), moderately important (2), important (3), and very important (4). Although the items were in random order, they were categorized into Kram's (1983) descriptions of psychosocial and career functions.

The instrument asked questions to rate the degree to which the mentoring functions were experienced by women superintendents using a 5-point Likert scale. The range of responses was: never experienced (0), seldom (1), occasionally (2), to a considerable degree (3), and almost always (4). The instrument also contained demographic questions at the end (Appendix A.).

The Population

The population for the study was current women superintendents in the state of Texas, reported by three spreadsheets received from the Texas Education Agency (2010). The researcher removed names from the spreadsheet that (a) were repeated on the spreadsheet, (b) were interim superintendents and therefore not officially current superintendents, (c) had gender-neutral names and were confirmed to be male superintendents after phone calls to the school districts, (d) held the title of

superintendent at a charter school, not a school district, and (e) left the position of superintendent during the school year and were replaced by male superintendents. After removing names for the previous reasons, the population of women superintendents that was sent surveys was 140. Approval from the Baylor University Committee for Protection of Human Subjects in Research was obtained before the survey was sent (Appendix D.). For purposes of this research study, the entire group of 140 women superintendents were sent surveys because, “we can generally have a lot more confidence in a correlation coefficient based on 100 participants than one based on only 10 participants” (Gay & Airasian, 2003, p. 315).

The sample was the number of women superintendents that responded. Eighty-eight out of 140 women responded, for a return rate of 62.86%. Eight samples were discarded since the survey questions measuring the degree experienced and perceived importance of mentoring functions were not scored by the respondents. In addition, a few items from the remaining 80 responses were not completely answered by the respondents. These missing elements were resolved by entering the numerical value for the mean response of the other participants (Schutte, Malouff, & Bhullar, 2009). In this way, the mean response of a particular survey question will not vary. Therefore, the remaining sample size was cut to 80 samples. Lastly, only 65 out of the 80 respondents shared their demographic information. The responses of those that did not answer the items on demographics were still used for analysis, since the questions measuring the degree experienced and perceived importance of mentoring functions were answered, which provided valuable data.

Methods of Data Analysis

Survey responses were downloaded in an Excel spreadsheet from the website www.surveymonkey.com. The computer program SPSS was used to analyze the data, and the data were entered into tables for interpretation. The first and second research questions were addressed by determining the mode of the scores. The third and fifth research questions were analyzed using a t-test of the sample means, since the aim was to compare two population means. The fourth research question involved correlation research to determine relationships between mentoring functions received and entry time into the superintendency.

CHAPTER FOUR

Results and Findings

This study aimed to determine which mentoring functions were perceived to be important and the degree to which they were experienced by current women superintendents in Texas. There were 11 mentoring functions on the instrument - Sponsorship, Coaching, Protection, Challenging Assignments, Exposure & Visibility, Friendship, Social Interaction, Parent-Like Traits, Role Model, Counsel, and Acceptance. This chapter includes a summary of demographics and a summary of key findings of each research question.

Demographics

The frequency counts and percentages for the responses to the demographic questions are presented in Tables 1 to 5. Table 1 shows the majority of the participants fell between the ages of 51-55 years old, consisting of 34.4% of the sample size. A significant number comes from the age group of 46-50 years old (20.3%), 41-45 years old (14.1%), 56-60 years old (15.6%), and from the age range of 61 years old and above (10.9%). A few are from 36-40 years old (3.1%) and 31-35 years old (1.6%). None fell into the category of 25-30 years old.

Table 1 also displays the respondents' answers to marital status and race/ethnicity questions. More than half of the sample are married (84.6%), about a tenth are divorced (10.8%), and a minority are separated (3.1%) and are single (1.5%). The race/ethnicity of the women superintendents fell into the following categories: a majority of the women

are Caucasian (80%), a few are African American (10.8%), Hispanic/Latino (7.7%), and American Indian (1.5%).

Table 1
Frequency Counts and Percentages for Demographic Variables

Answer Options	Response Percentage	Response Count
<i>Age</i>		
25-30	0.0	0
31-35	1.6	1
36-40	3.1	2
41-45	14.1	9
46-50	20.3	13
51-55	34.4	22
56-60	15.6	10
61+	10.9	7
<i>Marital Status</i>		
Single	1.5	1
Married	84.6	55
Separated	3.1	2
Divorced	10.8	7
<i>Racial/Ethnic Group</i>		
African American	10.8	7
American Indian	1.5	1
Asian American	0.0	0
Hispanic/Latino	7.7	5
Caucasian	80.0	52
Prefer not to answer	0.0	0
Other (please specify)	0	

Table 2 shows the educational attainment of the sample participants. Most of the women superintendents have a master's degree (58.5%); a significant number attained their Ed.D. (30.19%) and only a few have attained a Ph.D. degree (11.32%). Most

received their highest degree during the period of years 2001-2010 (45.2%) and 1991-2000 (35.9%).

Table 2
Frequency Counts and Percentages for Educational Attainment Variables

Answer Options	Response Percentage	Response Count
<i>Year received highest degree</i>		
Prior to 1960	0.0	0
1961-1970	0.0	0
1971-1980	4.7	3
1981-1990	17.2	11
1991-2000	35.9	23
2001-2010	42.2	27
<i>Highest Degree Attained</i>		
Master's	58.5	31
Ed.D.	30.19	16
Ph.D.	11.32	6
Other (Please Specify)	17.2	11

Table 3 shows the women's responses to the questions regarding professional positions held, work at a university, and years spent working outside of education. Women superintendents in this study have held various professional positions in education. These include working as an elementary classroom teacher (52.3%), as a middle school/junior high/intermediate classroom teacher (58.5%), high school classroom teacher (49.2%), campus content area specialist (16.9%), assistant principal (44.6%), principal (67.7%), school counselor (9.2%), central office administrator (64.6%), and as an assistant superintendent (50.8%).

Most of the respondents have not taught at a college or university (63.1%) and are not involved with a college or university as a part-time instructor in an administrator, principal, or superintendent certification program. The majority of the women superintendents has either not worked outside the field of education at all (43.1%) or only did for 1-5 years (43.1%).

Table 3

Frequency Counts and Percentages for Professional Working Experience Variables

Answer Options	Response Percentage	Response Count
<i>Professional Positions have you held in Education</i>		
Elementary Classroom Teacher	52.3	34
Middle School/Junior High/Intermediate Classroom Teacher	58.5	38
High School Classroom Teacher	49.2	32
Campus Content Area Specialist	16.9	11
Assistant Principal	44.6	29
Principal	67.7	44
School Counselor	9.2	6
Central Office Administrator (other than Superintendent)	64.6	42
Assistant Superintendent	50.8	33
Other (please specify)		13
<i>Taught at a college or university</i>		
Yes	36.9	24
No	63.1	41
<i>Number involved with a college or university as an adjunct or part-time instructor in an Administrator, Principal, or Superintendent Certification program</i>		
Yes	13.8	9
No	86.2	56

(continued)

Answer Options	Response Percentage	Response Count
<i>Number of Years working outside the field of education</i>		
0	43.1	28
1-5 years	43.1	28
6-10 years	6.2	4
11-15 years	4.6	3
More than 15 years	3.1	2

Table 4 shows the participants' experience in mentoring programs. There was an almost equivalent percentage of those that have participated in a formalized program (50.8%) and those that have not (49.2%). The mentors of the participants were either male (53.2%) or female (46.8%). The durations of mentorship were mostly one year (23.5%), two years (14.3%), three years (12.2%), and four years (10.2%). Only a few women were mentored more than four years (11.2%).

Table 4

Frequency Counts and Percentages for Mentoring Related Variables

Answer Options	Response Percentage	Response Count
<i>Participated in a formalized mentoring program</i>		
Yes	50.8	33
No	49.2	32
<i>Mentor to other women aspiring to be Superintendents</i>		
Yes	56.3	36
No	43.8	28

(continued)

Answer Options	Response Percentage	Response Count
<i>Mentor to men aspiring to be Superintendents</i>		
Yes	58.5	38
No	41.5	27
<i>Mentor's Gender</i>		
Female	46.8	36
Male	53.2	41
<i>Number of Years Mentored</i>		
.00	6.1	6
1.00	23.5	23
2.00	14.3	14
3.00	12.2	12
4.00	10.2	10
5.00	5.1	5
6.00	1.0	1
7.00	2.0	2
8.00	3.1	3
9.00	2.0	2
10.00	3.1	3
12.00	1.0	1
14.00	1.0	1
20.00	1.0	1

Lastly, Table 5 displays information the respondents gave regarding how many years they worked in education prior to their first superintendency, how many different superintendent positions they have held, the size of the school district they currently serve, and how many years they have been in their current position. Most of the women superintendents in this study worked in the education profession for 16-20 years (29.2%) and 21-25 years (30.8%) prior to their first superintendency. Some participants worked

for 6-10 years (12.3%), 11-15 years (13.8%), and 26-30 years (12.3%) in the education profession prior to being a superintendent.

In addition, 51% of the women respondents have held another superintendency position besides the one they are currently in, and 22.4% have not held another position. A small number of women have previously held two different superintendent positions (9.2%), three different superintendency positions (3.1%), and one woman in the study has held four different superintendent positions (1.0%).

The sizes of the school districts the women represented included 28 (44.4%) serving in a 1A district, 11 (17.5%) in a 2A district, 10 (15.9%) in a 3A district, 7 (11%) in a 4A district, and 7 (11%) in a 5A district. Finally, the numbers of years the women have served in their current superintendency positions fell on a range from 0 to 16 years (Table 5).

Table 5

Frequency Counts and Percentages for Questions Relating to the Superintendent Position

Answer Options	Response Percentage	Response Count
<i>Total years in the education profession PRIOR to first Superintendency</i>		
0-5 years	0.0	0
6-10 years	12.3	8
11-15 years	13.8	9
16-20 years	29.2	19
21-25 years	30.8	20
26-30 years	12.3	8
More than 30 years	1.5	1

(continued)

Answer Options	Response Percentage	Response Count
<i>Number of different Superintendent positions held</i>		
.00	22.4	22
1.00	51.0	50
2.00	9.2	9
3.00	3.1	3
4.00	1.0	1
<i>Size of the school district currently serving as Superintendent</i>		
1A District	44.4	28
2A District	17.5	11
3A District	15.9	10
4A District	11.1	7
5A District	11.1	7
<i>Number of years in your current Superintendency</i>		
.00	17.3	17
1.00	4.1	4
1.50	2.0	2
2.00	9.2	9
3.00	11.2	11
4.00	10.2	10
4.50	1.0	1
5.00	9.2	9
6.00	6.1	6
7.00	2.0	2
7.50	1.0	1
8.00	3.1	3
9.00	1.0	1
10.00	4.1	4
11.00	1.0	1
12.00	3.1	3
16.00	1.0	1

Reporting of Findings from Data Analysis

Survey responses were downloaded in an Excel spreadsheet from the website www.surveymonkey.com. The computer program SPSS was used to analyze the data, and the data were entered into tables for interpretation. The first and second research questions were addressed by determining the mode of the scores. The third and fifth research questions were analyzed using a t-test of the sample means, since the aim was to compare two population means. The fourth research question involved correlation statistics to determine relationships between mentoring functions received and entry time into the superintendency.

Research Question 1

Which selected mentoring functions do current women superintendents in Texas perceive as important for women aspiring to the superintendency, as measured by an instrument constructed by the researcher?

This research question was investigated in order to determine which among the 11 mentoring functions current women superintendents in Texas perceive as important for women aspiring to the superintendency. The mode of each survey item for the perceived importance of mentoring functions by women superintendents is identified in order to determine the central tendency of the scores. The mode is used to identify the most frequently selected scores of the mentoring functions by the subjects, women superintendents. The range of responses was: unimportant (0), of little importance (1), moderately important (2), important (3), and very important (4). The higher mode indicates that a particular mentoring function is perceived of higher importance. The mode for each category of every mentoring function is obtained to analyze the level of

importance for each category. Each mentoring function has three sentences in the survey score. The sentences serve as descriptors for each mentoring function, to help clarify what each function means.

The modes of the level of importance for each mentoring function are summarized in the succeeding tables (Table 6).

Table 6

Mode of the Ratings of Level of Importance for Each Mentoring Function

Mentoring Function	Items	Mode
Sponsorship	My mentor helped me attain desirable positions.	4
	My mentor used influence in the organization for my benefit.	4
	My mentor used influence to support my advancement in the organization.	3
Coaching	My mentor suggested specific strategies for achieving career aspirations.	3
	My mentor gave me advice on how to attain recognition in the organization.	3
	My mentor helped me learn about other parts of the organization.	4
Protection	My mentor “ran interference” for me in the organization.	3
	My mentor shielded me from damaging contact with important people in the organization.	2
	My mentor protected me from those who were out to get me.	1
Challenging Assignments	My mentor provided me with challenging assignments.	4
	My mentor assigned tasks that pushed me into developing new skills.	4
	My mentor gave tasks that required me to learn new skills.	4

(continued)

Mentoring Function	Items	Mode
Exposure and Visibility	My mentor helped me be more visible in the organization.	3
	My mentor created opportunities for me to impress important people in the organization.	3
	My mentor brought my accomplishments to the attention of important people in the organization.	3
Friendship	My mentor was someone I could confide in.	4
	My mentor provided support and encouragement.	4
	My mentor was someone I could trust.	4
Social Interaction	My mentor and I frequently had spur-of-the-moment, one-on-one, informal social interactions outside the work setting.	0
	My mentor and I frequently socialized (planned event) one-on-one outside the work setting.	0
	My mentor and I frequently got together informally after work by ourselves.	0
Parent-Like Traits	My mentor reminded me of one of my parents.	0
	My mentor was like a father/mother to me.	0
	My mentor treated me like a daughter.	0
Mentor Being a Role Model	My mentor served as a role model for me.	4
	My mentor represented who I wanted to be.	3
	My mentor was someone I identified with.	3
Counsel	My mentor guided my personal development.	2
	My mentor served as a sounding board for me to develop and understand myself.	2
	My mentor guided my professional development.	3
Acceptance	My mentor accepted me as a competent professional.	4
	My mentor thought highly of me.	4
	My mentor saw me as being competent.	4

Summary of Findings from Research Question 1

Based on the survey's mode scores, the mentoring functions perceived to be very important include sponsorship, coaching, challenging assignments, exposure and visibility, friendship, role model, and acceptance. The scores of each category for these

mentoring functions are most of the time 4, which is the highest score, and a few 3. On the other hand, those that were perceived to be unimportant are the mentoring functions of social interaction and parent-like traits. The other mentoring functions of protection and counsel are perceived to be just moderately important. So, current women superintendents in Texas perceived the mentoring functions of sponsorship, coaching, challenging assignments, exposure and visibility, friendship, role model, and acceptance as very important in helping women achieve their first superintendency position. Table 7 summarizes this information.

Table 7

Perceptions of the Importance of Mentoring Functions by Texas Women Superintendents

Unimportant	Moderately important	Very important
Social Interaction	Protection	Sponsorship
Parent-Like traits	Counsel	Coaching
		Challenging Assignments
		Exposure & Visibility
		Friendship
		Role Model
		Acceptance

Research Question 2

Which selected mentoring functions did current women superintendents actually receive from their mentors, as measured by the same instrument?

The methodology employed for this research question is the same with research question 1. However, the objective was to determine which mentoring functions current women superintendents actually received from their mentors, or experienced at a high degree based on the survey scores. The range of responses was: never experienced (0), seldom (1), occasionally (2), to a considerable degree (3), and almost always (4). The mode for each category of degree experienced for each mentoring function is determined. The mode of the survey scores of the mentoring functions current women superintendents actually received from their mentors is summarized in Table 8.

Table 8

Mode of the Degree Experienced of Each Mentoring Function

Mentoring Functions	Item	Mode
SPONSORSHIP	My mentor helped me attain desirable positions.	3
	My mentor used influence in the organization for my benefit.	3
	My mentor used influence to support my advancement in the organization	0
COACHING	My mentor suggested specific strategies for achieving career aspirations.	3
	My mentor gave me advice on how to attain recognition in the organization.	2
	My mentor helped me learn about other parts of the organization.	3
PROTECTION	My mentor “ran interference” for me in the organization.	0
	My mentor shielded me from damaging contact with important people in the organization.	0
	My mentor protected me from those who were out to get me.	0

(continued)

Mentoring Functions	Item	Mode
CHALLENGING ASSIGNMENTS	My mentor provided me with challenging assignments.	4
	My mentor assigned tasks that pushed me into developing new skills.	4
	My mentor gave tasks that required me to learn new skills.	4
EXPOSURE and VISIBILITY	My mentor helped me be more visible in the organization	3
	My mentor created opportunities for me to impress important people in the organization.	3
	My mentor brought my accomplishments to the attention of important people in the organization.	3
FRIENDSHIP	My mentor was someone I could confide in	4
	My mentor provided support and encouragement	4
	My mentor was someone I could trust.	4
SOCIAL INTERACTION	My mentor and I frequently had spur-of-the-moment, one-on-one, informal social interactions outside the work setting.	1
	My mentor and I frequently socialized (planned event) one-on-one outside the work setting	0
	My mentor and I frequently got together informally after work by ourselves.	0
PARENT-LIKE TRAITS	My mentor reminded me of one of my parents.	0
	My mentor was like a father/mother to me.	0
	My mentor treated me like a daughter.	0
ROLE MODEL	My mentor served as a role model for me.	4
	My mentor represented who I wanted to be.	3
	My mentor was someone I identified with	4
COUNSEL	My mentor guided my personal development.	3
	My mentor served as a sounding board for me to develop and understand myself.	3
	My mentor guided my professional development.	3
ACCEPTANCE	My mentor accepted me as a competent professional.	4
	My mentor thought highly of me.	4
	My mentor saw me as being competent.	4

Summary of Findings from Research Question 2

Based on the mode analysis, not all the mentoring functions were experienced to a high degree by all the women superintendents. The mentoring functions of challenging assignments, friendship, role model, and acceptance have ratings of almost always for every category, indicating that these are the most frequent mentoring functions experienced by the subject. According to the respondents, these are the mentoring functions that aspiring superintendents should experience at a high degree from their mentors. In addition, the mentoring functions of exposure and visibility, counsel, coaching, and sponsorship are also rated high at 3, to a considerable degree (Table 9).

Table 9

Modes of the Degree to Which the Mentoring Functions Were Experienced by Women Superintendents According to Almost Always, To a Considerable Degree, Never Experienced

Almost Always	To a Considerable Degree	Never Experienced
Challenging Assignments	Exposure & Visibility	Social Interaction
Friendship	Counsel	Parent-Like traits
Role Model	Coaching	Protection
Acceptance	Sponsorship	

Research Question 3

What differences, if any, exist between mentoring functions perceived as important, and mentoring functions actually received by current women superintendents?

The appropriate null hypotheses for this research question are:

H_{03_1} . The perception of importance of the mentoring function of Sponsorship is not statistically different with what was received by current women in Texas.

H_{03_2} . The perception of importance of the mentoring function of Coaching is not statistically different with what was received by current women in Texas.

H_{03_3} . The perception of importance of the mentoring function of Protection is not statistically different with what was received by current women in Texas.

H_{03_4} . The perception of importance of the mentoring function of Challenging Assignments is not statistically different with what was received by current women in Texas.

H_{03_5} . The perception of importance of the mentoring function of Exposure and Visibility is not statistically different with what was received by current women in Texas.

H_{03_6} . The perception of importance of the mentoring function of Friendship is not statistically different with what was received by current women in Texas.

H_{03_7} . The perception of importance of the mentoring function of Social Interaction is not statistically different with what was received by current women in Texas.

H_{03_8} . The perception of importance of the mentoring function of Parent-like Traits is not statistically different with what was received by current women in Texas.

H_{039} . The perception of importance of the mentoring function of Role Model is not statistically different with what was received by current women in Texas.

H_{0310} . The perception of importance of the mentoring function of Counsel is not statistically different with what was received by current women in Texas.

H_{0311} . The perception of importance of the mentoring function of Acceptance is not statistically different with what was received by current women in Texas.

The objective of research question 3 is to seek the differences between the importance and degree experienced of each mentoring function. A paired sample t-test was used to determine the difference between the two population means. The level of significance was set at 5%. A significant difference between the two groups was achieved once the computed p-value for the t statistics is less than the 5% alpha level.

Table 10 summarizes the paired sample t –test between the survey response of the level of importance and degree experienced of each mentoring function. The t-test tests for statistical difference of the means of the sample groups, which for this study were the importance and degree experienced of mentoring functions. From the said table, it can be observed that the p-value for each pair sample t-test are below 5%, indicating that the difference between the level of importance and degree perceived between each mentoring function is significant. Therefore, the null hypotheses are rejected.

The conclusion of this t-test was quantified by obtaining the mean difference between the level of importance and degree perceived of each mentoring function. The

Table 10

Paired Sample t-test Between the Degree Experience and Level of Importance of Each Mentoring Function

Pair	Variable	Paired Differences					t	df	Sig. (2-tailed)
		Mean Diff.	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	Sponsorship-Importance Sponsorship	-.5272668	1.0458584	.1169305	-.7600112	-.2945224	-4.509	79	.000*
2	Coaching-Importance Coaching	-.5157145	.8594848	.0960933	-.7069835	-.3244456	-5.367	79	.000*
3	Protection-Importance Protection	-.8224638	.9427361	.1054011	-1.0322594	-.6126681	-7.803	79	.000*
4	Challenging Assignments-Importance Challenging Assignments	-.4054054	.9754659	.1090604	-.6224847	-.1883261	-3.717	79	.000*
5	Exposure and Visibility-Importance Exposure and Visibility	-.4491546	.9018650	.1008316	-.6498549	-.2484544	-4.455	79	.000*
6	Friendship-Importance Friendship	-.3924164	.8147267	.0910892	-.5737249	-.2111079	-4.308	79	.000*
7	Social Interaction-Importance Social Interaction	-.0295570	.6398431	.0715366	-.1719471	.1128332	-.413	79	.681
8	Parent-like Traits-Importance Parent-like Traits	.1758711	.6411385	.0716815	.0331927	.3185495	2.454	79	.016*
9	Role Model-Importance Role Model	-.2777939	.7838661	.0876389	-.4522348	-.1033531	-3.170	79	.0028*
10	Counsel-Importance Counsel	-.3876984	.8752117	.0978516	-.5824672	-.1929296	-3.962	79	.000*
11	Acceptance-Importance Acceptance	-.1942991	.7971438	.0891234	-.3716948	-.0169035	-2.180	79	.032*

Note: ***Significant at 0.05**

mean difference is also summarized in Table 10. The importance ratings of 10 of the mentoring functions are higher as compared to the degree experienced, since the mean difference is negative. An exception is noted for the mentoring function of Parent-Like Traits, where the rating of degree experienced surpasses the rating of level of importance for that mentoring function. However, the mean differences are relatively small, with values less than 1. However, this small difference of the mean ratings between the degree experienced and level of importance is also very critical, since the difference is significant based on the paired sample t-test. The implication of the significant difference of the two populations to the survey ratings/scores is that the ratings for the degree experienced and level of importance perceived to each mentoring function are not equal or the same.

Since the null hypotheses were rejected, descriptive statistics were generated to obtain the difference of the ratings of the level of importance and degree experienced of each mentoring function. Table 11 summarizes the descriptive statistics.

Table 11

Descriptive Statistics of the Importance and Degree Experienced of Each Mentoring Function

Pair #	Pairs	Mean	N	Std. Deviation	Std. Error Mean
1	SPONSORSHIP	2.130792	80	1.3773022	.1539871
	Importance SPONSORSHIP	2.658058	80	1.2325976	.1378086
2	COACHING	2.307359	80	1.0376407	.1160118
	Importance COACHING	2.823074	80	.9321903	.1042220

(continued)

Pair #	Pairs	Mean	N	Std. Deviation	Std. Error Mean
3	PROTECTION	.971396	80	1.0358857	.1158155
	Importance PROTECTION	1.793860	80	1.1859078	.1325885
4	CHALLENGING ASSIGNMENTS	2.837838	80	1.4064781	.1572490
	Importance CHALLENGING ASSIGNMENTS	3.243243	80	1.0219769	.1142605
5	EXPOSURE and VISIBILITY	2.202703	80	1.2771029	.1427844
	Importance EXPOSURE and VISIBILITY	2.651857	80	1.0636305	.1189175
6	FRIENDSHIP	3.198198	80	1.0214561	.1142023
	Importance FRIENDSHIP	3.590615	80	.6135910	.0686016
7	SOCIAL INTERACTION	1.057263	80	.9826895	.1098680
	Importance SOCIAL INTERACTION	1.086820	80	1.0435299	.1166702
8	PARENT-LIKE TRAITS	.950646	80	.8968827	.1002745
	Importance PARENT-LIKE TRAITS	.774775	80	.8437878	.0943383
9	ROLE MODEL	2.814672	80	1.1215250	.1253903
	Importance of your mentor being a ROLE MODEL	3.092466	80	.8565978	.0957705
10	COUNSEL	2.239021	80	1.0357907	.1158049
	Importance COUNSEL	2.626720	80	.8957902	.1001524
11	ACCEPTANCE	3.585044	80	.8426830	.0942148
	Importance ACCEPTANCE	3.779343	80	.3966940	.0443517

Table 12 shows the correlation between the degree experienced and level of importance of each mentoring function. Based on the table, it can be observed that there is a significant correlation between the degree experienced and level of importance of each mentoring function, since the computed p-values are less than the level of

significance of 5%. This implies that the confidence level for the findings of the statistical test is 95%. The level of significance is considered as the acceptable error allocated for the statistical test. Normally, a level of significance of 5% is used in most statistical tests. This indicates that the extent to which mentoring functions are perceived to be important is dependent on the degree of mentoring functions experienced by the women superintendents.

Table 12

Paired Sample Correlation Between the Importance and Degree Experienced of Each Mentoring Function

Pair #	Pairs	N	Correlation	Sig.
1	SPONSORSHIP & Importance SPONSORSHIP	80	.684	.000*
2	COACHING & Importance COACHING	80	.624	.000*
3	PROTECTION & Importance PROTECTION	80	.647	.000*
4	CHALLENGING ASSIGNMENTS & Importance CHALLENGING ASSIGNMENTS	80	.720	.000*
5	EXPOSURE and VISIBILITY & Importance EXPOSURE and VISIBILITY	80	.717	.000*
6	FRIENDSHIP & Importance FRIENDSHIP	80	.603	.000*
7	SOCIAL INTERACTION & Importance SOCIAL INTERACTION	80	.802	.000*
8	PARENT-LIKE TRAITS & Importance PARENT-LIKE TRAITS	80	.730	.000*
9	ROLE MODEL & Importance of your mentor being a ROLE MODEL	80	.717	.000*
10	COUNSEL & Importance COUNSEL	80	.598	.000*
11	ACCEPTANCE & Importance ACCEPTANCE	80	.347	.002*

Note: *Significant at 0.05

Research Question 4

What is the relationship between selected mentoring functions received by current women superintendents and their entry time into their first superintendency?

The hypotheses are:

H_{04_1} . There is no significant correlation between the Sponsorship mentoring function received by current women superintendents in Texas and their entry time into their first superintendency.

H_{04_2} . There is no significant correlation between the Coaching mentoring function received by current women superintendents in Texas and their entry time into their first superintendency.

H_{04_3} . There is no significant correlation between the Protection mentoring function received by current women superintendents in Texas and their entry time into their first superintendency.

H_{04_4} . There is no significant correlation between the Challenging Assignments mentoring function received by current women superintendents in Texas and their entry time into their first superintendency.

H_{04_5} . There is no significant correlation between the Exposure and Visibility mentoring function received by current women superintendents in Texas and their entry time into their first superintendency.

H₀₄₆. There is no significant correlation between the Friendship mentoring function received by current women superintendents in Texas and their entry time into their first superintendency.

H₀₄₇. There is no significant correlation between the Social Interaction mentoring function received by current women superintendents in Texas and their entry time into their first superintendency.

H₀₄₈. There is no significant correlation between the Parent-like Traits mentoring function by current women superintendents in Texas and their entry time into their first superintendency.

H₀₄₉. There is no significant correlation between the Role Model mentoring function by current women superintendents in Texas and their entry time into their first superintendency.

H₀₄₁₀. There is no significant correlation between the Counsel mentoring function by current women superintendents in Texas and their entry time into their first superintendency.

H₀₄₁₁. There is no significant correlation between the Acceptance mentoring function by current women superintendents in Texas and their entry time into their first superintendency.

This research question is addressed through correlation research to determine whether there is a statistical relationship existing between each mentoring function and the superintendent's entry time into their first superintendency. Particularly, a Pearson

product moment correlation coefficient is derived and analyzed. A correlation exists if the p-value of correlation is significant and below the alpha level of 5%. The degree of correlation, whether they are positively or negatively correlated, and if it is a strong or weak correlation, is dependent on the correlation coefficient (r). A strong correlation ranges from a correlation coefficient of 0.7 to 1 while a weak correlation ranges from a correlation coefficient of 0 to 0.4. Closer to 1 indicates that the correlation is near linear. On the other hand, a correlation coefficient value between 0.4 and 0.7 is considered moderate correlation.

Table 13 summarizes the Pearson correlation between each mentoring function and the entry time of the superintendents. The entry times were obtained from the survey question of “Total Years in the Education Profession Prior to First Superintendency.” This measures the level of experience in the education profession prior to their superintendency. The correlation study determines whether the degree experienced of each mentoring function affects the number of years it took a superintendent to reach her first superintendency.

As can be seen in the Pearson correlation of each mentoring function, there are several mentoring functions that are significantly correlated with entry time into a first superintendency position. These are the mentoring functions of protection, parent-like traits, role model and counsel with p values of 0.031, 0.036, 0.021, and 0.028, respectively. The relationship is weak positive between the mentoring function of protection and entry time, with a correlation coefficient of 0.241.

Table 13

Pearson Correlation Test between the Mentoring Function Received and Entry Time into their First Superintendency

Level of Importance		Total Years In The Education Profession Prior To First Superintendency
• SPONSORSHIP	Pearson Correlation	-.006
	Sig. (2-tailed)	.961
• COACHING	Pearson Correlation	-.107
	Sig. (2-tailed)	.343
• PROTECTION	Pearson Correlation	.241*
	Sig. (2-tailed)	.031**
• CHALLENGING ASSIGNMENTS	Pearson Correlation	.011
	Sig. (2-tailed)	.925
• EXPOSURE and VISIBILITY	Pearson Correlation	.031
	Sig. (2-tailed)	.786
• FRIENDSHIP	Pearson Correlation	-.122
	Sig. (2-tailed)	.281
• SOCIAL INTERACTION	Pearson Correlation	-.145
	Sig. (2-tailed)	.201
• PARENT-LIKE TRAITS	Pearson Correlation	-.235*
	Sig. (2-tailed)	.036**
• ROLE MODEL	Pearson Correlation	-.257*
	Sig. (2-tailed)	.021**
• COUNSEL	Pearson Correlation	-.246*
	Sig. (2-tailed)	.028**
• ACCEPTANCE	Pearson Correlation	-.201
	Sig. (2-tailed)	.074
N		80

Note: **Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

The relationship of mentoring functions of parent-like traits, role model, and counsel are weak negative with correlation values of -0.235, -0.257, and -0.246, respectively.

Research Question 5

What differences, if any, exist between mentoring functions perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents?

The following are the null hypotheses for this research question:

H_{05_1} . There is no significant difference existing between Sponsorship perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

H_{05_2} . There is no significant difference existing between Coaching perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

H_{05_3} . There is no significant difference existing between Protection perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

H_{05_4} . There is no significant difference existing between Challenging Assignments perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

H₀₅₅. There is no significant difference existing between Exposure and Visibility perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

H₀₅₆. There is no significant difference existing between Friendship perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

H₀₅₇. There is no significant difference existing between Social Interaction perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

H₀₅₈. There is no significant difference existing between Parent-like Traits perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

H₀₅₉. There is no significant difference existing between Role Model perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

H₀₅₁₀. There is no significant difference existing between Counsel perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

H_{0511} . There is no significant difference existing between Acceptance perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

Comparison research was conducted for this research question, using the t-test to investigate whether or not there is a significant difference of means between two populations. The two populations were composed of women superintendents in their first superintendency and those women further into their careers as superintendents. The women were separated into two groups based on how many different superintendent positions they held. A response of “zero” different superintendent positions implies that a particular superintendent is in her first superintendency, while the other women, with one or more different superintendent positions, indicate they are experienced. This is also verified with the number of years the subject is in her current superintendency. This is to check if the superintendent is indeed in their first superintendency or experienced.

Table 14 summarizes the group statistics of each mentoring function, divided into the two groups of women superintendents; those women in their first superintendency and those further into their careers as superintendents. It can be seen that most of the subjects are experienced superintendents having managed multiple school districts.

Table 15 summarizes the t-test across the importance of mentoring functions of the two population groups. Looking at the column for the Levene’s test for equality of variance, it can be seen that out of the 11 mentoring functions, 9 have p-values more than the alpha level of 5%. Thus, the assumption of equal variance in the sample data is accepted for this mentoring function. The “equal variances assumed” row will be used for the t test. While the other two mentoring functions, which are challenging

assignments and acceptance, have a significant p value indicating that the assumption of equal variance is not true. For these two, the “equal variances assumed” not assumed is chosen for the t test.

Table 14

Group Statistics of Mentoring Functions

Importance Level	Number of superintendent positions held	N	Mean	Std. Deviation	Std. Error Mean
Importance SPONSORSHIP	.00 1.00	19 61	2.508421 2.704667	1.3257150 1.2098977	.3041399 .1549115
Importance COACHING	.00 1.00	19 61	2.527517 2.915132	1.0969269 .8642354	.2516523 .1106540
Importance PROTECTION	.00 1.00	19 61	1.844645 1.778041	1.3517711 1.1412596	.3101176 .1461233
Importance CHALLENGING ASSIGNMENTS	.00 1.00	19 61	2.770507 3.390489	1.3813663 .8425629	.3169072 .1078791
Importance EXPOSURE and VISIBILITY	.00 1.00	19 61	2.645226 2.653923	1.0741958 1.0692852	.2464374 .1369079
Importance FRIENDSHIP	.00 1.00	19 61	3.501916 3.618242	.9168564 .4901652	.2103413 .0627592
Importance SOCIAL INTERACTION	.00 1.00	19 61	1.273268 1.028746	1.0178547 1.0528745	.2335119 .1348068
Importance PARENT-LIKE TRAITS	.00 1.00	19 61	.888099 .739477	1.0157447 .7890392	.2330278 .1010261
Importance of your mentor being a ROLE MODEL	.00 1.00	19 61	3.051370 3.105266	1.0002492 .8156385	.2294729 .1044318

(continued)

Importance Level	Number of superintendent positions held	N	Mean	Std. Deviation	Std. Error Mean
Importance	.00	19	2.897563	.8424830	.1932788
COUNSEL	1.00	61	2.542358	.9017472	.1154569
Importance	.00	19	3.813442	.3054645	.0700784
ACCEPTANCE	1.00	61	3.768722	.4227568	.0541285

Looking at the t-test for equality of means for all mentoring functions (highlighted in bold font), all of the p values are insignificant, meaning greater than the alpha level of 5%. Therefore, the conclusion on the t-test is that there is no significant difference between the means of the two groups. This implies that there is no difference of the level of importance of any mentoring function regardless whether a woman superintendent is in her first superintendency or if she is further into her career as a superintendent. The null hypotheses are accepted.

Summary of Findings

Chapter Four presented the results of the data analysis collected from the 80 survey responses received. The chapter discussed a demographic summary and data analysis for each research question.

The first research question sought to determine which selected mentoring functions current women superintendents in Texas perceive as important for women aspiring to the superintendency. The mode of the survey responses was obtained to check the response value that was mostly selected by the 80 subjects. It was determined that the mentoring functions of sponsorship, coaching, challenging assignments, exposure & visibility, friendship, role model, and acceptance were perceived to be very important.

Table 15

Independent Samples T-Test

Mode		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Importance SPONSORSHIP	EVA	.125	.724	-.604	78	.548	-.1962458	.3251465	-.8435627	.4510712
	EVNA			-.575	27.986	.570	-.1962458	.3413190	-.8954219	.5029304
Importance COACHING	EVA	2.358	.129	-1.598	78	.114	-.3876152	.2425367	-.8704687	.0952382
	EVNA			-1.410	25.349	.171	-.3876152	.2749058	-.9533993	.1781688
Importance PROTECTION	EVA	.730	.396	.212	78	.832	.0666031	.3134691	-.5574660	.6906722
	EVNA			.194	26.488	.847	.0666031	.3428191	-.6374401	.7706463
Importance CHALLENGING ASSIGNMENTS	EVA	7.263	.009*	-2.376	78	.020	-.6199815	.2609380	-1.1394691	-.1004939
	EVNA			-1.852	22.323	.077	-.6199815	.3347657	-1.3136602	.0736972
Importance EXPOSURE and VISIBILITY	EVA	.258	.613	-.031	78	.975	-.0086973	.2812274	-.5685781	.5511834
	EVNA			-.031	29.969	.976	-.0086973	.2819134	-.5844664	.5670717

(continued)

Mode		Levene’s Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Importance FRIENDSHIP	EVA	1.072	.304	-.719	78	.474	-.1163259	.1617009	-.4382477	.2055959
	EVNA			-.530	21.297	.602	-.1163259	.2195044	-.5724231	.3397714
Importance SOCIAL INTERACTION	EVA	.011	.916	.891	78	.376	.2445222	.2745218	-.3020087	.7910531
	EVNA			.907	30.965	.371	.2445222	.2696306	-.3054179	.7944623
Importance PARENT-LIKE TRAITS	EVA	.276	.601	.668	78	.506	.1486214	.2224661	-.2942745	.5915174
	EVNA			.585	25.136	.564	.1486214	.2539847	-.3743266	.6715695
Importance of your mentor being a ROLE MODEL	EVA	.085	.772	-.238	78	.812	-.0538962	.2264064	-.5046368	.3968443
	EVNA			-.214	25.895	.832	-.0538962	.2521186	-.5722360	.4644435
Importance COUNSEL	EVA	.050	.824	1.522	78	.132	.3552050	.2334116	-.1094819	.8198918
	EVNA			1.578	31.919	.124	.3552050	.2251378	-.1034314	.8138413
Importance ACCEPTANCE	EVA	4.434	.038**	.427	78	.671	.0447204	.1047655	-.1638517	.2532926
	EVNA			.505	41.458	.616	.0447204	.0885487	-.1340473	.2234882

Note: Equal variances not assumed – EVNA; Equal variances assumed – EVA

Research question 2 sought to determine which selected mentoring functions the current women superintendents actually received from their mentors, or the degree experienced. The mode was also used for analysis. It was determined that mentoring functions of challenging assignments, friendship, role model, and acceptance are the mentoring functions almost always received from mentors. The mentoring function of exposure & visibility, counsel, coaching, and sponsorship are frequently received to a considerable degree.

Research question 3 was based on the t-test. It was determined that there is a statistical difference existing between mentoring functions perceived as important, and mentoring functions actually received by current women superintendents.

Research question 4 found the mentoring functions of protection, parent-like traits, role model, and counsel significantly correlated with entry time into a first superintendency. The correlation is positive, but weak, between protection and entry time, since the correlation coefficient (r) is between 0 and 0.4. The correlation of mentoring functions of parent-like traits, role model, and counsel are weak negative with the entry time into their first superintendency.

For research question 5, it was determined from the t-test that there is no statistical difference existing between mentoring functions perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

CHAPTER FIVE

Conclusions, Implications, and Recommendations

The present study investigated current Texas women superintendent's perceptions of the importance of the types of mentoring functions. Specifically, the study sought to investigate the five research questions previously stated in Chapters One, Three, and Four.

Additionally, the study sought to contribute to a body of literature regarding mentoring aspiring women superintendents in the following ways:

1. Guide potential women superintendents as they network and communicate with possible mentors throughout their careers;
2. Fill a gap in knowledge on mentoring future women superintendents;
3. Provide a profile of characteristics of current women superintendents in Texas;
4. Assist organizations who train mentors working with aspiring superintendents;
5. Encourage potential mentors to utilize mentoring functions identified as successful for aspiring women superintendents;
6. Shed light on the relationship between specific mentoring functions and entry time to the superintendency; and
7. Assist school districts in selecting mentors for prospective superintendent candidates in their own districts.
8. Assist graduate programs in benefitting future superintendents.

The subsequent sections provide the conclusion, implications, and recommendations for further research relative to the findings of the study.

Discussion of Findings by Research Question

Educational leadership in the U.S. reveals a disparity among male and female superintendents, indicating a small number of women in the top leadership position of school districts. The lack of mentors and sponsors is one reason cited by the review of literature for the scarcity of women leadership in educational institutions. In view of this barrier preventing women from accessing the superintendency, this study aimed to examine which specific mentoring functions current women superintendents perceived as important on the path to superintendency. Findings from the current study have significantly reported that certain mentoring functions are crucial for aspiring women superintendents.

Research Question 1

Which selected mentoring functions do current women superintendents in Texas perceive as important for women aspiring to the superintendency, as measured by an instrument constructed by the researcher?

The first research question is addressed by determining the mode of the scores, which determines which mentoring functions are perceived to be very important and unimportant by most of the subjects included in the study. Studies have shown the importance of mentoring, and the current literature review also revealed that women must have a clear understanding of the steps needed to reach the highest levels of educational administration (Skrobarcek & Stark, 2002). Results of the current study indicated that (a)

sponsorship, (b) coaching, (c) challenging assignments, (d) exposure and visibility, (e) friendship, (f) role model, and (g) acceptance are the mentoring functions perceived to be very important by Texas women superintendents. This was not surprising to the researcher, especially the function of exposure and visibility. The current literature review made note of the most common pathway to the superintendency in Texas – that of high school principal (Farmer, 2007; Kim & Brunner, 2009). High school principals generally are present at school functions, school board meetings, sporting events, etc., which promotes their exposure and visibility in communities.

Mentoring functions that were perceived to be unimportant are the social interaction and parent-like traits. Mentoring functions like protection and counsel are perceived to be just moderately important. These findings indicate that women aspiring to the superintendency might want to seek out mentors willing to provide these functions, since current women superintendents perceive them to be important on the pathway to the superintendency. For example, women superintendents consider acceptance to be an important mentoring function, so an aspiring superintendent would most likely not want to continue a relationship with a mentor who does not make the mentee feel accepted.

Research Question 2

Which selected mentoring functions did current women superintendents actually receive from their mentors, as measured by the same instrument?

The second research question determined the selected mentoring functions the current women superintendents actually received from their mentors, or the degree experienced. Using the mode for the analysis, findings indicate the following functions were usually received from their mentors: (a) challenging assignments, (b) friendship,

(c) role model, and (d) acceptance. The findings suggest that, if a woman aspires to be a superintendent, then she needs to experience the above-named mentoring functions. However, results have also shown that the mentoring functions of (a) exposure and visibility, (b) counsel, (c) coaching, and (d) sponsorship are the mentoring functions current women superintendents frequently received. Thus, these mentoring functions are crucial to success in their profession (Brunner & Grogan, 2005). The results have supported what the literature says regarding the importance of mentoring and support. Exposure and visibility were cited by Kim and Brunner (2009), as well as by Tod Farmer (2007), as a necessary component for gaining access to the superintendency.

Research Question 3

What differences, if any, exist between mentoring functions perceived as important, and mentoring functions actually received by current women superintendents?

The third research question was determined based on the t-test, which examined the statistical difference between mentoring functions perceived as important, and mentoring functions actually received by current women superintendents in all 11 mentoring functions.

While the literature suggested that women should take advantage of the relationships they form in pursuit of the superintendency, much emphasis was placed on mentoring and networking in their professions and professional associations, as these were critical to their career mobility (Quilantan & Menchaca-Ochoa, 2004). The findings indicate that a significant correlation exists between the degree experienced and level of importance of each mentoring function. These findings are very interesting, because the women tended to think more highly of those functions they experienced more than others.

The one mentoring function that was different was Parent-Like Traits, which had a rating of degree experienced that surpassed the rating of level of importance.

Research Question 4

What is the relationship between selected mentoring functions received by current women superintendents and their entry time into their first superintendency?

The fourth research question was examined through correlation research, which determined whether a statistical relationship exists between each mentoring function and the superintendent's entry time into their first superintendency.

Promising numbers of female and minority superintendents have increased in the past 10 years from 6.6% to 13.2% for females and 3.9% to 5.1% for minorities (AASA, 2000). These results support the need to accurately document the career paths and experiences for both populations to insure further growth. (Zemlicka, 2001, p. 2)

Using a Pearson product moment correlation coefficient, findings of the study showed that mentoring functions of (a) protection, (b) parent-like traits, (c) role model, and (d) counsel are significantly correlated with the entry time into their first superintendency. These findings shed light on the irony of women superintendents rating parent-like traits less important than the degree to which they experienced it, when parent-like traits was one of the mentoring functions that correlated with a quicker route to the superintendency. This finding might suggest that the function of parent-like traits has more of an impact on helping women get to the superintendency than the women themselves even realize.

The relationship between protection and entry time is positive, but weak; whereas, the correlation of mentoring functions of parent-like traits, role model, and counsel are negatively weak with the entry time into their first superintendency. This further implies

that the degree of parent-like traits, role model, and counsel experienced by the current superintendents from their mentor becomes weaker or lower as the years go by. These findings are supported by the literature, signifying the significance of mentoring and support for the success of the current women superintendents. The literature stated that, “Evidence is clear that women who have mentors move into school district or school leadership positions sooner than those who are without mentors” (Dana & Bourisaw, 2006, p. 195).

Research Question 5

What differences, if any, exist between mentoring functions perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents?

This research question was answered from the t-test conducted to determine the differences that exist between the mentoring functions perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents.

Although women superintendents were mentored on their way up the career ladder, they still recognize the need for it and try to mentor others, as well as encourage others to mentor (Coleman, 2001). In the present study, by using a t-test to investigate whether or not there is a significant difference of means between the two populations, results revealed that no statistical difference exists between mentoring functions perceived as important by women superintendents in their first superintendency and those women who are further into their careers as superintendents. In addition, there is no difference of perceived importance for new and experienced superintendents. This was

surprising, simply because sometimes people look back in hindsight on their lives, and perceive things differently. In the current study, however, that was not true.

Conclusion

The current study aimed to examine current women's perceptions of the importance of the types of mentoring functions for aspiring women superintendents in Texas. It also emphasized the importance of the mentoring functions as crucial on the path to the superintendency of the current superintendents.

From the results regarding the importance of mentoring functions, it can be concluded that aspiring women superintendents should seek out mentors who are skilled in those functions deemed important by current women superintendents. The findings are significant in that they contribute to a research base that loosely defined what a mentor should do. As stated in the literature review, "The question remains as to what are the essential characteristics of mentoring across the various types of mentoring relationships that women perceive they experience in the academic environment" (Gibson, 2004, p. 173). With the results from this study, perhaps aspiring women superintendents have more information with which to make decisions regarding mentors.

Based on the findings, aspiring women superintendents should seek to experience the mentoring functions of challenging assignments, friendship, role model, and acceptance. These were reported in the findings as the most frequent mentoring functions experienced by the subject. Thus, the study shed light on what it is that aspiring women superintendents need to experience, according to those women who are currently superintendents in Texas.

It was also observed that a significant correlation existed between the degree experienced and level of importance of each mentoring function. Therefore, it can be concluded from these results that a significant relationship existed between the perception of importance of the mentoring functions and what was actually received by the current women superintendents. The more the women superintendents experienced a function, the more important they thought it was.

Findings of the study also showed that mentoring functions of (a) protection, (b) parent-like traits, (c) role model, and (d) counsel are significantly correlated with the entry time into their first superintendency. However, while the relationship between protection and entry time is positive, the relationship of mentoring functions of parent-like traits, role model, and counsel are negatively weak with the entry time into their first superintendency.

Further, no statistical difference exists between mentoring functions perceived as important by women superintendents in their first superintendency and those women further into their careers as superintendents. No difference of perceived importance was found for new or experienced superintendents. This further implies that there is no difference of the level of importance of any mentoring function regardless of whether a women superintendent is in her first superintendency or if she is further in her career as a superintendent.

Implications

Since a dearth of research exists particularly on women leadership in relation to superintendency, findings of the study have sought to provide an additional awareness and knowledge to aspiring women superintendents about the importance of the types of

mentoring functions. Based on the results, there seems to be great significance associated with certain mentoring functions. This information could be extremely helpful to aspiring women superintendents.

The present study suggested that the mentoring functions of sponsorship, coaching, challenging assignments, exposure and visibility, friendship, role model, and acceptance should be those functions women seek to find in a mentor. While women superintendents have not experienced all the mentoring functions, the mentoring functions of challenging assignments, friendship, role model, and acceptance are the mentoring functions that should be experienced at a high degree by aspiring superintendents with their mentors. Further, the results of the study also suggest that a positive relationship exists between the perceptions of importance of the mentoring functions and what was actually received by the current women superintendents.

The results from the study imply that the degree of parent-like traits, role model, and counsel experienced by the current superintendents from their mentors strongly correlates with their entry time into their first superintendency. The study has also reported that there is no difference of the level of importance of any mentoring function regardless of whether a woman superintendent is in her first superintendency or if she is further into her career as a superintendent.

Recommendations

Women have significant contributions to make to education by leading schools in the position of superintendent. Earlier studies indicated the need for substantial information regarding the role and impact of mentors in the career paths of aspiring women superintendents. Since a small and growing number of studies based on women

and the superintendency are indicated from the studies mentioned earlier, there is a need to document the career paths and experiences of women leaders. The results of these studies, when integrated with increased mentor training, could increase the number of women superintendents.

Further study is recommended on exploring the perception of the importance of mentoring functions by women superintendents across the nation, instead of just in Texas. The data raised some questions that could be explored in different qualitative studies, such as:

- Do men perceive the mentoring functions the same way that women do?
- Do men take the same track, or serve in the same educational positions, as women do, before accessing the superintendency?
- Which functions are perceived to be needed more by aspiring superintendents-career functions or psychosocial functions?

Also, the current study had to rely on the memories of current women superintendents. Perhaps a similar survey sent out to aspiring women superintendents, such as those currently seeking superintendency certification in graduate schools, could yield more information on what they feel they need from their current mentors.

A surprising finding in this study, the relationship between parent-like traits and entry time into the superintendency, should definitely be pursued by other researchers. An expanded survey, with more descriptors relating to parent-like traits, could possibly provide more information on this topic. Additionally, qualitative studies could shed light on any differences that males and females might have perceiving the descriptors of social interaction and parent-like traits.

Further study is also recommended on recognizing the impact of mentors and role models, and the qualities they possessed in assisting individuals to obtain the position of public school superintendent. Currently in society, there is a high interest level in women's studies, such as in the corporate world. Perhaps research done in professions other than education can contribute to increased knowledge of what women need from their mentors. Although numerous studies have been conducted to explain the discrepancy among the numbers of male and female superintendents in America's school districts, the present study also recommends other researchers conduct more comparative studies on leadership among men and women in educational institutions, as well as in other types of organizations. This study might also provide additional research if it were to be replicated in higher education, perhaps in a survey sent to women college presidents.

Women aspiring to be superintendents could benefit from the findings in this study. There is much to be gleaned from the results regarding mentoring functions. Women should carefully select their mentors, and seek out role models that exemplify the traits this study suggests are helpful to those ascending to the superintendency position.

The education profession also has much to gain from the findings in the current study. Graduate schools, school districts, region centers, and professional organizations can train their mentors in the traits identified by current women superintendents to be helpful along the path to the superintendency. Awareness is only a beginning; these organizations can serve to help increase the numbers of women superintendents.

APPENDICES

APPENDIX A

Sample Instrument

1. Baylor University: Certification of Informed Consent

Certification of Informed Consent

Principal Investigator: Suzanne Weatherly, School of Education Graduate Student

This form asks for your consent to participate in an online survey regarding your perceptions. For this research, you will be asked to reflect upon types of mentoring functions that you experienced before you reached the superintendency. It will also ask you to rate your perception of the importance of types of mentoring functions. The entire survey should take no longer than 15 minutes to complete.

This study poses no physical risks. This study meets the American Psychological Association's standards for "Minimal Risk," and does not pose any dangers for you as a participant. Your participation is strictly voluntary. At any time, you may elect to withdraw your participation, with no penalty or loss of benefits.

Data will be collected from online surveys, analyzed, and available for your review, should you desire to see the results. These surveys will help us understand which types of mentoring functions were experienced and ranked as important by women superintendents in the state of Texas.

You are guaranteed complete confidentiality. The results will be kept in a locked cabinet, and only the principal investigator will have access to the surveys. However, electronic communication may be subject to interception, legally by your employer or illegally by another party, while the information is in transit. Therefore, it is possible that your information might be seen by another party and I cannot control whether that happens. Although none of the information requested is of a personal nature, if you are concerned with data security, please print this survey, fill out the answers by hand, remove information that identifies you, and mail the completed survey to the following address:

Suzanne Weatherly, 3318 Rollingwood Court, Montgomery, TX 77356
Phone: 281-352-3955 Email: Suzanne.M.Weatherly@lonestar.edu

Please direct all inquiries to the address above. Inquiries can also be directed to my Doctoral Committee Chairperson, Dr. Jimmy Williamson, Professor Emeritus of the School of Education, Baylor University, One Bear Place # 97304, Waco, TX, 76798. Dr. Williamson can also be reached at 254-710-3118.

If you have any questions regarding your rights as a participant, or any other aspect of the research as it relates to you as a participant, please contact the Baylor University Committee for Protection of Human Subjects in Research, Dr. Michael Sherr, Baylor University, One Bear Place # 97320, Waco, TX, 76798. Dr. Sherr may also be reached at 254-710-4483.

I have read and understand this form, am aware of my rights as a participant, and have agreed to participate in this research.

1. Name

2. Date

2. Part I: Your Mentor

Thank you so much for agreeing to participate in this survey!

Please answer the following questions about your mentor.

Think about the single most important mentor you had who, in your opinion, played a vital role in helping you attain your first position as a Superintendent.

3. What is your mentor's gender?

☐ Female

☐ Male

4. Number of years you were mentored?

5. What was your mentor's position/title?

6. What was your position/title while being mentored?

3. Part II: Mentoring Functions- SPONSORSHIP

The survey below contains a list of mentoring functions, defined in this study as those behaviors a mentor engages in towards the protégé. The descriptions are taken from The Mentor Role Instrument, developed by Ragins and McFarlin.

Read the survey below and rate each mentoring function according to what degree you experienced it from your mentor. Then rate the same mentoring function according to your perception of importance in helping you advance in your career to the position of Superintendent. (Even though you may not have experienced a type of mentoring function and select "never experienced," the survey will still ask you to rate its importance. You may feel you needed that type of mentoring function, but perhaps you never experienced it.)

7. Please rate the degree to which you experienced SPONSORSHIP, based on the statements below.

	Never experienced	Seldom	Occasionally	To a considerable degree	Almost always
My mentor helped me attain desirable positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor used influence in the organization for my benefit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor used influence to support my advancement in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please choose a level of importance of SPONSORSHIP, based on the statements below. Even if you did not experience the mentoring function, you can still have a perception of its importance in helping a woman advance in her career.

	Unimportant	Of little importance	Moderately important	Important	Very important
My mentor helped me attain desirable positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor used influence in the organization for my benefit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor used influence to support my advancement in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Mentoring Functions cont.- COACHING

9. Please rate the degree to which you experienced COACHING, based on the statements below.

	Never experienced	Seldom	Occasionally	To a considerable degree	Almost always
My mentor suggested specific strategies for achieving career aspirations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor gave me advice on how to attain recognition in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor helped me learn about other parts of the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please choose a level of importance of COACHING, based on the statements below. Even if you did not experience the mentoring function, you can still have a perception of its importance in helping a woman advance in her career.

	Unimportant	Of little importance	Moderately important	Important	Very important
My mentor suggested specific strategies for achieving career aspirations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor gave me advice on how to attain recognition in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor helped me learn about other parts of the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Mentoring Functions cont.- PROTECTION

11. Please rate the degree to which you experienced PROTECTION, based on the statements below.

	Never experienced	Seldom	Occasionally	To a considerable degree	Almost always
My mentor "ran interference" for me in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor shielded me from damaging contact with important people in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor protected me from those who were out to get me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please choose a level of importance of PROTECTION, based on the statements below. Even if you did not experience the mentoring function, you can still have a perception of its importance in helping a woman advance in her career.

	Unimportant	Of little importance	Moderately important	Important	Very important
My mentor "ran interference" for me in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor shielded me from damaging contact with important people in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor protected me from those who were out to get me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Mentoring Functions cont.- CHALLENGING ASSIGNMENTS

13. Please rate the degree to which you experienced CHALLENGING ASSIGNMENTS, based on the statements below.

	Never experienced	Seldom	Occasionally	To a considerable degree	Almost always
My mentor provided me with challenging assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor assigned tasks that pushed me into developing new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor gave tasks that required me to learn new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please choose a level of importance of CHALLENGING ASSIGNMENTS, based on the statements below. Even if you did not experience the mentoring function, you can still have a perception of its importance in helping a woman advance in her career.

	Unimportant	Of little importance	Moderately important	Important	Very important
My mentor provided me with challenging assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor assigned tasks that pushed me into developing new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor gave tasks that required me to learn new skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Mentoring Functions cont.- EXPOSURE and VISIBILITY

15. Please rate the degree to which you experienced EXPOSURE and VISIBILITY, based on the statements below.

	Never experienced	Seldom	Occasionally	To a considerable degree	Almost always
My mentor helped me be more visible in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor created opportunities for me to impress important people in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor brought my accomplishments to the attention of important people in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please choose a level of importance of EXPOSURE and VISIBILITY, based on the statements below. Even if you did not experience the mentoring function, you can still have a perception of its importance in helping a woman advance in her career.

	Unimportant	Of little importance	Moderately important	Important	Very important
My mentor helped me be more visible in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor created opportunities for me to impress important people in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor brought my accomplishments to the attention of important people in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Mentoring Functions cont.- FRIENDSHIP

17. Please rate the degree to which you experienced FRIENDSHIP, based on the statements below.

	Never experienced	Seldom	Occasionally	To a considerable degree	Almost always
My mentor was someone I could confide in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor provided support and encouragement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor was someone I could trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please choose a level of importance of FRIENDSHIP, based on the statements below. Even if you did not experience the mentoring function, you can still have a perception of its importance in helping a woman advance in her career.

	Unimportant	Of little importance	Moderately important	Important	Very important
My mentor was someone I could confide in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor provided support and encouragement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor was someone I could trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Mentoring Functions cont.- SOCIAL INTERACTION

19. Please rate the degree to which you experienced SOCIAL INTERACTION, based on the statements below.

	Never experienced	Seldom	Occasionally	To a considerable degree	Almost always
My mentor and I frequently had spur-of-the-moment, one-on-one, informal social interactions outside the work setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor and I frequently socialized (planned event) one-on-one outside the work setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor and I frequently got together informally after work by ourselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Please choose a level of importance of SOCIAL INTERACTION, based on the statements below. Even if you did not experience the mentoring function, you can still have a perception of its importance in helping a woman advance in her career.

	Unimportant	Of little importance	Moderately important	Important	Very important
My mentor and I frequently had spur-of-the-moment, one-on-one, informal social interactions outside the work setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor and I frequently socialized (planned event) one-on-one outside the work setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor and I frequently got together informally after work by ourselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Mentoring Functions cont.- PARENT-LIKE TRAITS

21. Please rate the degree to which you experienced PARENT-LIKE TRAITS, based on the statements below.

	Never experienced	Seldom	Occasionally	To a considerable degree	Almost always
My mentor reminded me of one of my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor was like a father/mother to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor treated me like a daughter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please choose a level of importance of PARENT-LIKE TRAITS, based on the statements below. Even if you did not experience the mentoring function, you can still have a perception of its importance in helping a woman advance in her career.

	Unimportant	Of little importance	Moderately important	Important	Very important
My mentor reminded me of one of my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor was like a father/mother to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor treated me like a daughter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Mentoring Functions cont.- ROLE MODEL

23. Please rate the degree to which you experienced a ROLE MODEL in your mentor, based on the statements below.

	Never experienced	Seldom	Occasionally	To a considerable degree	Almost always
My mentor served as a role model for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor represented who I wanted to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor was someone I identified with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Please choose a level of importance of your mentor being a ROLE MODEL, based on the statements below. Even if you did not experience the mentoring function, you can still have a perception of its importance in helping a woman advance in her career.

	Unimportant	Of little importance	Moderately important	Important	Very important
My mentor served as a role model for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor represented who I wanted to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor was someone I identified with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Mentoring Functions cont.- COUNSEL

25. Please rate the degree to which you experienced COUNSEL, based on the statements below.

	Never experienced	Seldom	Occasionally	To a considerable degree	Almost always
My mentor guided my personal development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor served as a sounding board for me to develop and understand myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor guided my professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Please choose a level of importance of COUNSEL, based on the statements below. Even if you did not experience the mentoring function, you can still have a perception of its importance in helping a woman advance in her career.

	Unimportant	Of little importance	Moderately important	Important	Very important
My mentor guided my personal development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor served as a sounding board for me to develop and understand myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor guided my professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Mentoring Functions cont.- ACCEPTANCE

27. Please rate the degree to which you experienced ACCEPTANCE, based on the statements below.

	Never experienced	Seldom	Occasionally	To a considerable degree	Almost always
My mentor accepted me as a competent professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor thought highly of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor saw me as being competent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Please choose a level of importance of ACCEPTANCE, based on the statements below. Even if you did not experience the mentoring function, you can still have a perception of its importance in helping a woman advance in her career.

	Unimportant	Of little importance	Moderately important	Important	Very important
My mentor accepted me as a competent professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor thought highly of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor saw me as being competent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Part III: Demographic Information

Please answer the following demographic questions.

29. How many total years were you in the education profession PRIOR to your first Superintendency?

- ☐ 0-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ 26-30 years
- ☐ More than 30 years

30. How many different Superintendent positions have you held?

31. Number of years in your current Superintendency?

32. What is the size of the school district in which you are currently serving as Superintendent?

- ☐ 1 A
- ☐ 2 A
- ☐ 3 A
- ☐ 4 A
- ☐ 5 A

15. Demographic Information cont.

33. What is your highest degree attained?

Degree	Type
<input type="text"/>	<input type="text"/>
Other type (please specify)	
<input type="text"/>	

34. In which year did you receive your highest degree?

- ☐ Prior to 1960
- ☐ 1961-1970
- ☐ 1971-1980
- ☐ 1981-1990
- ☐ 1991-2000
- ☐ 2001-2010

35. What is your marital status?

- ☐ Single
- ☐ Married
- ☐ Separated
- ☐ Divorced

36. What is your age?

- ☐ 25-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51-55
- ☐ 56-60
- ☐ 61+

16. Demographic Information cont.

37. What professional positions have you held in education? Check all that apply.

- ☐ Elementary Classroom Teacher
- ☐ Middle School/Junior High/Intermediate Classroom Teacher
- ☐ High School Classroom Teacher
- ☐ Campus Content Area Specialist
- ☐ Assistant Principal
- ☐ Principal
- ☐ School Counselor
- ☐ Central Office Administrator (other than Superintendent)
- ☐ Assistant Superintendent

Other (please specify)

38. How many years have you worked outside the field of education?

- ☐ 0
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ More than 15 years

39. Have you been a mentor to other women aspiring to be Superintendents?

- ☐ Yes
- ☐ No

40. Have you been a mentor to men aspiring to be Superintendents?

- ☐ Yes
- ☐ No

41. Have you participated in a formalized mentoring program?

- ☐ Yes
- ☐ No

17. Demographic Information cont.

42. Have you taught at a college or university?

☐ Yes

☐ No

43. Are you involved with a college or university as an adjunct or part-time instructor in an Administrator, Principal, or Superintendent certification program?

☐ Yes

☐ No

44. What is your racial/ethnic group?

☐ African American

☐ American Indian

☐ Asian American

☐ Hispanic/Latino

☐ Caucasian

☐ Prefer not to answer

Other (please specify)

45. Please add any additional information about your mentor that you feel would be pertinent to this study.

18. Thank You!

Thank you so much for participating in this survey!
Research is crucial to the field of education, and this research would not be complete without your input.
Your time is greatly appreciated!

APPENDIX B

Permission from Ragins

From: Belle Ragins [mailto:Ragins@uwm.edu]

Sent: Tuesday, April 20, 2010 10:35 PM

To: Weatherly, Suzanne M

Subject: Re: The Mentor Role Instrument

Hi Suzanne

We published the instrument so that folks would use it -- I've attached a copy of the publication. Glad it will help!!

The instrument has fine psychometric properties and I'm sure it will work out well for your research project!

Good luck!

Belle

On Apr 20, 2010, at 12:13 PM, Weatherly, Suzanne M wrote:

Good Afternoon Dr. Ragins,

I am a doctoral student at Baylor University in Waco, TX. I am preparing for my proposal, and I have been searching for an instrument. My study is over perceived importance of mentoring functions for aspiring women superintendents in Texas. The survey you developed in 1990 with D. B. McFarlin, The Mentor Role Instrument, would fit well with what I am trying to do. My chair, Dr. Jimmy Williamson, asked me to see if I could get your permission to use your instrument. Would you be available by phone to discuss this? If so, please let me know a good time to call and a phone number. My cell phone is 281-352-3955.

Thank you so much for your time.

Suzanne

Suzanne Weatherly

Assistant Professor- DS English

Lone Star College- Tomball

281.357.3718

Dr. Belle Rose Ragins

Professor of Human Resource Management

Sheldon B. Lubar School of Business

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Work Fax: (414) 229-5999

Home Fax: (414) 332-8322

<http://www4.uwm.edu/business/faculty/busfaculty/ragins.cfm>

APPENDIX C

Email to the Female Superintendents

Subject: Online Dissertation Survey

Good afternoon,

My name is Suzanne Gerczak Weatherly, and I am a doctoral student at Baylor University. I am writing a dissertation about current women Superintendents' perceived importance of mentoring functions regarding their mentors. I hope to gain valuable insight into the mentors' attributes that helped current women Superintendents in Texas reach their first Superintendency.

If you are receiving this email, your name was given to me from TEA. It is possible there may be errors, so if you are not a female superintendent in Texas, please disregard this email. If you are receiving this email as a representative from a school district with a female superintendent, please forward it to her.

If you have any time over the next twelve days, please click on the link below to take the survey. It will close after Dec. 1st, 2010. The survey will take approximately 15 minutes to complete.

I cannot thank you enough in advance for your help during this process!

<http://www.surveymonkey.com/s/Y9KLQPT>

Suzanne Weatherly
Associate Professor & Lead Faculty, DS English
Lone Star College - Tomball
281.357.3718

APPENDIX D

IRB Approval



INSTITUTIONAL REVIEW BOARD

One Bear Place #97310 Waco, TX 76798-7310 • (254) 710-3763 • FAX (254) 710-7309 • WEBSITE: www.baylor.edu/research/irb

DATE: July 27, 2010

TO: Suzanne Weatherly

FROM: Baylor University Institutional Review Board

STUDY TITLE: [182362-1] Examining Women Superintendents' Perceptions of the Importance Of Types of Mentoring Functions

IRB REFERENCE #:

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS

DECISION DATE:

REVIEW CATEGORY: Exemption category # 5

Thank you for your submission of New Project materials for this research study. Baylor University Institutional Review Board has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will put a copy of this correspondence on file in our office.

If you have any questions, please contact Michael Sherr at (254) 710-4483 or michael_sherr@baylor.edu. Please include your study title and reference number in all correspondence with this office.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael E. Sherr'.

Michael E. Sherr, Ph.D.
Chair, Baylor IRB

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