

ABSTRACT

DISSEERTATION: A Contextual Analysis of Females Journey to the Superintendency in Indiana

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This study explores the career journey of female superintendents in Indiana and the educational contexts in which they serve (rural, town, suburban, and urban). Feminist theory and the connection between social and liberal feminist ideas and the difficulties women face as they manipulate personal, social, and political events on their road to the superintendency are illustrated. The mixed-method approach serves as the research methodology. The quantitative data establishes the core statistical background for the study and the reported discrepancy between the numbers of male superintendents as compared to females. Qualitative data provides a picture of the discrepancy and insight into the possible causes for the disparity. Female superintendents experience personal, social, and professional circumstances in terms of their home environment, their lifetime educational environment, and their professional career that are influenced by their gender. The inconsistency between the two sets of data is examined and emerges as a main theme of the research. Implications for further study involve the impact on students, the development of better support systems, the increase in qualitative research on the topic, and the steps involved in the interview process, selection and appointment of female superintendents to particular educational contexts.