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**ASIAN AMERICAN FEMALES IN EDUCATIONAL LEADERSHIP IN K-12
PUBLIC SCHOOLS**

by

Dina Castillo Pacis

A dissertation submitted to the faculty of
San Diego State University and the University of San Diego
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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January 2005

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DEDICATION

I dedicate this work to my parents Jose and Rosalina Pacis who instilled in me the desire to learn, and whose love and understanding have encouraged me to set goals and strive to do my very best.

ABSTRACT OF THE DISSERTATION

Asian American Females in Educational Leadership in
K-12 Public Schools

by

Dina Castillo Pacis

Doctor of Education

San Diego State University and the University of San Diego, 2004

The research on educational leadership has largely excluded the perspectives of women and minorities. As school age populations become increasingly diverse, the need for principals from diverse backgrounds also increases. However, the research data shows that females and ethnic minorities are under represented in educational leadership positions.

In an effort to address the lack of minority females in educational leadership, particularly Asian American females, more research needs to be conducted on their perceived barriers to upward mobility, as well as their perceptions of educational leadership. Only when the voices of Asian American female minority administrators are heard, will they be better able to contribute, and inform leadership practice, recruitment and preparation programs in the field of education.

In order to add to the literature, a Delphi study was conducted to gain some insight into the perceived barriers and enablers of Asian American female principals who have successfully navigated the route to educational administration. This document presents the research conducted and its findings.

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CHAPTER 1

INTRODUCTION

The research on educational leadership has largely excluded the voices of females and minorities (Benham, & Cooper, 1998). For years, this lack of research was not considered problematic. The over-arching belief was that race and gender were inconsequential (Bass, 1981).

The United States continues to grow more ethnically diverse. As we have entered into the 21st century, this has prompted concerns about leading ethnically diverse student populations in U.S. schools. This implies that female and minority principals may play an important role in accomplishing schools' goals (Cox, 1994; National Association of Elementary School Principals, 1998). Treverton and Bikson believe that America's ability to shape the world in the 21st century will depend on the quality of its leaders (2003). Further, Treverton and Bikson feel that the nation is generating too few leaders who combine substantive depth, with a global knowledge and viewpoint (2003). Despite this, the research data shows that females and ethnic minorities are under represented in educational leadership positions.

BACKGROUND

The lack of female and minority principals is seen by many as significant to schools, as today's students are far more ethnically and racially diverse than students of yesteryear. In 2000, 39 % of public school students were categorized in a minority group (U.S. Department of Commerce, 2000). In addition there exists a growing shortage of school principals at all levels K-12 (Education Research Service, 1998). As the "baby boom" generation reaches the age of retirement, this number could reach as high as 60% according to a study conducted by the NAESP (National Association of Elementary School Principals, 2000). At this rate the U.S. Department of Commerce (2000) estimates that the number of principals needed to fill positions vacated by attrition will continue to rise, along with school enrollment for many years.

STATEMENT OF PROBLEM

The need to understand the perceptions of women of color has become increasingly more significant as schools of the 21st century have evolved into ethnically diverse and multilingual communities. Multicultural learning communities have brought to light the challenges of leading ethnically diverse schools in the United States. This suggests that female and minority principals may play an important role in accomplishing schools' goals (Cox, 1994). Despite this, few minority women are in school leadership positions, and fewer still are ethnic women exploring issues of leadership diversity (Matthews, 1986). This is particularly true for Asian American females. As the Asian American population in the United States has become one of the fastest growing minority groups, the need to increase Asian American representation in leadership, particularly female representation has grown (U.S. Department of Commerce Economics and Statistics Administration, 2000).

Despite this need, Asian American female school administrators continue to be underrepresented. Research on Asian American female school administrators is needed to uncover patterns based on their Asian background in their pursuit of an appointment in school administration.

PURPOSE OF THE STUDY

The purpose of this study is to examine a population of practicing Asian American female school leaders, to identify barriers and enablers to their success. Based on their experiences, suggestions were made for effectively training, recruiting, and retaining Asian American School leaders. A Delphi study was conducted to examine Asian American female school leaders and their perceptions of barriers and enablers, as well as their insights of educational leadership. Data was collected utilizing the Delphi technique with a panel of Asian American female administrators. As the voices of Asian American females administrators make visible the challenges they faced in their journey to leadership, they will they be more able to contribute and inform leadership practice, recruitment and preparation programs in the field of education.

RESEARCH QUESTIONS

An expert panel of thirteen Asian American female administrators were surveyed using a Delphi method. The following questions were posed:

1. Why do Asian American women continue to be underrepresented in the ranks of educational leadership?
2. What are enablers and barriers to Asian American women working towards a principalship?
3. How do Asian American women currently in the ranks of educational leadership overcome these roadblocks to ultimately become successful school leaders?
4. How does looking through multiple cultural lenses impact leadership style?
5. How can policy makers, school districts and universities improve current recruiting efforts, training and support to increase the number of Asian American females who choose to enter the ranks of educational leadership?

LIMITATIONS OF STUDY

The established use of the Delphi technique as a consensus-building and forecasting tool makes it appropriate for use in this research study. This study used the Delphi technique in an effort to forecast and gain consensus about the perceptions, barriers and enablers of Asian American female administrators in educational leadership.

The Delphi technique relies heavily on the knowledge and opinions of the expert panelists, and their willingness to take part in all phases of the study. These aspects potentially add to the strengths and weaknesses of the Delphi technique. In this study every attempt was made to identify participants with a background and knowledge base to contribute to the study. The demographic data gathered about the panel participants will indicate the degree of their expertise in the field. Every effort will be made to draw in experts in the field of educational leadership and to motivate them to complete all phases of the study. Despite this, the study is limited by the degree of expertise and cooperation of the participants.

Researcher bias is a limitation to this study, particularly when the study is in a field, as well as an ethnic and gender group to which the researcher is closely connected. The researcher in this study is an Asian American female who has served in the field of education for 13 years, the last 3 years as an assistant principal at a middle school and currently as

principal of an elementary school. Nevertheless, this researcher's history and background provided the impetus to move educational leadership research on a journey to address the lack of female minorities. In an endeavor to guarantee against any possible bias, an independent consultant reviewed all the materials and results.

This particular research study serves to better understand how the choices and lives of women and minorities are impacted by professional organizations. Information from this study could help universities, and school districts facilitate policy, leadership and recruitment programs in an effort to increase diversity in educational leadership. The next chapters address the following:

- Chapter 2 is the Literature Review which supports the need for this study through the research of others. It delves into the research on modern day principals, the shortage of principals and what the research says about minority and female educational leaders.
- Chapter 3 explains the Delphi method, the research technique which will be utilized to conduct this study.
- Chapters 4 explains the data analysis
- Chapter 5 contains the new information which evolved from the analysis of the data.

EXPLANATION OF TERMS

The following terms had meaningful relevance throughout the study:

Asian American—The Race and Ethnic Standards for Federal Statistics and Administrative Reporting (U.S. Census Bureau 2000) defined being Asian American as: A U.S. citizen or resident having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area included, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Cultural lenses—The world is a myriad of cultures and traditions. One's cultural lens is based on one's understanding of one's own culture and traditions. Culture dominates people's lives; it forms the framework within which people understand and make sense of the world. A broad definition is: a set of guidelines which individuals inherit as members of a particular society, and which tells them how to view the world, how to experience it emotionally, and how to behave in it in relation to other people, to supernatural forces or Gods, and to the natural environment' (Helman, 1994).

Delphi method—A technique to arrive at a group position regarding an issue under investigation, the Delphi method consists of a series of repeated questionings, usually by means of questionnaires, of a group of individuals whose opinions or judgments are of interest. After the initial questioning of each individual, each subsequent questioning is accompanied by information regarding the preceding round of replies presented anonymously. The individual is thus encouraged to reconsider and, if appropriate, to change her previous reply in light of the replies of other members of the group. After two or three rounds, the group position is determined by averaging (Linstone, & Turoff, 1975).

Minority—a group of people who differ racially or politically from a larger group of which it is a part.

Role theory—is rooted in the notion that role defines how individuals are expected to behave, how individuals in specific roles perceive what they are supposed to do, and the actual behavior of individuals (Toren, 1973).

School leadership—The capacity to guide and direct a particular group towards the goal of excellence or improvement.

A clear understanding of these terms will be helpful in making meaning throughout this study, but especially so in the chapter which follows. Chapter two is a review of the literature in educational leadership as it pertains to women, minorities and specifically Asian American females.

CHAPTER 2

LITERATURE REVIEW

This chapter will examine the research on the following topics to support the need for further research on female minority school administrators. The sources searched in this review of the literature were dissertation data banks, university journal, book and article data banks, web sites pertaining to education, leadership, diversity and the Asian culture. Additionally, the knowledge and expertise of educators K-12, as well as in the higher levels of academia were used to identify specific literature in support of this study.

- Role of the school principal
- 21st Century school principal
- The shortage of principals
- Recruitment of school principals
- Females and Minority Perspectives on Leadership
- Role Theory
- The feminine experience
- Female leadership
- Minority school principals
- Delphi studies on leadership

ROLE OF THE SCHOOL PRINCIPAL

In the last several years the field of education has been the subject of nationwide reform movements. Principals are a crucial part of school improvement. Without effective principals, highly skilled teachers become frustrated, ineffective teachers stagnate and the resources of parents and community members go unused (Jones, 1995).

As public accountability for raising student achievement in schools increases, the accountability for educators has risen as well. This is particularly true for school site principals. No longer are they mere managers who sit behind a desk to field paperwork and conduct the daily operational minutia which comes with the running of a school, they are

expected to be much more as a 21st Century Principal. Savvy in the workings of communication and skillful in collaboration, principals of today must understand their learning communities more broadly and deeply than ever before (Kelley and Peterson, 2000; Peterson, 1999).

THE 21ST CENTURY SCHOOL PRINCIPAL

With the onset of the 21st century, principals now face a greater responsibility for working with diverse communities and parents (Peterson, 2001; Peterson, 1999). Accountability for student achievement has risen significantly and there is more pressure to implement educational reforms and programs in classrooms. The work of a school principal is consistently interrupted by a stream of issues that must be attended to, reports that must be completed, and people who want some of the principal's time.

As the public demands for higher accountability grow, principals are becoming instructional leaders of their school sites, having knowledge of best teaching practices, and having the ability to provide instructional supports to teachers in the classrooms.

The National Association of Secondary School Principals (2001) defines its mission, in part as "strengthening the role of the principal as instructional leader". Further, state legislatures have mandated that principals serve as instructional leaders, and school districts have set up job descriptions for principals to include instructional leadership (DuFour, 2002). As a result, principals of today must be able to lead and instruct with veracity and quickness as they deal with the never ending tasks and interactions that come with the role (DiPaola, & Tschannen-Moran, 2003).

SHORTAGE OF PRINCIPALS

The job of a principal is a complex one, and filling principal vacancies can be "as elusive as the search for the Holy Grail" (Jones, 1995). In 2000, Katherine Whitaker conducted a study surveying superintendents' perceptions of the quantity and quality of candidates for school principals. While the Bureau of Labor Statistics (2003) predicted a 10 to 20 % increase in the need for school principals through the year 2005, nearly half of the districts surveyed reported a scarcity of candidates for principal positions (Whitaker, 2000).

The prime reason for the shortage according to Whitaker (2000) was that future school leaders believed that principals' salaries were not commensurate with the responsibilities they must shoulder. In addition, approximately a third stated the job was too stressful; 27 % stated the time commitment was too great; and 14 % were discouraged by the difficulty of satisfying parents and community (Whitaker, 2000). Minorities, already in limited supply for the principalship, will be even harder to recruit because of such concerns. Among the districts surveyed, 64 % replied that no qualified minority candidates applied for openings (Whitaker, 2000). Based on Whitaker's study (2000), it was found that superintendents were concerned not so much about the quality of minority candidates, but the quantity. Minority candidates simply do not exist in great percentages.

During the spring of 2000 the National Association of Elementary School Principals conducted a statewide survey to investigate the nature of the principal shortage. Their survey as in Whitaker's study, noted a growing shortage of school principals at all levels k-12. The attrition rate of principals throughout the late 1980's and '90's was 42%, and was projected by the NAESP (2000) to remain at least as high throughout the early 2000's. At this pace the U.S. Department of Commerce (2000) believes that the number of principals needed to fill positions left open through attrition will continue to rise.

RECRUITMENT OF SCHOOL PRINCIPALS

As the principal shortage increases, changes in the principal's preparation and job description are necessary to attract dedicated and qualified candidates (Gilman and Givens, 2001). One of the challenges of identifying outstanding programs for the recruitment, selection, preparation and retention of principals is that there is not a clear understanding of the career stages of the position (Peterson, 2001). University training programs, school district administrators, human resource managers, public agencies, private providers of professional development, policymakers, and current principals are all significant parts of a disjointed system that is responsible for outlining the knowledge, skills, and abilities of a principal (Peterson, 2001).

Data collected by the U.S. Department of Education indicates that the number of male principals far exceeds those of female principals. According to the U.S. Department of Education (1996) only 35% of all U.S. principals are females. Additionally, the data showed

that female teachers far outnumbered their male counterparts. Only 25% of all teachers are male, compared to the 75% of all teachers who are female. Thus, a majority of the teaching force, females are categorically excluded from, and denied the power associated with leadership positions, such as the principalship, in public education.

The data on minority educators is even bleaker. When examining the demographic information of the state of California, a state well known for its diversity, the data shows that only 26% of all California teachers were minority. Of the 26%, Asian, Pacific Islander and Filipino comprised 5.8%, African American 4.9%, Hispanic, the largest group, 13.9%, and other minority groups 1.7% (California Department of Education, 2003). With even smaller pools of teachers to recruit from, the data on minority principals is not encouraging. The number of minority principals stands at 16 % (U.S. Department of Commerce, 2000). Of the 16 % of minority principals in the United States, 11 % are African American, 4 % are Hispanic, and less than 1 % are Asian American (NASBE, 2001).

Educational organizations must reflect upon the expectations placed on current principals in order to increase and attract a pool of diverse and qualified educational leadership candidates. This is evident when one examines the number of Asian American principals currently in positions nationwide. According to the NAESP (2000), less than 1 % of the principals nationwide are Asian American, this despite the fact that the Asian population in the U.S. is one of the fastest growing minority group in the nation (U.S. Department of Commerce Economics and Statistics Administration, 2000). Recruitment programs grounded by research for minority and female educators must be implemented in an effort to increase diversity among educational leaders.

ROLE THEORY

Historically, research in educational leadership has overlooked the perspectives of females and minorities (Benham, & Cooper, 1998). Hence, up until a decade ago, research in educational leadership did not extend beyond the world of the Caucasian male. Traditionally teaching has been viewed as a feminine domain, an extension of the maternal behaviors inherently present in females. As such, beyond the classroom the masculine culture of educational administrative hierarchies is firmly entrenched (Blackmore, 1993, Limerick,

1991). Shakeshaft (1986) explained that the world of women and minority groups are worlds that Caucasian men rarely realize exist. Shakeshaft (1986) stated:

Thus for women to be able to negotiate the world of white males is to be expected. They wouldn't have been selected for school administrators if they didn't comprehend and master the culture. In addition, however, they have knowledge of a female culture and socialization that they bring to the job. It is this world that researchers have failed to investigate when they have studied male and female differences, and their absence of knowledge of the female world has led them to assume that differences don't exist. (p.167)

It is this assumption that no inherent differences exist that discourages many females from considering the role of educational leadership. Mc Master and Randall (1995) argued that there are prevailing gender-based social discourses that discourage women from seeing themselves in positions of authority. These gender-based discourses find their roots in sex-role stereotypes deeply embedded in society (Komarovsky, 1973). As such, many women internalize societal sex-role stereotypes and attitudes. These stereotypes emerge in women as expressions of fear of failure, and in low self-esteem (Horner, 1987).

Role theory can be utilized to better understand the state of women and minorities and their under representation in educational leadership positions. Role theory offers a foundation for investigating role socialization, and for explaining the behaviors of educational leaders. Role theory is rooted in the notion that role defines how individuals are expected to behave, how individuals in specific roles perceive what they are supposed to do, and the actual behavior of individuals (Toren, 1973).

Entrance into the world of educational leadership is obtained by educators who are socialized by a society that makes cultural assumptions about women and minorities. These cultural assumptions evolve from societal norms and values that marginalize women and minorities (Banks, 2000). Judgments about who is recruited and employed are often made within a social context in which females and minorities are viewed as mediocre.

Role socialization can be viewed as a process in which the socializer and the person being socialized may possibly be changed in noteworthy ways (Goslin, 1969). This attribute of role socialization is significant when race and gender are included into the study of educational leaders. Leaders adapt to appropriate principles, conventions, and policies through their socialization into the profession and participation in professional organizations (Gross & Etzioni, 1985). Weber (1968) referred to this process as legitimation. Conversely,

women and minorities have the potential to alter the perceptions of their colleagues as well as their working communities. More research is necessary to heighten understanding of this dynamic interchange.

THE FEMININE EXPERIENCE

Much of the research on educational leadership has centered on traditional epistemologies, written from the perspective of western society, which has consistently excluded the voices of women and minorities (Benham, & Cooper, 1998). As the U.S. population continues to increase in diversity, politicians, state, and local governments, have increasingly incorporated social and political contexts which represent diverse cultural views.

Feminist scholars argue that women have experienced patriarchal oppression through society's views on the material conditions of sexuality and reproduction (Harstock, 1983). These common material conditions are thought to go beyond the boundaries of race and ethnicity to form the groundwork for feminist consciousness and epistemology (Jagger, 1983). For minority women this is seen as an oversimplification, as their reality very often remains unseen. Studies on minorities frequently include gender under racial categories treating men and women similarly, thereby diminishing the distinct experiences of minority women (Hune, 1998). In order to develop a more inclusive depiction of minority women, a thorough analysis of race, gender as well as ethnicity must be conducted. For the purposes of this study, this issue is particularly important for female Americans of Asian descent. believed that minority issues existed primarily outside the sphere of the mainstream white community. As a result, he felt that it was the duty of minorities to draw attention to these issues. Unfortunately, many minorities do not feel comfortable exposing these issues and often remain silent.

FEMALE LEADERSHIP

In the arena of educational administration, women are confronted with many challenges. The minimal research in existence on women in educational leadership, and the large quantity on white males, implied that men and not women were supposed to be leaders. As a result, female educational leaders lacked role models, and the networking, mentoring, and sponsorship needed for leadership (Gardiner, Enomoto, & Grogan, 2000). With the

added characteristics of racial and ethnic differences, the challenges increase. The challenge to attain fair representation, and adequate advancement opportunities within school districts, is a dilemma that concerns minority women.

Examples of female sex role stereotypes often viewed by society as detrimental include such traits as passivity, dependency, emotionality and submissiveness (O'Leary, 1974, Ledet, & Henely, 2000). Male stereotypes on the other hand include such traits as aggressiveness, independence, dominance, strength, and rationality (O'Leary, 1974, Ledet, & Henely, 2000). Hall (1996) believes that because management has been defined through a masculine lens, that its very formulation has created inherent obstacles to the promotion of women. These stereotypes are examples of how management is often perceived, and implies that women who behave in a stereotypical male manner will gain access into the world of leadership much more easily and often than women who ascribe to the feminine role (Wong, Kettlewell, & Sproule, 1985).

MINORITY PRINCIPALS

Research conducted by the U.S. Department of Education in 1992, showed that despite the great number of talented female and minority teachers in the field of education, they were methodically overlooked or blocked from access to public school administrative positions by restrictive recruitment and selection processes. Research on minority school administrators is found primarily on African American administrators. Only a small number of dissertations were found to have a focus on other ethnic minority school administrators (Sanders-Lawson, 2001, Dismukes, 1999, Wyatt, 1993), of these, the data was limited to broad based surveys of school administrators. In general, those studies basically indicated the number of minorities that served in specific job categories and did not provide information on minority characteristics (Banks, 2000).

The lack of culturally diverse literature on leadership provided researchers and practitioners a very narrow view of leadership theories and values of non-western societies (VanHuss, 1996). As a result, little is known about the beliefs and perceptions of minority female leaders, and even less is known about Asian American female leaders. Further, because of this lack of culturally diverse literature, the barriers confronted by female

minority leaders are virtually unknown, thereby fostering a viewpoint that minority women are fundamentally apolitical (Leadership Education for Asian Pacific's, 2000).

Despite the dearth of research, what exists suggests that there are significant differences in the experiences of minority and female leaders versus those of their white male counterparts. One of the principal differences revolves around community relations. African American school administrators for example, tended to be very closely involved with the minority community (Banks, 2000), and involved parents and member of the community in school activities to a much higher degree than their white male colleagues (Monteiro, 1977).

The small percentage of minority principals prompted Kanter (1977) to coin the term "token" to describe those persons who are alone or nearly alone in a peer group. Bancroft, Wills, and DePass (1988), in their study of the civic participation of visible minorities, expressed their belief that leadership appointments were often made on the supposition that minorities are interested in appointments only in the field of human rights, immigration or social assistance. This implies that female and minority principals are often assigned as a "token" to appease ethnic groups. Further, Edson (1988) concluded after a series of studies on minority women, that "Until the field of administration welcomes all female candidates, no matter what their color, minority issues will continue to complicate the lives of minority and non-minority women alike".

DELPHI STUDIES ON LEADERSHIP

A search was conducted by this researcher for studies in educational leadership utilizing the Delphi Method. This researcher found that Delphi studies with a focus on educational leadership are rare, and discovered only one done by Dorothy Mohr entitled *Essential Leadership Behaviors of High School Principals: A Gender Approach* (1991). This particular study looked at high school teachers and ranked what they felt were essential leadership behaviors for high school principals, utilizing a gender approach and the Delphi method to reach consensus on these essential leadership behaviors. Mohr discovered that the gender of the teacher evaluator altered the importance and priority of these behaviors. Based on the data she discovered 38 leadership behaviors which collectively altered the perspective of leadership education from a masculine paradigm to a more feminine and thus androgynous one.

One other Delphi study the researcher located did not deal specifically with educational leadership, but with leadership from a Filipino-American perspective. This study by Pablo Mendoza entitled *Leadership from the Perspective of Filipino-Americans: A Delphi Study* (1997), examined the leadership perspective of Filipino-Americans from a social and political setting. Mendoza found that Filipino-Americans believed in a leadership concept defined by a group of people with a shared vision and common goals. Both these studies utilized the Delphi method to garner consensus and to further the knowledge base of leadership from an educational standpoint, as well as an ethnic standpoint.

SUMMARY

This literature review has hopefully provided some insight into the world of today's principal. The role of a school principal has evolved with the arrival of the 21st century. Principals now face a greater responsibility for working with diverse communities and parents (Peterson, 2001; Peterson, 1999). A growing shortage of school principals at all levels k-12, and the lack of female and minority representation among educational leaders, is an ever increasing concern in light of the diversity which exists in U.S. schools.

Very little data exists which looks into the beliefs and perceptions of minority school leaders. There is a need for recruitment efforts geared towards minority and female educators to be more successfully implemented. This can be supported by researchers in the world of academia, who can collect and analyze data as a foundation for school districts and policy makers in their efforts to develop stronger, worthwhile recruitment and educational leadership programs.

CHAPTER 3

RESEARCH METHODS

The purpose of this study was to examine a population of practicing Asian American female school leaders, to identify barriers and enablers to their success. The Delphi technique was utilized to study Asian American female school leaders and their insights into the barriers and enablers, as well as their views of educational leadership. Based on their experiences, suggestions were made for effectively training, recruiting, and retaining Asian American School leaders.

DESCRIPTION OF THE METHODOLOGY

The Delphi Method was a research tool first developed in the early 1950's at the RAND Corporation by Dalkey and his colleagues (Delbecq, Van de Ven, and Gustafson, 1975). The Delphi Method is based on a carefully planned process for collecting and refining knowledge from a group of experts by way of a series of questionnaires combined with controlled opinion feedback (Adler and Erio, 1996). According to Helmer (1983) the Delphi Method represents a useful communication tool among a group of experts and thus facilitates the formation of a group judgment.

DESIGN AND STUDY

The decision to employ the Delphi method in this study was based on the technique's fundamental design characteristics. These characteristics consisted of the following:

- Mode of communication, in this case via the internet
- It's interactive nature, participants were provided all responses to allow each panel member to actively engage with other participants through their responses
- The versatility of the techniques focus.

Design consideration was important for this researcher for two reasons. First, the Delphi design allowed for flexibility in the kind of data gathered by adapting to differing views of reality. The method of data collection could be modified for either a structured approach or an open ended research approach. For example, if a Delphi is conducted to

determine particular opinions, a clear list of statements is provided to the expert panelists. However, if a topic is not clearly defined or additional exploration is needed, an open ended interview or questionnaire would be more appropriate.

Further, this researcher, as an Asian American female, believed that a Delphi study would promote the type of risk free environment, which would allow participants to be much more open. This is based on the researcher's personal experiences as an Asian American female. As a community Asians, particularly Asian females tend to be passive in terms of sharing their thoughts, feelings and opinions. Because the Delphi method eliminates the need for face to face interaction, this researcher felt the participants' responses would reflect more honest and much deeper thinking. Based on these characteristics, this researcher believed the Delphi method was the best choice for the study.

STRENGTHS AND WEAKNESS OF THE DELPHI TECHNIQUE

Some disadvantages of the Delphi technique come from possible participant drop out rates which could affect the validity of the study. In the case of this study, the researcher was fortunate that no participants elected to drop out of the study. In addition the thinking, attitudes and perceptions of the participants are not necessarily explained with this methodology, and the lack of face to face contact does not allow for observations based on body language and facial expressions. This makes the interpretation of the data an educated estimate at best.

Despite these drawbacks, this study will provide data that has important implications for the future of recruitment in educational leadership. It provides some foundation for the decision making which occurs in the arena of policy to encourage minority females, specifically Asian American females, to enter the field of educational leadership. Additionally, universities and school districts may utilize the information to strengthen intern and training programs for educational leaders as well as develop future professional development plans.

DESIGN OF THE STUDY

For the purpose of this study, gender and ethnicity were viewed as the basis for reality. The Delphi technique itself allowed for varying views of reality. In addition, the

methods use of expert panelists, allowed the researcher to examine the participants knowledge, judgment, and opinions with respect to the questions which apply to this study. The following are the characteristics of the Delphi method: confidentiality of respondents, multiple iterations, and the convergence of the distribution of participant responses free of group dynamics.

The Delphi Method utilizes a series of questionnaires. The data collected from these questionnaires provided a means of forecasting future voices by aggregating the responses provided by the participants. The participants were anonymous, and their responses collated by the researcher/moderator who carefully protected the anonymity of each participant. Every effort was made to ensure that expert panelists participated in all phases of the study. Participants were able to withdraw from the study at any time without public admission.

The questionnaires focused the group responses with the goal of achieving consensus among the participants. The first round of the study asked participants to respond to a series of five questions pertaining to the issue. Each subsequent round of questionnaires was developed upon the responses of the preceding questionnaire. The entire process was facilitated by the researcher/moderator who was responsible for providing relevant information to participants for each round. Participants were informed of the group's collective opinions and the arguments for or against all points of view. This process continued until consensus has been reached (Delbecq, Van de Ven, & Gustafson, 1975).

SAMPLE AND POPULATION

The expert panelists were drawn from Asian American females who are currently, or have been school site administrators. A school site administrator for the purposes of this study was a school principal or a vice/assistant principal. An electronic mail inviting Asian American females currently in educational leadership positions to participate in this Delphi study was sent via listservs specific to Asian educators. In addition, electronic mails were sent to individual Asian American female school leaders inviting them to participate in the study. These Asian American female school leaders were identified through a network of educators cultivated by the researcher. For this study, thirteen Asian American female educational leaders participated in this Delphi study through electronic mail over the course of four months. The researcher acted as the coordinator to organize information and to

communicate with the participants. Participants agreed to receive and respond to a series of questionnaires over the course of three rounds. The questionnaires allowed the participants to engage their thought processes by reflecting on the issues through the lens of their knowledge, skills and experience.

HUMAN SUBJECTS

This researcher felt that this study fell under the protocol for an exempt human subjects review based on the following criteria:

- The majority of the study involved data collection from adults utilizing a survey or interview format.
- The participants were anonymous and the interview/survey questions were considered non-sensitive.

A signed consent is generally not required for an exempt research study, however, this researcher constructed a letter (see Appendix A) explaining the study as well as emphasizing that participation was voluntary, and all expert panelists would remain anonymous.

QUESTIONNAIRE DESIGN

Based on this researcher's history as an educational leader, as well as conversations with fellow administrators and the available research on Asian American female educational leaders, this researcher constructed the questions for this study. The researcher hoped to acquire information which would facilitate policy, leadership and recruitment programs in an effort to increase diversity.

The first questionnaire was a series of five questions related to the lack of diversity in educational leadership (see Appendix B). During this round, the participants were asked to respond to each question. Once they had completed their responses, they were requested to send their responses back to the researcher via electronic mail.

The researcher analyzed the responses for key themes, collating participant responses under these key themes. These collated responses and key themes were sent to participants via electronic mail as part of Round Two (see Appendix C). During this round, participants were asked to review and reflect on the key themes and responses, and using a likart scale, 1 not relevant, 2 somewhat relevant, 3 relevant, 4 very relevant were asked to rank the key

themes. Participants were then requested to refine and clarify their responses from the first round and comment on each idea's strengths and weaknesses for addressing the issue of diversity in educational leadership. Participants were also asked to identify new ideas made visible by the data gathered in the first round. Additionally, four new questions were posed for participant responses. These questions were developed based on participant responses to questions from Round One. These questions were asked to clarify, refine and extend the major themes which emerged from Round One. Based on the information collected by the researcher in Round Two, five new questions were framed for Round Three.

In Round Three, the researcher again summarized the feedback generated from the second round of questioning; aggregating responses under common themes and asking participants to identify strengths, weaknesses and new idea (see Appendix D). The ultimate goal was to find consensus based on participant responses, on the enablers and barriers to Asian American females ascent to school administration.

DATA ANALYSIS

Based on these three rounds, the researcher compiled and analyzed the data for final consensus. The central measure of tendency mode was utilized to indicate consensus. When over 70 percent of the participants provided similar responses, consensus was said to have been reached. In addition, the use of the likart scale on the responses by the participants was utilized to prioritize the responses according to the participants believes. To further support the final analysis of the data, quotes from participant responses were used.

INSTRUMENTATION/ RELIABILITY AND VALIDITY

The validity of the study was based on the following:

1. All participants were specifically chosen based on their leadership expertise.
2. Three rounds of questioning occurred, allowing participants to revise, add on and change their responses.
3. All participants remained anonymous.
4. Anonymous participants provided greater diversity in final participant group.

Conducting a Delphi study provided many advantages. The methodology allowed for wider representation among participants as well as a method for consistent participation in the study. Differences of opinion as well as participant comments and recommendations were

documented. The ease of the method (in this case through electronic mail) allowed for flexibility on the part of the participant and contributed to the high degrees of participation.

PRESENTATION OF THE DATA

After participants were selected, each member was randomly codified numerically for example F1. Identifiers were confidential. Three series of questionnaires were conducted, the Questionnaire Round One was sent out in April 2004. Panelists were asked to respond to a series of questions to begin to gather participants thoughts on enablers and barriers to educational leadership. Upon completion of Round One, the results were collated and grouped by similarity of attribute through the use of a database.

The results of Round One would become the basis for Round Two. The database containing all participant responses from Round One were sent to the expert panel members via electronic mail. Participants were asked to refine, clarify and add any new thoughts triggered by viewing the responses of all participants in addition to ranking them 1-4 by order of relevance. At the end of Round Two, expert panel responses were again collated and grouped by attribute. The results were analyzed by the researcher and again placed on a spread sheet and sent via electronic mail to the participants. The data from Round Two became the basis for Round Three. Participants were again asked to refine, clarify and add any new thoughts. The participants responses were collated, analyzed, and grouped by attribute for a final time by the researcher. At this point the researcher reviewed and analyzed the data to discern patterns and to find consensus among the responses. Utilizing the data bases, researcher narratives and anecdotal notes, as well as the responses from the participants which were saved on disk, charts were developed to show the researchers conclusions based on the final data analysis.

CHAPTER 4

FINDINGS OF THE STUDY

The purpose of this study was to survey a group of practicing Asian American female school leaders to identify the barriers and enablers to their success. The data collected from this study provided insight on their common experiences as they navigated the road towards educational administration and a role as school principal. Based on these common insights, suggestions were made for effectively training, recruiting, and retaining Asian American School leaders.

This chapter presents and analyzes the data gathered regarding the perceptions of Asian American female school leaders. The findings are based on the responses of the Asian American female school administrators who were selected to participate in this research study. The research questions participants responded to are stipulated below. These panel experts participated in the three rounds of this Delphi research study, culminating in their consensus on the enablers and barriers to educational leadership for Asian American females. Analyzing the data, common threads were identified based on participant responses from Round One. The following are the initial research questions:

1. Why do Asian American women continue to be underrepresented in the ranks of educational leadership?
2. What are enablers and barriers to Asian American women working towards a principalship?
3. How do Asian American women currently in the ranks of educational leadership overcome these roadblocks to ultimately become successful school leaders?
4. How does looking through multiple cultural lenses impact leadership style?
5. How can policy makers, school districts and universities improve current recruiting efforts, training and support to increase the number of Asian American females who choose to enter the ranks of educational leadership?

DEMOGRAPHIC QUESTIONNAIRE

The demographic questionnaire was designed to elicit personal and professional information about each expert participant. It was sent to participants via electronic mail. All

thirteen participants completed the questionnaire. These thirteen comprised the panel and became the active participants in the study. The demographic questionnaire summary includes a complete listing of all the responses. The responses are grouped into categories and presented with greater detail in the following pages.

EXPERT PANEL CHARACTERISTICS

Asian Ethnic Groups of Participants

Participants were asked to name the Asian ethnic group they most closely identified with; Table 1 demonstrates the responses of the panelists. The table shows that participants self identified with four major Asian ethnic groups, one self identifying with two of the four groups documented in the data.

Table 1. Asian Ethnicity of Panelists

Asian Ethnic Group	Reponses
Filipino	6
Chinese	3
Japanese	1
Vietnamese	2
Chinese/Filipino	1

Country of Birth

The majority of the participants, eight of the thirteen, were born in the United States. The remaining five were born in four other foreign countries. Two are from Vietnam and one each are from Ecuador, Japan, Vietnam and the Philippines.

Family Generation in the United States of Each Participant

Participants were asked if they considered themselves to be first, second or third generation Asian Americans. Eleven of the participants considered themselves to be first generation Asian Americans, while only two responded that they were second generation. None of the participants considered themselves to be third generation Asian Americans.

Years of Classroom Experience

Data was collected on the years of classroom experience each participant had prior to becoming a school administrator. Table 2 lists the number of years that the respondents had in classroom experience.

Table 2. Years of Classroom Experience

Years in Classroom	Responses
Five years	2
Seven years	1
Eight years	1
Nine years	2
Ten years	2
Eleven years	1
Twelve years	1
Fifteen years	2
Twenty seven years	1

The years of classroom experience by participants ranged from 5-27 years with an average of 11 years. The bulk of the participants spent roughly 9-15 years in the classroom before moving on to a position in school administration.

Educational Positions Held

Aside from teacher and school site administrator, participants were asked what additional educational positions other than classroom experience they had held. Six of the thirteen had been curriculum writers, while four of the thirteen had coached teachers and prepared staff development as peer coach/staff developers. Another four had served as teacher's aides prior to becoming teachers. The data also shows that participants served in a variety of other educational capacities such as counselor, resource teacher, summer camp employee, mentor teacher and department chair. This data is shown in Table 3.

K-12 Level Experience as a Site Administrator

Participants were asked to identify their administrative experience level K-12. Of the thirteen, two of the participants had multi-level administrative experience, one with elementary and middle school experience, the other with experience at all three levels,

Table 3. Educational Positions Held by Participants

Educational Position	Responses
Counselor	1
Summer Camp Counselor/Teacher	1
Peer Coach/Staff Developer	4
Curriculum Writer	6
Teacher's Aide	4
Resource Teacher	1
Administrative Intern	1
Mentor Teacher	1
Department Chair	1

elementary, middle and high school. In total, six participants had leadership experience at the elementary level, seven at the middle school level and four at the high school level.

Urban/Rural Experience

The demographic questionnaire asked participants to state the level of their administrative experience. All thirteen participants identified their districts as urban. None of the thirteen had experience as educational leaders in a rural school district.

Family Dynamics

Data was collected on the family dynamics of the participants. The majority of the participants ten, were married, eight with children. Only one participant was single and one was divorced with children.

Age

Participants spanned in age from 31-60 with the majority of the participants ranging in age from 31-40. None of the participants fell into the age range of 20-30, while only four participants fell into the age range above 41. This data is listed in the following Table 4.

Table 4. Age of Participants

Age Range	Responses
20-30	0
31-40	9
41-50	3
51-60	1

Academic Degrees and Certificates

Participants were asked to describe the highest degrees attained, as well as any additional credentials or certificates held. As evidenced by the size of Table 5, these educators have a strong foundation in the academic arena.

Table 5. Academic Degrees and Certificates of Participants

Degree's/Certificates	Responses
Masters in Educational Leadership	1
English Credential	2
Advancement Via Individual Determination (AVID) Certified	3
Gifted and Talented Education (GATE)	6
Administrative Credential	13
Multiple Subject Credential	7
Bilingual/ Cross Cultural Language and Academic Development (BCLAD/CLAD)	1/3
Math Credential	1
Spanish Credential	1
Masters in Education	6
Learning Handicapped (LH) Credential	1
Currently pursuing a Doctorate	1
Bachelors in Liberal Studies	4
Masters in English	1
Supplementary credential in Science	1
Supplementary credential in Social Science	1
Supplementary credential in English	2
Masters Teaching English as a Second Language	2
National Board Certified Teacher	1
Masters in Reading	1
Masters Instruction and Curriculum	2
French credential	1
Life Science credential	1
Peer Coach/Staff Developer certificate	6

PANELIST PROFILE

From the data presented above, a profile of the average participant in this study has been developed. The average panelist is a second generation Asian American female between the ages of 30-40, born in the United States and married. She has completed a master's degree in education in addition to certificates and credentials related to the field of education.

She has spent an average of 11 years in the classroom before becoming a site administrator, generally at the elementary or middle school level, and works for an urban school district.

The information gathered from the Demographic Questionnaire illustrates that all participants are well schooled in the subject of education and have had extensive experience as classroom teachers before becoming school administrators. Primarily born in the United States, the majority of the participants are married and average 11 years of classroom experience. All hold master's degrees in education and have a total of 54 other credentials and certificates in education. Their administrative experiences run the gamut K-12 with the majority of their experiences at the elementary and middle school levels, two of the participants have administrative experience in multi-levels of K-12. All participants work for urban school districts. Two of the thirteen considered themselves to be second generation Asian American females, while four of the participants were over the age of 41. Although most of the participants were born in the United States, five were born in the countries of Japan, Ecuador, Vietnam and the Philippines.

ROUND ONE DELPHI INSTRUMENT

Prior to Round One questionnaire being sent out, the researcher contacted each of the 13 participants' individually through electronic mail and requested their participation in the study. All 13 expressed interest in the study and agreed to participate. Round One materials were sent via electronic mail. The materials included a brief note from the researcher, followed by an estimated timeline and the informed consent for the study (See Appendix A). These materials were electronically mailed on April 8, 2004 and asked to be returned within two weeks. A follow up electronic mail was sent April 24, 2004 to those who had not yet responded. Round One was completed by all thirteen participants, yielding a return of 100 percent.

Round One was a set of five questions related to the lack of diversity in educational leadership. The five questions focused on practicing Asian American female school leaders and built the foundation for data collected in Rounds Two and Three of this Delphi study.

During this round, the participants were asked to respond to each of the five questions. The researcher analyzed the responses for ideas about the small numbers of Asian American women in educational leadership. Participant responses were then collated by the

researcher under these key themes. These collated responses and key themes were sent to participants via electronic mail as part of Round Two.

ROUND ONE RESULTS

During Round One, participants were requested to respond to five initial open ended questions based on their experiences as Asian female educators and leaders (see Appendix B). These open ended questions were developed by referring to the research questions, specifically the first, second, and third:

1. Why do Asian American women continue to be underrepresented in the ranks of educational leadership?
2. What are the enablers and barriers to Asian American women working towards a principalship?
3. How do Asian American women currently in the ranks of educational leadership overcome these roadblocks to ultimately become successful school leaders?

The following paragraphs describe the major themes identified through participant responses to the questions in Round One (see Appendix B).

Question 1

In question one participants responded to the query: Why do Asian American women continue to be underrepresented in the ranks of educational leadership? Participant responses were aggregated by analyzing the responses for key themes:

- Education is not a career path that is encouraged in Asian families.
- A career in education is not viewed in Asian culture as highly prestigious.
- Asian culture and stereotypes discourage Asian females from leadership roles.
- Educational leadership is perceived as a male dominated.

Based on participant responses, Asian culture discouraged leadership roles in general for Asian females. Further, educational leadership was seen as male dominated with no place for females. Participants also stated that Asian culture viewed education as a less than prestigious career field. According to the study respondents, these notions of education and leadership play significant roles in the small number of Asian American women in educational leadership.

Question 2

Participants were asked in question two to describe the enablers and barriers to Asian American women working to obtain the position of principal. The following Table 6 lists the enablers and barriers identified by participants.

Table 6. Enablers and Barriers

Enablers	Barriers
Leadership Training	Lack of role models
Leadership skills	Asian culture
Assimilation	Professional and Personal life
Typically a tight community, Asians could help other Asians	Language acquisition
Stereo type of Asians as the model minority	
Recruitment	

As all thirteen participants were experienced Asian American Female school administrators, they were able to hone in on specific enablers which they believed helped pave the way to their leadership positions. A key enabler identified by respondents was leadership training. Leadership training was viewed by the participants as a necessary element to positioning themselves for the school principalship. It provided respondents the forum to nurture their leadership skills, another key enabler identified by the study respondents. Many minority women, Asian American females included, see assimilation as a road one must travel to succeed in leadership. The participants in this study agreed. They felt that assimilation played an important role in their attainment of an educational leadership position. Participants also singled out the support system which inherently exists within Asian communities. This support enabled them to build and develop the self confidence to seek an educational leadership position. The final enabler identified by respondents was the perception by the dominant culture of Asians as the model minority. This perception provided assumptions which enabled participants to negotiate the world of educational leadership.

Participants also identified roadblocks they had encountered on their journey to a job as a school principal. The most significant road block identified by participants was the lack of role models, Asian American Female principals do not exist in large percentages.

Additionally, respondents believed that minority cultural behaviors were contradictory to the leadership styles valued by the dominate culture. Yet another hurdle according to study participants was the time needed to commit to a site leadership role. Participants wrote that the time necessary to succeed as an educational leader impacted both their professional and personal lives as their commitment to job and family often conflicted. A final hurdle identified by participants was the notion of language acquisition. Being proficient in English was seen as necessary for success. For respondents whose first language was not English, this was a large hurdle to overcome.

Question 3

For question three, participants were asked what roadblocks they had to overcome to ultimately become successful school leaders. Their responses are highlighted in the following:

- Overcoming stereotypes
- Leadership skills
- Mentors/Support community
- Most look for a back way in...path that circumvents confrontation.
- Have a great understanding of how ALL students learn (not just in one's culture).
- Being comfortable with the fact that money will not determine success but student success will.

The Asian American female school leaders in this study have successfully overcome a variety of roadblocks to reach a role in educational leadership. Two prominent roadblocks which all participants worked to overcome were gender and cultural stereotypes. Respondents struggled to meld together their identities as Asian females in what they perceived to be a male dominated career path. To be successful all respondents expressed the belief that they needed to overcome these stereotypes.

Yet another roadblock participants identified as necessary to overcome, was the development of leadership skills. The overall belief of the respondents was that Asian American females possessed the leadership skills to be school principals; their hurdle was finding a way for others to acknowledge these leadership skills. Accessing a school leadership role for some of these respondents meant finding a way to showcase their

leadership skills through a path of least resistant. Two methods which played a role in the study participants' ability to overcome identified roadblocks were mentors and a support community. Respondents believed that having mentors and a support community allowed them to overcome the Asian cultures general belief that education was a less than desirable career choice. They believed their ability to relate to diverse cultures and the needs of a diverse student population made up for the less than lucrative salaries found in education.

Question 4

Question four sought to discover how looking through multiple cultural lenses impacted leadership style. Participants felt that a person's cultural background played an important role in their perceptions as educational leaders and believed strongly in accepting diverse cultures. The respondents' believed that their experiences growing up in a minority culture influenced how they responded to situations and people. Their ability to scrutinize the world through multiple lenses provided them the foundation to better understand and honor diverse cultures.

Question 5

The final question (five) in Round One asked participants to consider how policy makers, school districts and universities can improve current recruiting efforts, training and support to increase the number of Asian American females entering educational leadership:

- Recruitment
- Mentors
- Leadership training which is culturally more sensitive
- Negatives to educational leadership

K-12 education has not been viewed by the Asian community as an attractive career choice. To improve recruitment efforts, participants believed that programs targeting minority females must be developed and implemented. Encouraging Asian American female school leaders to mentor those who show an interest in becoming school leaders is yet another way participants believed would positively impact recruitment efforts. Additionally, respondents believed that leadership programs must reflect the growing diversity of the United States by addressing the multicultural needs of American society. Finally, participants

believed that the perceived negative aspects of educational leadership must be addressed to promote and encourage recruitment efforts.

ROUND TWO

Round Two materials were sent out via electronic mail on May 21, 2004. All responses from Round One were shared with participants. They were provided the opportunity to add on, clarify or question any of the responses. This provided participants the opportunity to reflect, respond, add on or question their own as well as others responses (see Appendix F).

During Round Two, participants were asked to reflect on the identified common themes discerned from all five questions in Round One and rank them according to level of significance from 1-4 with 4 having the rank of very relevant, down to 1 with a ranking of not relevant. Additionally in Round Two participants were asked to respond to another series of open ended questions which emerged as a result of their responses from Round One. These questions were asked to expand and deepen themes which emerged as a result of participant responses from Round One. Participants were requested to complete and return Round Two by June 4, 2004. Due to the closing of the school year, many participants were unable to meet the June 4th due date. A follow up electronic mail was sent out June 5, 2004. Eventually all 13 participants responded providing a 100 percent return.

ROUND TWO RESULTS

The main themes identified from participant responses to each question in Round One were provided to participants who were then asked to rank order them 1-4 by significance. The first number in each pair indicates the order of significance, 4 very relevant, 3 relevant, 2 somewhat relevant, 1 not relevant. The second number in each pair indicates the number of participants who ranked them at that particular relevance.

Table 7 shows the main themes identified from participant responses to question 1 in Round One: Why do Asian American women continue to be underrepresented in roles of educational leadership? These themes are followed by participants rank order data of these themes.

Table 7. Delphi Summary of Ratings for Round One Question 1

	Very Relevant	Relevant	Somewhat Relevant	Not Relevant
Education is not a career path that is encouraged by Asian families.	8	2	2	1
A career in education is not viewed in Asian culture as highly prestigious.	0	9	2	2
Asian culture and stereotypes discourage Asian females from leadership roles.	6	2	4	1
Educational leadership perceived as male dominated.	7	2	2	2

Participants rated the pressures of family as a significant factor to the under representation of Asian American females in educational leadership. Asian culture and the stereotypes associated with leadership, as well as the perception of educational leadership as a male dominated arena, were ranked not far behind the pressures of family. According to the respondents, these stereotypes and perceptions were the backdrop by which parents and family members strongly discouraged education as a career path. This supports the final theme to be rated, the notion that education as a career was not viewed as highly prestigious in Asian culture. The relatively low salaries paid out to K-12 educators was seen by participants as a key factor to the less than desirable view Asian culture has of an educational career.

Table 8 shows the themes that emerged from the responses given by the participants to question 2 in Round One: What are enablers and barriers to Asian American women working towards a principalship? These themes were followed by participants rank order data of these themes.

Participants rated leadership training as the most important enabler to successful school leadership. Leadership training enabled participants to enhance and develop the leadership skills they also determined to be a significant enabler to educational leadership. The support of their community, both family and professionally was rated as equally important to respondents as having leadership skills. The support of family and colleagues

was critical to bolstering participants self confidence. Recruitment, Asians as the model minority and assimilation were ranked as the final three most significant enablers.

Table 8. Delphi Summary of Ratings Round One Question 2

Enablers	Very Relevant	Relevant	Somewhat Relevant	Not Relevant
Leadership training	8	1	4	0
Leadership skills	6	4	2	1
Assimilation	2	6	5	0
Typically a tight community, Asians could help other Asians.	6	2	5	0
Stereo type of Asians as the model minority	3	1	7	2
Recruitment	4	8	0	1
Barriers				
Lack of role models	7	3	2	1
Asian culture	5	3	5	0
Professional and Personal life	6	4	2	1
Language acquisition	2	5	6	0

Recruitment was seen as an important enabler necessary to attract Asian American females to a career in education. The notion of Asians as the model minority who can easily assimilate into the dominant culture was determined by the respondents to be somewhat important enablers to being identified for leadership positions.

The study respondents rated the lack of Asian American female leaders as role models as a key barrier to positions in educational leadership. The lack of role models appeared to reinforce the Asian cultural notion that careers in education were not highly desirable. The job description of a school principal was also viewed as less than desirable by participants. The long hours associated with the job of a principal were viewed as an important barrier. These long hours viewed as necessary for professional success as an educational leader were contradictory to the values Asian culture and the participants placed on their families and personal lives. Lastly, for those few participants whose second language was not English, language acquisition was perceived as a large hurdle to overcome.

Table 9 shows how the participants ranked the themes that become apparent when responding to question 3 in Round One: How do Asian American women currently in the

ranks of educational leadership overcome these roadblocks to ultimately become successful school leaders?

Table 9. Delphi Summary of Ratings Round One Question 3

	Very Relevant	Relevant	Somewhat Relevant	Not Relevant
Overcoming stereotypes	6	7	0	0
Leadership skills	2	8	2	1
Mentors/Support community	3	6	3	1
Most look for a back way in...path that circumvents confrontation.	3	2	5	3
Have a great understanding of how ALL students learn (not just in one's culture).	7	4	1	1
Be comfortable with the fact that money will not determine your success but student success will.	6	5	2	0

Diversity and understanding how it impacts student learning was perceived by participants as a valuable asset and rated it as very significant. Respondents believed it provided them the impetus to overcoming roadblocks to positions as educational leaders. Although overcoming stereotypes and the relatively low salaries of educators was viewed as relevant, participants armed with the knowledge that they had this gift of understanding the needs of diverse students, were able to overcome these roadblocks. The notion of mentors and a support community has appeared throughout participant responses as relevant factors to success as a principal. Participants felt that mentors and a supportive community enabled them to grow and nourish their leadership skills, allowing them to discover and overcome roadblocks to educational leadership in new ways.

Table 10 illustrates how the participants evaluated the importance of the themes that came out of question 4 from Round One: How does looking through multiple cultural lenses impact leadership style?

Accepting diverse cultures was viewed by participants as very relevant to leadership style. Participants believed that a person's cultural background was significant, and that their membership in a minority group allowed them to view school leadership through multiple cultural lenses. These multiple lenses provided them with the foundation to understand the needs of diverse students.

Table 10. Delphi Summary of Ratings Round One Question 4

	Very Relevant	Relevant	Somewhat Relevant	Not Relevant
A person's cultural background is important	9	1	3	0
Accepting diverse cultures	12	1	0	0

Table 11 shows how the participants ranked the importance of themes that emerged from question 5 in Round One: How can policy makers, school districts and universities improve current recruiting efforts, training and support to increase the number of Asian American females who choose to enter the ranks of educational leadership?

Table 11. Delphi Summary of Ratings Round One Question 5

	Very Relevant	Relevant	Somewhat Relevant	Not Relevant
Recruitment	10	2	0	1
Mentors	11	2	0	0
Leadership training which is culturally more sensitive	7	4	1	1
Addressing the perceived negatives to educational leadership	1	4	7	1

Participants identified mentors as highly relevant to increasing the number of Asian American females who enter educational leadership. Recruitment was also viewed as very relevant. Utilizing mentors in conjunction with recruitment efforts would offer prospective Asian American female leaders the opportunity to connect with someone they perceived to be similar to themselves would enhance recruitment efforts.

Revamping leadership programs to be more culturally sensitive was also seen as relevant by participants. Culturally sensitive leadership programs would appeal to a more diverse group and would boost recruitment efforts. A theme which emerged and was rated as only somewhat relevant was addressing the negative perceptions of the role of a school principal. Participants did not view this as significant a theme to address as those of recruitment, mentoring and culturally sensitive leadership programs.

Additionally in Round Two participants were asked to respond to another series of open ended questions which emerged as a result of their responses from Round One. These

questions were developed to expand and deepen the themes which were identified as a result of participant responses from Round One. Participants were requested to complete and return Round Two by June 4, 2004. Due to the closing of the school year, many participants were unable to meet the June 4th due date. A follow up electronic mail was sent out June 5, 2004. Eventually all 13 participants responded providing a 100 percent return.

The first new question in Round Two asked participants to discuss why Asian-American females choose to become educational leaders despite the fact that their families and/or parents may not support the choice. To explore the impact on life decisions Asian families had on the study participants, they were asked what contextual or emotional factors were in place to help them overcome those particular roadblocks. As in Round One, participant responses were grouped together in common clusters. A single sentence was then used to describe these clusters which became the major themes:

- Overcoming the challenges of a leadership role
- Self Confidence
- Desire to live up to one's potential
- Developing a multicultural lens
- A passion for learning
- The ability to overcome negative experiences

There were several contextual and emotional factors which participants believed helped them to overcome the roadblocks to a position in educational leadership. A passion for learning and the ability to lead through multiple cultural lenses was seen by participants as contextual factors needed to prevail over any hurdles. Defeating their trepidation to the challenges of leadership was viewed as integral to their success as educational leaders. By recognizing their strengths, participants were able to identify and work towards their potential, promoting their self confidence and providing them with the emotional stability to overcome any hurdles and negative experiences.

The second new added question delved into the participants lived experiences, asking them to discuss any open bias or negative experiences they may have had on their journey towards educational leadership (i.e. 'someone saying you can't do it'). Nine of the 13 participants wrote of experiences they perceived as openly biased or negative. For participants these experiences ranged from being perceived as academically less capable for

speaking with an accent because English was a second language to the assumption that they were hired for a position to fill minority quotas. Three of the participants shared that they did not have any biased or negative experiences (see Appendix D).

The third new question asked participants to identify leadership styles specific to Asian female leaders. They identified the following:

- Non-confrontational, non aggressive
- The need to be in touch on all issues
- Leading with few words.
- Hard Working
- Studious
- Very formal
- Compassionate
- Being a global thinker
- Networking and developing relationships
- Being a listener
- Honoring individuality

There were several leadership styles participants identified as specific to Asian American female leaders. Study respondents believed that in general Asian American female leaders tended to be non-confrontational, preferring to address issues in non-aggressive ways. Respondents also stated that Asian American female leaders believed that knowledge of issues important to stake holders was critical. Asian American females were perceived by participants as hard working, compassionate, studious leaders who guided with few words and liked to project a formal, conservative image to those they guided. Asian American female leaders were viewed as global thinkers who listened to their constituents, worked hard to develop relationships with these constituents and honored their individuality.

Participants were asked to identify and recommend aspects of leadership style they believed helped them to deal with leadership challenges to become effective leaders. This list highlights these recommended leadership styles:

- Approachable, personable, open lines of communication
- Networking with colleagues
- Respecting the opinions and needs of all stake holders

- Valuing education as the door to success
- Not jumping to conclusions
- Being reflective and viewing issues from multiple lenses.
- Being a good listener
- Be as prepared as possible
- Look professional in dress and stature.
- Being articulate and knowledgeable
- Being a role model
- Being yet observant, steady, organized and calm

Participants described effective leaders as exceptional communicators who listen respectfully to all the opinions and needs of their stakeholders. An effective leader is one who is accessible and works to establish positive relationships with colleagues. Respondents believed that an effective leader is one who is consistently prepared, one who understands diversity and seeks to problem solve to meet the needs of all constituents, and above all, an effective leader was seen as one who values education as the doorway to success.

ROUND THREE

Round Three materials were sent out to participants via electronic mail on July 12, 2004. Participants who requested hard copies of the Round Three were also mailed the questionnaire through U.S. mail. Materials sent in Round Three included all participant responses from Rounds One and Two. This allowed participants a final opportunity to reflect on, add, delete or question any of the previous responses. Six additional questions were asked to hone in on specific recommendations to improve leadership programs, policies and recruitment efforts. Finally, a summary of the responses from Rounds One and Two was provided. Participants were asked to read over and edit, respond, or add to the following summary:

Education plays a vital and important role in Asian culture and yet is not a career choice actively promoted in Asian American families. Asian children in general are encouraged to seek positions in more lucrative areas such as medicine, engineering and computer science. For Asian American females with the desire to enter education and progress up the ranks to educational leadership, role models and mentors are rare, and yet

play important roles in supporting Asian American females who successfully navigate the journey to educational leadership positions. The road blocks on this journey are numerous, from stereotypes which many perceive as weaknesses in leadership, to the cultural expectations of Asian American women and family that conflict with the demands of leadership to name a few. Universities and school districts are becoming increasingly aware of the lack of diversity in educational leadership and are making efforts to increase recruitment, but progress is slow. To overcome these road blocks, Asian American women currently in educational leadership positions possess the following: strong work ethics; have successfully merged their cultural beliefs with those of the dominant culture; have a strong sense of self-efficacy; are life long learners; and have developed a strong network of support both personally and professionally.

Participants were asked to respond to the summary by clarifying, adding on or deleting their thinking based on the summary and the responses from part one and two. Participants were requested to complete and return Round Three by July 24, 2004. All thirteen participants responded providing 100 percent participation.

ROUND THREE RESULTS

Question 1

The data shown demonstrate the responses of the expert participants to the questions in Round Three. All participants felt to varying degrees that leadership training played a significant role in their success as educational leaders. With this in mind, participants were asked to discuss specific recommendations for working programs, training sessions, workshops, pilots, grants (or grant ideas), run by your districts, counties, state, universities etc. which you felt were worthwhile. This list identifies university programs taken and recommended by participants as productive professional development opportunities. The final bullet, the Association for Curriculum, Supervision and Development is an organization frequently recommended by university professors as an educational resource. The limited list of recommendations illustrates the lack of funds and time provided by districts to school leaders for professional growth outside of district programs:

- The California Literature Project (a University of California subject matter project) provided instructional leadership training content, context and the “how to” skills of facilitating and leading a group of peers.
- Tier II Leadership Program at San Diego State
- Curriculum Calibration - Dr. Carolyn Downey San Diego State University
- Dr. Carolyn Downey’s Management by Walking Around San Diego State University
- Instructional Best Practices and Second Language- Dr. Kate Kinsella San Francisco State University
- ACSD Association for Curriculum, Supervision and Development

Participants identified workshops and consultants brought in by their school districts to provide professional development. The first two bullets identify programs conducted in conjunction with The University of San Diego (USD) and San Diego State University (SDSU). The ELDA program operated jointly between San Diego City Schools and USD is a leadership program developed to promote and develop future administrators. Peer Coach/Staff developers in San Diego City Schools were certified through a program provided by SDSU. The remainder of the list is comprised of consultants, and a block grant provided by the Annenberg foundation:

- San Diego City Schools has in place what I think is an excellent leadership training program which is run jointly with the University of San Diego, Educational Leadership Development Academy (ELDA).
- Training as a peer coach/staff developer in San Diego City Schools.
- District administrative program/internship tailored to meet the needs of the district, satisfy the requirements of the state, and adequately prepare prospective candidates for upcoming administrative positions.
- Readers/writers workshop - Janet Allen
- Situational Leadership by Ken Blanchard.
- Annenberg Foundation/McConnell Clark Grants - Collaborative work in Education.
- Stephen Covey Coaching
- Rick DuFour’s Building Learning Communities
- Backwards By Design- Grant Wiggins

The final list identifies recommended programs provided by the local county office of education. Participants identified these programs as productive means of professional development:

- California School Leadership Academy (CSLA) provided through the San Diego County Offices of Education, this provided me with the newest theories in educational leadership and a place to network with other administrators across the district.
- Standards and Assessment Aligning Curriculum – San Diego County Office of Education
- Beyond Diversity with Glenn Singleton provided by the San Diego County Office of Education (SDCOE)

Question 2

With the variety of methods for participating in professional development today, participants identified what worked best for them in terms of accessing these leadership trainings in question 2: What worked best for you in terms of accessing these leadership trainings, university courses, online lessons etc.? Please elaborate and explain your response.

A misconception exists that school principals have control of all aspects of their job. As the next list highlights, scheduling workshops or inservices to accommodate the schedules of school principals is a daunting challenge. Despite the desire by many school leaders to participate in professional growth opportunities, working in these opportunities with the demands of the position often prove too difficult to overcome.

- Leadership training during the day.
- Night course work after a day's work difficult.
- On-line work okay
- Flexible work schedules and flexible times of trainings.
- Tailored class times, classes held once a week after work

Discovering and identifying programs for professional growth is not as simple as opening up a newspaper and perusing the want ad columns today's world. As the participants have highlighted in the following list, school leaders must actively engage in search and discovery to find leadership programs to participate in. The next list describes methods participants engaged in to find leadership programs:

- Through colleagues

- Principal's encouragement to seek out and take part in leadership training.
- The professional organizations, mailing lists and leadership list serves
- Seeking out sources independently
- Bulletin and notices in leadership newsletters

One participant wrote:

The key, I believe, is for a person to realize where she would like to strengthen her skills. My particular area is curriculum and instruction. The best skills are in developing relationships and supporting staff through these relationships. It is also key to know how to move a group to think at high levels so that a vision can be realized.

Opportunities to learn collaboratively appeared to be the popular mode of learning for participants. Interacting with colleagues and the ability to give and receive feedback were viewed as important components to the learning of the respondents as seen in the following:

- Leadership training with follow-up sessions.
- Collaboration
- Class discussion, mutual interaction and discussion helps to deepen and clarify thinking.

The words of the following study participant nicely summarize the data from the previous lists and tables:

Leadership training in my district has been non existent for Vice principals and nominal for those who worked up the ranks in the traditional manner. Until recently only administrative interns coming from the ELDA program promoted by the district received any real support. Those coming from outside the district or worked their way up from teacher, to assistant principal and then to principal received mentor principals. Originally these mentors were also sitting principals, their already overloaded plates made it difficult for them to support rookie principals. In order to access leadership trainings you had to proactively go out to seek them. With so much on our plates this has taken a back seat, trainings provided by the county offices of education do not seem to be actively promoted by the district, and communication from the county has been sporadic at best. Thus what has worked best have been programs at the university level. They have been valuable, providing me with a place to collegially have conversations, problem solve and bond with fellow leaders in a safe nurturing environment. The university courses I've taken have also considered the needs of a full time administrator, working in assignments which were beneficial but not onerously time consuming. There was a nice balance of on- line work, face to face time as well as trips to schools in session to see the theories in application.

Question 3

Question 3 in Round Three explored how Asian cultural beliefs play into the lack of family support for Asian women going into educational leadership. They were asked to reflect on what if anything they believed could alter this belief system. The following are their responses:

- Advancing generational levels
- Increased salaries for educators
- Growing respect for educators
- Asian American female role models
- Mentors
- Educating Asian communities on careers in education

Altering cultural beliefs is not an easy task. Respondents believed that as the gap between generations has increased, younger Asians are becoming more adept at meshing Asian cultural beliefs with those of the dominant culture. Newer generations of Asian Americans have begun to explore careers in fields not always encouraged by Asian communities. Education is one of those fields. One respondent wrote “I think that it is up to the newer generations of Asian women leaders to demonstrate to their cultural communities that they are not becoming ‘White’ by becoming leaders.”

Participants believed that acknowledging the successes of Asian American Female educational leaders would be viewed as a source of pride to the Asian community. They would then be perceived as role models and sought out as mentors who could better educate the Asian community on careers in education and leadership.

Two areas respondents believed would help alter Asian cultural beliefs on education were increased salaries for educators and a greater respect for educators in general. Unfortunately increasing salaries and nurturing respect for educators continues to be challenging.

Question 4

Self efficacy was an underlying theme brought up by many participants. In an effort to combat this lack of self efficacy, participants were asked in question 4 what other

resources could be used to help Asian women build up their self confidence and ultimately succeed in educational leadership. Here is what they had to say:

- Feature Asian women leaders in media
- Form formal and informal associations/groups
- Mentors
- Visible role models
- Recognizing and accepting diversity

Study participants felt that featuring successful Asian American leaders in print, radio and television media would help bolster the self confidence of Asian American women in general. For Asian American female educational leaders, this notion of self efficacy provided them the courage and confidence to act as mentors and role models to future Asian female educational leaders, and finally recognizing, accepting and blending Asian cultural beliefs and those of the dominant culture.

Question 5

Many participants stated that networking and the support of Asian professionals as mentors and role models either played or would have played a significant role in their success as educational leaders. To discover what worked to support them in this area, participants were asked in question 5 what networking programs, professional associations or subgroups of professional associations they found helpful. Their answers follow:

- AASD: Administrators Association of San Diego.
- Mentorship and networking
- Principal's conferences
- Collaboration
- Administrators Association of San Diego (AASD), is the San Diego branch of Association of California School Administrators (ACSA)
- Professional Associations
- CA League of High Schools, CA League of Middle Schools
- San Diego Unified Administrators Association
- The Phi Delta Kappan Association

Participants were asked to recommend programs and strategies for supporting current and future Asian American female school leaders. They identified professional associations such as AASD and ACSA as organizations which provided a forum for networking and collegiality. The California League of High Schools and Middle Schools, along with Phi Delta Kappan were identified as organizations which serve as a resource supporting educators. At the district level principal's conferences, mentors and a variety of forums to work collaboratively with other district leaders provided further supports for school leaders.

Question 6

Finally in question 6, the last question asked, participants responded to the question of how to promote the positives that Asian Administrators might bring. The list that follows describes their responses:

- Build on the cultural richness of each individual.
- Multicultural perspectives
- Being Bilingual
- First and Second generation parents becoming more involved at school sites.
- Show by example the positives Asian women bring to administrative positions.
- Role models, networking, and mentors.
- Articles of the successes of Asian female Administrators.
- Send role models as career fair representatives
- Being visible and connecting with people.
- Asian administrators are sensitive to minority issues when making decisions.

Participants were asked to identify methods to promote the positive aspects of Asian American female school leaders. The cultural depth Asian American females bring to a leadership role was viewed as positive. It enabled them to perceive situations through multiple lenses. In addition, their understanding of multicultural beliefs and communities enabled them to relate to immigrant families. Many spoke a second language, allowing them another avenue to communicate with second language and immigrant families.

First and second generation Asian American families are becoming more involved in schools, providing Asian American female school leaders a stage to mentor and provide role models for current and future school administrators. Being visible and connecting with

people was seen by participants as critical to promoting the positive aspects of Asian American female school leaders. They felt that showcasing successful leaders at career fairs and encouraging them to speak and write about their successful rise to leadership were all methods which would enhance the positives of Asian American school leaders.

SUMMARY STATEMENT

In the final item participants were asked to review a summary statement which was a synthesis of their responses from rounds one and two. They were asked to look over the summary and edit, respond or add to the summary statement. All 13 participants agreed with the summary statement as is. At least one participant was drawn to a key point in the summary statement provided by the researcher. This key point stated that Asian American female leaders had a strong work ethic, and had successfully merged their cultural beliefs with those of the dominant culture. What follows is the researcher's summary in its entirety:

Education plays a vital and important role in Asian culture and yet is not a career choice actively promoted in Asian American families. Asian children in general are encouraged to seek positions in more lucrative areas such as medicine, engineering and computer science. For Asian American females with the desire to enter K-12 education and progress up the ranks to educational leadership, role models and mentors are rare, and yet play important roles in supporting Asian American females who successfully navigate the journey to educational leadership positions. The road blocks on this journey are numerous, from stereotypes which many perceive as weaknesses in leadership, to the cultural expectations of Asian American women and family that conflict with the demands of leadership to name a few. Universities and school districts are becoming increasingly aware of the lack of diversity in educational leadership and are making efforts to increase recruitment, but progress is slow. To overcome these road blocks, Asian American women currently in educational leadership positions possess the following: strong work ethics; have successfully merged their cultural beliefs with those of the dominant culture; have a strong sense of self-efficacy; are life long learners; and have developed a strong network of support both personally and professionally.

This chapter presented and analyzed the data gathered from the identified participants, a group of practicing Asian American female school leaders. The data collected

provided insights into the barriers and enablers of the participants' success. Chapter five will highlight the researcher's interpretations of the data utilizing the participants' own words. Based on the common insights presented in chapter four and the researcher's interpretations, suggestions will be made for effectively training, recruiting, and retaining Asian American School leaders.

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

BACKGROUND ISSUES

The multi-ethnic diversity in the United States has increased throughout its history and as a result school populations have become more ethnically diverse. The need for educational leaders from varied backgrounds has increased (Cox, 1994; National Association of Elementary School Principals, 1998). School leaders with a deep awareness of learning, combined with a global knowledge and viewpoint are needed to guide the academic world of today (Bikson and Treverton 2003). Despite this, the research data demonstrates that women and ethnic minorities are under represented in educational leadership.

The need to recognize and understand the insight of women from diverse backgrounds in educational leadership has grown as school communities have developed into ethnically diverse and multilingual communities. These learning communities have highlighted the challenges of leading multi-ethnic schools in the United States. In spite of this, only a handful of minority women are in school leadership positions, and an even smaller number are exploring the issues of leadership diversity (Benham, & Cooper, 1998; Matthews, 1986). This is true in particular for Asian American females. Asian Americans have become one of the fastest growing minority groups in the United States and the need to increase their presence in educational leadership, particularly female representation has grown (U.S. Department of Commerce Economics and Statistics Administration, 2000).

The research study author's motivation for doing this research was to discover how Asian American women might increase their opportunities to enter and advance in educational leadership. When the research author began this study, the only basis for her assumptions about how Asian American women might enter and advance in educational leadership was a personal journey as an Asian female to become a school leader. The author wondered if there were commonalties shared by other Asian American women who had successfully navigated a journey to school leadership.

OBJECTIVES OF THE STUDY

The purpose of this study was to identify the perceived barriers and enablers of practicing Asian American female school leaders who have successfully navigated the route to educational administration. The specific objectives of this research were:

- To identify the reasons Asian American women continue to be underrepresented in educational leadership.
- To identify the enablers and barriers to Asian American women working towards a principalship.
- To identify how Asian American women in educational leadership scaled roadblocks to become successful school leaders.
- To identify the impact of multiple cultural lenses on leadership style.
- To identify specific recommendations for policy makers, school districts and universities, to improve current recruiting efforts and training with the goal of increasing the number of Asian American females in educational leadership.

METHODOLOGY

This study was an effort to draw out the opinions and consensus of experts regarding the future state of educational leadership. This led to the decision to utilize the Delphi method in this study. The Delphi process assesses group opinions by utilizing representative experts who work toward consensus. Seventeen school administrators were invited to participate in this study of Asian American females in school leadership. Participants were selected by virtue of their experience as Asian American female leaders. Of the seventeen invited participants, thirteen accepted the invitation with 100% participation.

Three rounds of the Delphi method were completed by the expert panel between April, 2004 and July, 2004. Although identifying Asian American female school leaders proved challenging due to their small numbers, there was a high degree of interest in this study as observed by the thoughtful responses submitted on the questionnaires, the personal notes of interest and encouragement from participants, and most importantly, by 100% return rate of each round in the study.

A demographic questionnaire (see Appendix E) was designed to provide personal and professional information about the expert panel. A panelist profile was completed based on the demographic questionnaire.

Descriptive statistics were used to analyze and summarize the data gathered in this Delphi study. The results of this study were presented in the following forms.

- A descriptive record of reasons Asian American women continue to be underrepresented in educational leadership.
- A comprehensive list of enablers and barriers to Asian American women navigating a journey towards educational leadership.
- A list of how Asian American women in educational leadership scaled roadblocks to become successful school leaders.
- A description of the impact of multiple cultural lenses on leadership style.
- A list of recommendations for policy makers, school districts and universities, to improve current recruiting efforts and training to increase Asian American females in educational leadership.

FINDINGS AND CONCLUSIONS

Ezell and Rogers (1978) believed that “the Delphi was not a technique for producing the ‘truth’ about the future but represented consensus of opinion about what might be”. In this study, the Delphi technique was utilized to provide a range of ideas about goals, provided priority ranking of these goals and finally a degree of consensus about these goals. The final data of the study provided:

- A range of ideas about the small numbers of Asian American women in educational leadership, the enablers and barriers to their success, and their professional recruiting and training needs.
- A priority ranking of these issues
- A degree of consensus about the importance level of these issues.

The hope is that the data derived from this Delphi study will be used for planning the future directions of educational leadership.

ASIAN AMERICAN WOMEN UNDERREPRESENTED IN EDUCATIONAL LEADERSHIP

As stated earlier, research has shown that despite the fact that many talented female and minority teachers exist, they have historically been disregarded or blocked from access to public school administrative positions by restrictive recruitment and selection processes (Blackman, & Fenwick, 2000; U.S. Department of Education, 1992). Educational organizations need to begin to recognize and reflect upon the perceptions and expectations of

school principals in order to increase diversity in educational leadership. According to Benham, and Cooper (1998), until these perceptions and expectations are recognized, issues will continue to undermine the leadership success of minority female educators.

BIASED AND NEGATIVE EXPERIENCES

Each Asian American female participant in this study has negotiated the road to educational leadership successfully. Insights into their journey were documented in the data collected in this research. An underlying tenet to the study was the notion that each respondent entered into a career in education very isolated, with no real support either personally or professionally. To better understand the difficult road traveled by the participants, they were asked to share any experiences they felt were negative or openly biased. A list of themes based on the experiences they shared follows:

- The lack of minority representation: Participants found few minorities in leadership programs and professors were typically older Caucasian males. This led to feelings of isolation and the notion that substance may exist in the perception that Asian American females do not belong in school leadership.
- Low expectations for Asian American females: The establishment, organizations, society, and Asian culture in general seemed to have low expectations of Asian American females. Several participants were basically told through either actions or words that they did not have the skills to be successful school leaders.
- Being viewed as a token Asian: Several participants expressed that those of the dominant culture often made them feel like they were selected for a leadership role to fill an imaginary quota they believed existed for women and Asians.
- Insecurities of the dominant culture: Respondents insecurities were frequently fueled by the insecurities of school leaders belonging to the dominant culture. Study participants appeared to believe that those of the dominant culture in leadership roles feared that Asians may take away job opportunities.
- Asian cultural biases: Study participants expressed that their decision to enter into educational leadership was frequently met with disapproval from family and friends within the Asian culture. They were discouraged as education was seen as a less than worthy career goal, due primarily to less than lucrative salaries.

These common themes based on participants lived experiences provide a small look into the prejudices these study members endured. Underlying each of these themes appears to be an innate insecurity grounded in these biased and negative experiences. Interestingly enough, one participant wrote, “I don’t know yet” almost saying in effect that it is not a matter of an openly biased or negative experience not happening; it is a matter of when it will

happen. The paragraphs which follow provide a look into their world as Asian American female educational leaders and how they have worked to overcome the bias and negativity that exists.

EDUCATIONAL LEADERSHIP A MALE DOMINATED PROFESSION

Study participants identified several factors which they felt contributed to the low percentages of minority, specifically Asian American minority female educational leaders. One of the overarching themes identified by the respondents was the notion that educational leadership was a profession dominated by males and therefore not easily accessible to females. Ten of the thirteen participants believed this was very relevant or relevant. As one participant stated:

I believe that all women have traditionally had a difficult time establishing roles for themselves that are viewed as upper leadership in any field. Let's face it; men have dominated the upper income positions in many fields, in education and business alike. The men in those positions possess the authority to make qualitative judgments and influence the career paths of women who through no fault of their own are less powerful. Our achievements are often overlooked due to what I call 'the good ole boy' syndrome. If we are not male or do not run in the inner circle of a certain subset of colleagues, we have a difficult time gaining the opportunity to prove ourselves.

This notion is validated by data collected by the U.S. Department of Education in 1996 and much later by Blackman and Fenwick (2000), which indicates that the number of male principals far exceeds those of female principals. As a result, for women to succeed in educational leadership, it appears they will have to be able to navigate the world of white males, to do less could effectively reduce their opportunities to position themselves for leadership roles (Shakeshaft, 1986).

CULTURAL ISSUES

Minority issues generally fall outside the domain of the conventional white community and it remains the job of minorities to draw attention to these issues. Unfortunately, minorities bring light of these issues at great personal risk and thus often remain silent. The participants in this study were willing to take this personal risk. Based on their responses it was clear that the values and ideals of Asian culture have an immense

impact on the choices Asian American females make. This is showcased in the data where nine of the thirteen participants ranked it relevant that Asian culture does not view education as a highly prestigious career. As one participant wrote:

Asian American women continue to be underrepresented in the ranks of educational leadership because though they are drawn to service-oriented professions, they often times prefer the more lucrative service oriented professions that encourage independence and promote growth opportunities while also ensuring financial stability.

It is noteworthy that Asian culture venerates an education, and Asian countries such as the Philippines admire educators. Yet Asian Americans in the United States do not encourage their family members to enter into careers in education. Asian American females who ignore the advice of family members and make the choice to go into education often feel the apprehension of disappointing them; this is particularly true of parents. This was evident in the very personal story told by one of the respondents. She writes:

Growing up there was a familiar saying in my family “You will become a lawyer, doctor or an engineer.” Although I was an excellent student in high school, I didn’t want to become a lawyer, doctor or engineer. Once in college, I studied International Business with an emphasis in French and Western Studies. On several phone calls from my father, he would encourage me to study engineering. Those were the tough times because I tried to please my family, but at the same time, I tried to stick to my goals and dreams. I got into education by accident really. I received a scholarship to be a teacher in five years after I finished high school. At the time, I kept thinking that if all else failed, I would become a teacher. I got my teaching credential in five years and have been involved in education ever since.

The personal anecdote above provides a telling view of the belief system of Asian American parents with regard to careers in education and the strong pervasive belief that honor and respect go to those who earn the largest salaries. These core family beliefs passed onto their children play an important factor in the decision of Asian women to join the ranks of education. Asian American females who have overcome the pressures of this belief system to become educational leaders spend a lifetime defending the career choice to family and friends.

ASIAN STEREOTYPES

Asian culture and stereotypes have discouraged Asian females not only from careers in education, but also from leadership roles. Eight of the thirteen participants felt this was

relevant or very relevant to the lack of Asian American females in educational leadership. As with a career choice in education, Asian culture in tandem with stereotypes work to discourage Asian American females from seeking roles in leadership. Feminine stereotypes such as dependency, passivity, and submissiveness are seen as negative leadership traits (O’Leary, 1974; Ledet, & Henely, 2000). The following quotes from participants give voice to this belief:

- Asian culture does recognize the strong leadership skills of women, but not in the workforce, rather at home as someone who runs the household, maintains the finances, raises the children, and keeps everyone organized. The role of Asian women is strongly tied to family duties rather than work duties.
- I would not say that the Asian culture discourages women from pursuing leadership opportunities; rather the culture of this country is such that a woman leader is portrayed as (and expected to be) a hardcore, cutthroat, tough talking, outspoken, thick skinned individual. In my opinion this goes back to who holds the cultural and social capital keys in this field; it is still the White middle-class male (and in many aspects female) dominating culture that pushes socio-culturally and socio-linguistically different individuals to act White, middle-class in order to be successful.

The pressures from family compounded by societal stereotypes are frequently sufficient enough to undermine the self confidence of Asian American women who maybe considering roles in educational leadership. Compelled by a sense of family loyalty and the shadow of these stereotypes, very few have taken up the mantle of leadership.

ENABLERS AND BARRIERS TO ASIAN AMERICAN WOMEN IN EDUCATIONAL LEADERSHIP

The limited research which explores the perceptions of minority school leaders does not provide the background knowledge necessary to develop and successfully implement recruitment efforts aimed at increasing the number of minority and female educators. The growing diversity in the United States, and a principal shortage, has served to bring this lack of diversity in educational leadership to the forefront. With that in mind, participants were asked to identify perceived enablers and barriers to a career in educational leadership. The following paragraphs detail the participants’ views of the enablers and the barriers to successful positions in educational leadership

RECRUITMENT AND LEADERSHIP TRAINING

As discussed previously, recruitment efforts are critical to improving the number of minority women who enter into educational leadership. Unfortunately, there is not a clear understanding of the fundamental pre-requisites needed to develop a strong recruitment program (Peterson, 2001). The general sentiment among the participants was that although universities and colleges are aware that recruitment efforts must be improved, little progress has been made. Despite this, there was a unified belief by participants that recruitment would have been a powerful motivator in their decision to seek leadership roles in education. More effective recruitment efforts would serve to make in roads into the insecurities and stereotypes placed on Asian American women by making them feel wanted and needed as positive assets to education and leadership.

Leadership training is yet another avenue which participants felt strongly would help pave the way to success in educational leadership. Ten of the participants ranked this as very relevant or relevant with the remaining participants rating this as somewhat relevant. Principals today face greater challenges working with diverse communities and parents (Peterson, 2001; Peterson, 1999). The pressure to raise student achievement has increased. In addition to this, the implementations of educational reforms and the daily minutia of managing a school site's operations, and it is clear why participants felt strongly about leadership training.

The world of education is filled with constant and evolving change, and ongoing training for educational leaders is important. In spite of this at least one participant did not feel that available training was being taken advantage of. This might in part be due to the demands of the position and the loss of funding in an era of severe budget deficits. As principals of today lead, instruct and deal with a multitude of tasks and interactions that are a part of the role (DiPaola, & Tschannen-Moran, 2003), leadership training becomes a task on a list of many.

LEADERSHIP SKILLS

As stated earlier, the research in educational leadership has not extended much beyond the perceptions of the white male (Benham, & Cooper, 1998). As such, not much is known about the leadership skills of Asian American females. Participants in this study felt

that leadership skills played a significant role in their success as leaders. Ten of the thirteen participants rated leadership skills as very relevant and relevant to successfully negotiating a path to educational leadership. As one respondent put it, “I find that most Asian females have excellent, commanding leadership skills”. Participants listed the following as leadership skills they perceived are strengths in Asian American females:

- creative
- thoughtful
- intuitive
- able to multi-task
- being a good listener
- able to perceive the needs of the community
- Many Asian women speak a second language, an asset in today’s world.
- Good
- quiet
- hardworking
- very respectful, a worthwhile leadership trait.
- being organized
- being able to integrate and adjust accordingly, to embrace new values/skills
- ability to understand people from several other cultures

The leadership skills identified above by participants, although not a comprehensive list, provides some insight into the world of Asian American females, acknowledging that Asian American females have the skills and capacity to be successful leaders. In the words of one of the participants, these combined skills allow “Asian American females to be more dynamic and adaptable as leaders.” Despite this tacit belief that Asian American females have the leadership skills to be successful principals, it is often not enough to overcome the pressures from family and friends who believe that Asian American females do not fit the role of a school principal.

Interestingly these very same leadership skills identified by participants are intertwined and related to a list compiled by the Hagberg Consulting Group. They concluded that women were better communicators, had better social skills, were team players who put the needs of the team first, and were collaborative (1998).

The Hagberg Consulting Group also felt that women were slightly better at managing a diverse staff due to less traditional values, and were more tolerant of differences created by social traditions (1998). A stronger case can be made to support this conclusion for Asian American females whose values and awareness of diversity are not traditional when compared to the white male values used historically in educational leadership.

ASSIMILATION

Assimilation into American society has been an issue every new culture who enters the United States has had to traverse. The world of educational leadership for Asian American females parallels these experiences. Thus for most minority women, Asian American females are no exception, assimilation is viewed as a road one must travel to succeed in educational leadership. Eight of the participants ranked this as relevant and very relevant, with the remaining five giving it a rating of somewhat relevant. The differences in ranking maybe attributed to how closely each participant identifies with their ethnic culture. The need to assimilate versus the need to retain one's cultural identity is a balancing act which varies from person to person as demonstrated in the varying rankings. One respondent described assimilation as a game, one that is useful in attaining leadership positions. Another used the term 'fitting in', but losing a connection to her roots in the process.

The general consensus was that in order to succeed in educational leadership, an Asian American female does not have a choice but to assimilate. It is perceived as a by product of success, according to a respondent, that as Asian American women interact with others outside their ethnicity, they over time acquire the habits and behaviors of the dominant culture while all the while attempting to preserve their own identity. One respondent oddly enough called assimilation a strange enabler and went on to say:

I have seen some Asian women 'sell out' or try to 'act white' in order to 'fit in'. This attitude seems to 'please' some of the people in power, who usually tend to be Caucasian. It is a sad, but true reality and can only perpetuate the circle of prejudice and cultural misunderstanding.

The words of this participant serve to illuminate the struggle with what is perceived to be successful, the values and ideals of the dominant culture, in this case the white male educational leader, versus the need and the desire of these Asian American females to retain their own personal cultural identity.

ASIAN COMMUNITIES

One more theme which emerged as an enabler from this study is the notion that Asian communities are a tightly knit group which supports one another. Eight of the thirteen participants felt this was relevant or very relevant. The remaining participants ranked it as somewhat relevant. The reason for the fairly distributed ranking maybe that although within the Asian culture supports are strong, as has been stated earlier, education is not encouraged as a career choice. A culture with a strong sense of pride, honoring and respecting the advice of family members, particularly parents, grandparents and elders is a high priority. Making a choice such as choosing a career in education that goes against the advice of these family members is a risk for Asian American females. Asian females who succeed in education eventually receive community support, but this is often provided grudgingly and not without the continuing belief that another career choice would have been more desirable. As a result there does not exist a wide ranging membership within the Asian culture with the knowledge base to truly support those who may have an interest in an educational career.

ASIANS AS THE MODEL MINORITY

The final theme which emerged as an enabler was the stereotype of Asians as the model minority. The participants defined the Asian concept of the model minority as smart, good, quiet, and hardworking, a culture which works hard to gain respect. The participants did not view the stereotype of the model minority as highly relevant. It is a stereotype which can work against Asian American females in leadership roles. To be smart, good and hardworking are definitely positive traits all good leaders must have, but the description of the model minority as quiet seems to overshadow these positive traits. The tendency for the dominant culture is to over generalize and the perception of the model minority Asian American, particularly the Asian American female is that of quiet, shy and retiring. These are not terrible traits to have, but they are also not traits to accentuate when considering strong leaders. It is interesting to note that the perception of the model minority is frequently attached to the expectation that Asians enter into such fields as science, math, and technology. These are fields where people skills are not as significant because work can be done more independently, being quiet, shy and retiring would not be seen as a negative.

BARRIERS TO EDUCATIONAL LEADERSHIP

The next series of paragraphs will document what participants felt were the major barriers to their success in educational leadership. The most significant road block identified by participants was the lack of role models. Ten of the thirteen participants ranked this as relevant or very relevant. With Asian American principals comprising less than 1 % of all principals in the United States, role models simply are far and few in between (NASBE, 2001). As one participant wrote:

The continued under representation of Asian American women in the ranks of educational leadership can be attributed to the combination of cultural patterns/programming and the non-existent formal or informal mentoring/recruiting practices of promising Asian American future administrators.

With recruitment efforts still lacking, there exists very little in terms of successful role models throughout the school experience for Asian females. Additionally, those who do manage to successfully negotiate the road to educational leadership seem to lack the visibility and the backing necessary for them to support future Asian American female educational leaders.

CULTURAL BELIEFS

Cultural beliefs evolve from societal norms and values which serve to marginalize women and minorities (Banks, 2000). Minority cultural behaviors and the preferred leadership styles of the dominant culture frequently are inconsistent. The decisions made on whom to recruit and employ are often made within a social context in which females and minorities are viewed as mediocre. Nine of the participants rated this as a relevant and very relevant barrier to educational leadership. The remainder of the participants ranked this as somewhat relevant. These rankings show that Asian cultural beliefs are perceived by the participants as a barrier to educational leadership. One example of this was voiced by a participant, she wrote:

Many women from the Asian culture are very respectful of authority figures. Sometimes this behavior manifests in silence or a form of controlled contributions at the decision making table. This behavior could be perceived by the Western culture as an indication of weakness or an

inability to make decisions. As a result, often times they are denied the promotions they so much deserve.

This perception supports the concept of assimilation discussed in prior paragraphs. Asian American women are judged based on cultural behaviors which are inconsistent with what is perceived as necessary to succeed in educational leadership. Viewed as meek, mild mannered and quiet, the leadership potential of many Asian American females are overlooked. Self promotion is viewed as distasteful and arrogant in Asian culture and is not strongly encouraged. These combined further discourage Asian American females from considering leadership positions.

ROLE OF PRINCIPAL

As established early on, a chronic shortage of school leaders currently exists. In 2000, Whitaker examined the reasons for this shortage; Whitaker discovered that future school leaders believed that the wages paid to school principals were not adequate in light of the heavy responsibilities that are attached to the job. In addition, Whitaker found that many felt the job was too stressful; the time commitment too great; and the task of satisfying parents and community too difficult (2000). Participant responses on the description of a principal's job were commensurate with that of Whitaker. With this being the predominate view of the role of a principal, ten of the thirteen participants felt that major sacrifices had to be made in order to take on the role of principal. The time needed to fully commit to a site leadership role directly impacts not just a person's professional life, but their personal life as well. One participant wrote, "Once one decides to go into a leadership position, one makes that commitment and sacrifices professional and personal aspects of oneself. I believe this is applicable to all cultures, not just Asians."

In addition to the role itself being perceived as a barrier, participants believed that they needed to be better at all the job requirements of a principal, they needed to exceed expectations. An overwhelming task thus becomes even more daunting. One respondent wrote:

Women who are often more qualified for a position have to work twice as hard as their male counterparts to prove themselves. For Asian women there maybe an additional layer added to their need to prove their abilities and stamina under pressure.

This strong pressure to prove their abilities consequently compelled one participant to comment that women may have to relocate more often than men in order to find the right career opportunity. This suggests what has been an underlying thread in participant comments, that being qualified and having the desire to lead are often in their perception not enough.

LANGUAGE ACQUISITION

The final barrier identified by participants was the notion of language acquisition. With the bulk of the participants in the study born in the United States, their experiences with language acquisition are most likely based on the experiences of their family members whose first language is not English. This would explain the even distribution of rankings. Two found this theme to be very relevant, five relevant, with the remaining participants finding this to be only somewhat relevant. Communication is a critical component of leadership regardless of the field. Language acquisition thus becomes a focal point for those who must learn a new language and is a large hurdle to overcome. The shame and fear of being ridiculed for not sounding like the dominant culture, as well as the challenges of understanding the language are true fears of a culture steeped with pride such as the Asian culture. One of the few participants in the study who lived through the experience of language acquisition wrote about the impact on her journey to a leadership position. She wrote:

This is the one single most important theme for me since English is not my first language. There are several occasions where I question my ability and the role I am in. My heart tells me that I am doing the best that I can. However, my head says ‘Why does it take you so long to write this document? Or why do you always question your ability?’ Native English speakers do not have to deal with this problem. I also believe that they can get away with some spelling and grammar errors. For them, the majority believes that it is just a typing error. For me, most think that I can’t spell or write. It is maddening, but it is a fact of life. I always feel that I have to be perfect in writing, reading and speaking.

This participant’s thoughts about language acquisition are very compelling. Educational leadership programs have seldom addressed this issue, serving to further alienate not just Asian American Women whose first language is not English, but all minority females who struggle to acquire the English language.

OVERCOMING ROADBLOCKS

The road to success for the Asian American female school leaders in this study have been paved with barriers and roadblocks. What follows are the methods these Asian American females utilized to scale the roadblocks to ultimately succeed as school leaders. As seen, for Asian American females, the expectations of family and culture are barriers to a career in education. To overcome this, participants identified a passion for learning. The notion that all students can learn was an ideal that eleven of the thirteen participants rated as relevant or very relevant. This strong belief in acquiring knowledge helped them to overcome the barriers to educational leadership. Additionally, participants believed they were able to understand and honor all cultures, thereby identifying with the diverse learning styles of students. This is highlighted in the comment of one respondent who said:

Without question looking through multiple cultural lenses will improve the educational leadership style of anyone in a leadership role. Public schools cannot truly be public without leaders having multiple lenses. A lack of this will create barriers to student achievement.

ASIAN BELIEF SYSTEM

Yet another hurdle these participants were able to overcome was the Asian culture's general belief system that being a K-12 educator was not highly desirable due to less than lucrative salaries. Eleven of the thirteen participants rated this as a relevant or very relevant roadblock they had to overcome on their journey to a position in educational leadership. As the participants voiced, "One must learn to live with the dictates of their heart, not family expectations." Overcoming the cultural belief system that it is about giving and not expecting anything in return is difficult for an Asian culture that has struggled to build better lives for their families, particularly given that so many Asian countries are third world nations which struggle with poverty. The words of this participant describes how deeply this belief system is ingrained in Asian society, and the strength and courage it takes for Asian American women to overcome it.

This is a change in thinking! We need to reach students and parents very early on about our noble profession and get them to change their mindset that the further is about money, but that it is a calling to make a difference in society-make a difference for our kids. This will be difficult because of how society feels about educators.

STEREOTYPES

Stereotypes provided another set of barriers for study members to overcome. Unanimously the participants felt that overcoming these stereotypes was crucial to their success. All thirteen participants ranked this as relevant and very relevant. The overall belief system of those in the study was the notion that overcoming stereotypes begins with one's own inner belief system. One respondent wrote, "Our own lack of belief that as women we can and should lead changes that results in improvement of other people's lives. The first barrier often resides in oneself." As a result, these women worked harder to change the cultural assumptions they had been labeled with becoming assertive and overcoming the perception of the submissive Asian American woman. This participant described her experience as she worked to overcome this hurdle:

I'm not sure about the others, but I know for me, it had to start with me believing in myself. I had to believe I had something to offer, and that I know enough to lead other people's work. I had to overcome the barriers and prejudices society places on Asian women. I had to stop thinking of myself and others as a specific ethnic group. In other words, I had to stop thinking of myself as a Vietnamese woman than me. I had to begin to see my role as a leader, and not a Vietnamese woman. I found that when I acted unsure, I gave people reasons to solidify their stereotypical image of an Asian woman, and caused them to lessen their trust that I had what it took to lead them well. leading a school of people who were white or of another ethnicity

This lens into the world of an Asian American woman as she traverses a path of stereotypes is an enlightening look into how difficult it is to break away from typecast images.

MENTORS AND SUPPORT COMMUNITY

Mentors and a support community as has been stated can play a very supportive role in the success of Asian American female school leaders. As stated by a participant, having a personal infrastructure of support of family and friends, in addition to professional colleagues is important for success. Despite this, only three of the participants rated this as very relevant, six as relevant, three as somewhat relevant, and the remaining as not relevant at all. This speaks to the lack of mentors and support available to Asian American females that this particular theme, although identified by the participants as important, did not rank as strongly when viewed from the perspective of application. It really has been left up to each individual to actively seek out the mentors and supports. One participant wrote, "I'm not aware of any

mentorship occurring, if this exists, it needs to be advertised.” Clearly mentors were significant in helping respondents to a leadership role; however the challenges of developing a support and mentor network are demonstrated in the rankings participants provided for this theme.

DEVELOPING LEADERSHIP SKILLS

The final roadblock participants identified as one they were able to overcome, was the development of leadership skills. Ten of the thirteen participants rated this as very relevant or relevant. Certainly without leadership skills none of the females in this study would have achieved leadership status; however, having a system acknowledge these leadership skills has been a challenge. One respondent provided an itemized list of the leadership skills she felt helped her to gain entrance into the world of educational leadership. She writes:

I had to Work “harder” to gain respect; develop strong verbal and written skills; know how to have a vision; be able to develop relationships with both students, parents and colleagues; be open to all ideas (not just ones I grew up with); have a great understanding of how all students learn; know how to network and now when to stop (not be too pushy); develop, strengthen, and become an expert at it (curriculum and instruction, visionary, school community partnership, etc.); continue to grow professionally; and be outgoing.

The collective consensus from participants was that Asian American females in general possessed the leadership skills necessary to lead a school site. The challenge to make this visible to those who hire school leaders has been more problematic. As the participant above described, Asian American females in this study had to work vigorously to bring their leadership skills to the forefront and had to work even harder to be noticed.

CULTURAL LENSES

The need to support multicultural learning communities has increased as the United States has grown more ethnically diverse. Yet the impact of multiple cultural lenses in leadership has not been deeply explored. The next series of paragraphs will explore leadership through the lens of Asian American females. In this study, participants felt strongly that a person’s cultural background played a significant role in how they approached leadership. Eleven of the thirteen study members felt this was very relevant and relevant to educational leadership, with the remaining members ranking this as somewhat relevant. The

respondents in general felt a strong affinity to understanding and honoring all cultures. Struggling with the notion of assimilation and the desire to retain their cultural roots, the women in this study appreciated the importance of accepting all students regardless of their cultural roots. A study member's thoughts echo the significance of viewing the world through multiple lenses. She wrote:

People come into the work site with their own prejudices and fears and discriminatory preconceived notions of how life works. Like myself, they've been conditioned to believe certain ways and need to be given a chance to see themselves and others in a different light. Being aware of that allows a school leader to anticipate and prevent possible destructive racial forces from interfering with the true work and mission we are given to do as school leaders, and educators of children. It also helps you to become aware of your own prejudices so that you can consciously work to prevent it from making you an unfair leader.

Yet another study member wrote about how her membership in a culture other than the dominant culture provided a safe haven for minority students and their families to access the school community.

It's really not so much how I look through multiple cultural lenses but how students look at me as "not white". There is an immediate attraction that allows me to access a child that may be failing or needs support with family issues. Kids in the U.S. are kids; the biggest challenge is working with parents and students whose students are straddling to fit into two cultures, their parent's and their peer U.S. culture. This is where I believe I have a niche to work with both students. As a student who straddled both cultures growing up, I am able to share my parent's point of view as well as my own personal experience. This also allows me to work with my staff as well. I am able to show them something else about culture, and be respected for it because of my ethnicity.

Both perspectives provide insight into the significance of viewing leadership through multiple lenses. These words expressed by a participant encapsulate what the data demonstrated, "If we can't use multiple cultural lenses and embrace all cultures, we will be less than we could be."

The ability to view the world through multiple lenses supports the value participants place in accepting diverse cultures. Twelve of the thirteen participants rated this as very relevant with the remaining participant rating this as relevant. The general consensus of the study members was that seeing through multiple cultural lenses makes one more culturally sensitive. The experience of growing up minority, in a culture whose beliefs and ideals are different from those of the dominant culture, influence how study members approach or deal

with situations and people. One study member described in her words the importance of accepting diverse cultures. She writes:

This is a crucial aspect of leadership. Being aware of the diversity of people, opinions, philosophies and cultures, helps a leader acknowledge the differences and strengths of those who surround her, thereby making her a leader who is accessible, who is culturally sensitive, and who can tackle issues from a humanistic perspective. A leader that is removed from her staff by only looking at the “world” through her single minded lens is most likely in it for her own personal success, and not for the success of her instructional community.

The lived experiences of participant members gives them insight into the importance of supporting the individual needs of all students. Cultural diversity comprises a large part of each individual, it guides each individual’s behaviors, values, and beliefs, and it impacts how individuals live and learn. As one study member put it, “cultural acceptance is something that is communicated in every thought, word and deed. It is the fabric of who we are and becomes the thread that weaves a school together in pursuit of a common goal...achievement for all students.”

LEADERSHIP STYLES OF ASIAN FEMALES

The data has demonstrated the strong belief participants had in the importance of viewing and accepting cultural diversity. With that in mind, study members were asked to identify what they believed were Asian female styles of leadership or diversity. The list that follows constitutes these beliefs.

- Non-confrontational, non aggressive
- The need to be in touch on all issues
- Leading with few words.
- One is the ability to listen to staff, students and parents without judgment.
- Asian females overall display a very stoic facade to the public, but this belies the fire behind the stoic facade. Asian females are very passionate about their beliefs, but view it as a sign of weakness to allow others to see this passion.
- Being global thinkers
- Building strong relationships
- Asking questions
- Honor all the talents and shortcomings of my staff, and students.
- Building capacity, in other words a developing a strong collaborative team.

These are leadership skills which participants believed were strengths in Asian female leaders, and enabled them to successfully negotiate the diverse communities which exist in schools today.

The very skills identified above provided the Asian American female study members with the ability to deal effectively with leadership challenges. With a non confrontational approach to issues and the ability to listen well, study members have been able to develop open lines of communication with the stakeholders they lead. As an outgrowth of this participants have the building blocks to facilitate a network of staff, parents and students in an open discussion of challenges and issues where all opinions are validated and respected.

RECRUITING AND TRAINING RECOMMENDATIONS

Understanding Asian cultural beliefs is critical to improving recruiting efforts to increase the number of Asian American females in educational leadership. As has been stated prior, education is not a career choice encouraged by Asian family members. Overcoming these cultural beliefs is a tremendous hurdle which policy makers, universities and school districts, must undertake to entice Asian females into education and leadership. Participants were asked to provide their insight into what they believe can alter the belief system of Asian families. Study members acknowledge that altering this belief system will not be easy.

INCREASING PRESTIGIOUS OF EDUCATION

Two avenues members felt would support this change regardless of ethnicity would be to develop a greater respect and higher salaries for educators at all levels. One method for increasing the prestige of educational leadership is to make visible Asian American women who have succeeded in educational leadership. Bringing them out to publicly speak in the community to Asian parents and at schools and universities to students about the value of a career in education would allow the Asian community to see the future possibilities in an educational career. Asian American female role models would also be a positive force towards altering cultural beliefs. Seeing Asian females who have successfully traversed the perceived male world of leadership validates that others can also succeed. Implementing these strategies would inevitably spread the message through each generation, and across the

boundaries of each state, that there are places in education and leadership for Asian American women.

PROMOTING THE POSITIVES OF ASIAN LEADERS

Promoting the positives that Asian administrators would bring to education would support the work being done to overcome the belief system of the Asian culture. One participant observed the need to actively engage Asian families in the process of education by promoting school involvement. Several suggestions were made for developing and implementing school involvement to increase the participation of Asian families in the educational process. Participants felt that career fairs would be opportunities for Asian American educators to dialogue with students and their families about how important and meaningful careers in education can be. Based on these conversations, videos and compact discs can be created and disseminated to Asian families as yet another means of promoting the positives a career in education can bring. Being visible and connecting with fellow Asians allows Asian female educational leaders to act as role models and mentors to aspiring Asian female educators.

Interactions within learning communities would also allow Asian administrators to promote their skills. Personal life experiences growing up in a minority culture provided participants a sensitivity to minority issues administrators of the dominant culture would not have. These same personal experiences provided them the foundation to build on the cultural richness of every individual by validating their skills and cultural values. By emulating these positive features of Asian administrators, one participant felt that progress would be made towards eliminating ethnocentricity as a societal value and embrace the collective strengths in the diverse backgrounds of all.

DEVELOPING MENTORING PROGRAMS

With no true support system in place, resources to help Asian women build up their self confidence and succeed in educational leadership must be implemented. Study members documented the following as resources they felt would aid in developing the self confidence of Asian women. School districts and universities, recognizing the need to diversify the ranks of educational leadership must identify and contact perspective Asian female educational

leaders and introduce them into a network of female mentors. Participants stated that the ethnicity of a mentor was not an issue rather the value of mentoring was the opportunity to engage with successful female leaders. In the minds of the study members, successful mentoring programs were critical to their achievements. All thirteen of the participants rated this very relevant or relevant to their success. According to the study members, the key is to build and maintain relationships while providing support and encouragement. Mentoring programs must incorporate these key elements to be successful.

USING PRINT AND TELEVISION MEDIA

Another channel of support comes from acknowledging the achievements of Asian American female leaders in newspapers, Asian TV channels and magazines. These publications and on air productions provide a vehicle for celebrating the great work of these leaders, helping to boost the morale and self confidence of all Asian women. Much greater implementation of participant suggestions would positively boost the perceptions of Asian American female leaders to the public.

RECRUITING EFFORTS

The shortage of Asian American female educational leaders has been highlighted throughout this study. The final portion of this study addresses methods identified by the data which participants believed would improve current recruiting efforts and training to support the increase of Asian American female school leaders.

Recruitment efforts have not been successful in attracting perspective Asian American Female school leaders. This is supported by the statistical numbers of Asian American leaders who comprise less than 1% of all the school leaders in the United States (NASBE, 2001). Recruitment is an arena which study participants were asked to provide their insights and to a person, all thirteen participants rated recruitment as very relevant and relevant to attracting Asian females. As stated prior, out reach programs that target minority females must be implemented, scholarships, internships and job fairs would go far to inform and attract Asian females to a career in education. Utilizing Asian females, who currently hold positions as educational leaders in a spokesperson capacity, would provide a medium for success stories to be told. In addition, recruiting efforts which provide future leaders the

opportunity to observe Asian American females school leaders through shadowing programs and visitations, can incite and activate young Asian females with an interest to explore the world of education.

CULTURALLY SENSITIVE PROGRAMS

Leadership training programs must also become more culturally sensitive to meet the growing demands of a diverse society. Eleven of the thirteen participants ranked this a very relevant and relevant theme which must be incorporated into leadership programs. The words of this study member eloquently demonstrate the need to recognize diversity in leadership programs. She writes:

At the university level, there needs to be more professors and guest speakers with faces like mine. The universities need to do a better job of diversifying their staff. In addition, the administrative program, include a course on cultural sensitivity or leadership in a multicultural society so that those who become “leaders” become more aware of the type of students and community they will be working with. Include articles/research done in the areas of women or minorities in administration and not just study theory or history.

Unfortunately, until recruitment efforts and outreach programs acknowledge the need to develop and implement programs rich in diversity, there will remain too few experts in education to develop and teach these leadership programs.

PROGRAMS THAT WORKED

Participants stated throughout the study, that networking and the support of mentors and role models either played or would have played a significant role in their success as educational leaders. What follows is a list of programs, networking systems, and professional development workshops participants felt provided them a high level of support in their leadership practice:

- Administrators Association of San Diego (AASD): This association brings together administrators at all levels, providing a fellowship of networking opportunities.
- Association of California School Administrators (ACSA): This is the state branch of AASD. This association provides numerous conference opportunities, as well as a weekly periodical known as EdCal. Edcal is a forum for celebrating the work of administrators across the state, as well as an arena for discussion on educational legislation. In addition, EdCal provides information on administrative job opportunities across the state of California.

- Networking: Individual networking contacts developed through classes, training sessions, and conferences provide critical support to school leaders.
- California League of High Schools: This league provides networking opportunities as well as resources on current theories, instructional practices and programs geared for high schools.
- California League of Middle Schools: This league provides networking opportunities as well as resources on current theories, instructional practices and programs geared for middle schools.
- Networks and Systems Professional Association (NASPA): This association has a Minority Fellow Program that nurtures minorities in administration positions in higher education.
- The California Literature Project: A University of California subject matter project it provided instructional leadership training in both content, context and the “how to” skills of facilitating and leading a group of peers.
- Educational Leadership Development Academy (ELDA): A San Diego City Schools partnership with the University of San Diego has in place an excellent leadership training program. For one year, aspiring leaders take university courses and serve an internship under an experienced and successful principal. This course work combined with hands on opportunities is invaluable.
- Mentoring: One of the most important programs for any educational leaders is mentoring. Having an experienced educational leader as a mentor helps tremendously in the leadership process. They provide a guiding force for leaders who must deal with difficult situations at school sites. Many districts provide these mentoring programs with mentor principals assigned to new principals and or struggling principal.
- Peer coach/staff developer training: This training done through San Diego State University in conjunction with school districts was centered on the instructional piece of leadership. This training included national consultants, and constant dialogue and collaboration with fellow peer coaches.
- Tier II Leadership Program at San Diego State: This program provided excellent training opportunities by providing learning through invaluable job embedded fieldwork. Further, the coursework provided opportunities to network with fellow school leaders and exposed program participants to current leadership theories and practices.
- Management by walking around: Led by Dr. Carolyn Downey (San Diego State University) this program provided training for leaders on how to conduct an instructional walk through during instruction in classrooms.
- Curriculum calibration training: Led by Dr. Carolyn Downey (San Diego State University) this provided training on calibrating the curriculum to state standards.

- Literacy training: Janet Allen is an author and consultant who has presented professional development on literacy with a focus on the secondary level for districts and at conferences.
- California School Leadership Academy (CSLA): This academy facilitated by The San Diego County Office of Education, provided school leaders with the newest theories in educational leadership and a place to network with other administrators across the county.
- Backwards by design: A method for curriculum planning developed and presented by Grant Wiggins.
- Association for Curriculum Supervision and Development: This association provides conferences, and a wealth of resources to support curriculum supervision and development.
- Second Language strategies: Dr. Kate Kinsella (San Francisco State University) is an expert in the area of second language instruction. She conducts workshops and presents at conferences on instructional strategies and the second language student.
- Standards and assessment, developing standards based assessments: A workshop presented by the San Diego County Office of Education, the workshop provides training on how to develop assessments which support state standards.
- Annenberg foundation/McConnell Clark Grants: This foundation supports collaborative work in education aimed at raising student achievement.
- Beyond Diversity: A workshop conducted by with Glenn Singleton at the San Diego County Office of Education, which compels educators to commit to removing any element of racism or ethnic disfavor from the classroom.
- Leading By Example: Stephen Covey's workshop on coaching and mentoring identifies methods leaders can be effective role models and bring out the best in those they lead.
- Building Learning Communities: Rick DuFour's training provides leaders with the building blocks to develop learning communities.
- Situational Leadership: Leadership workshops developed and conducted by Ken Blanchard, situational leadership teaches leaders to adjust their leadership style to their employee's development levels.

The limited list above demonstrates the lack of professional development and networking opportunities for school leaders. In addition the limited list may also be a result of the lack of time provided for school administrators to seek out and continue their professional training. With a list of demands on their time already overwhelming, professional training is an important item on a long list of many important items which more often than not is overlooked.

ACCESSIBILITY OF PROFESSIONAL DEVELOPMENT TRAINING

To combat this issue, participants were asked to identify strategies which would make professional development trainings more accessible. One of the struggles for practicing school administrators was simply discovering what workshops were available. With no standard list of recommended professional organizations, school leaders often rely on recommendations from other school leaders. They are then able to place their names on mailing lists and computer listservs. Bulletins, notices and fliers advertising workshops are yet another method identified by participants. However this method in light of the paper load of school administrators may not be the most efficient.

In terms of accessing these trainings, most participants found evening workshops after a long day of work difficult. Trainings which worked around a school leader's work schedule worked best. On line training was an option, however some felt that the lack of face to face contact with instructors and classmates left out an important part of the learning process. All study members had a strong desire to continue their professional development. In light of this, programs developed by districts, universities or other educational organizations must consider the constraints of the job before developing and scheduling professional development.

RECOMMENDATIONS TO TRAINING PROGRAMS

As the data on minority principals denotes, there is a need to increase diversity in educational leadership. Recruitment efforts can be more systematically developed and implemented to include role models from representative groups, in the case of this study Asian American females. Utilizing these role models in outreach programs would be a way to promote the positives Asian American females can bring to the role of a school principal, and would serve to educate Asian females and their families on the value of a career in education.

Universities can begin to examine and reflect more deeply about the leadership programs they promote and implement. Incorporating culturally sensitive coursework can provide leaders with the knowledge to work with diverse groups of students. This is not to be taken to mean as a single course around multicultural sensitivity, but as a common thread

which can be embedded in all coursework within a leadership program. Universities can also improve diversity at the upper levels of academia by recruiting Professors who reflect the diversity which exists in society today. They could serve as another form of role models, mentors and voices of the minority experience.

Additionally, leadership programs can encourage research and studies within the coursework which work to examine the need for diversity in educational leadership. Minority leaders who have successfully navigated their way to a leadership position in education can play active roles in leadership programs as either instructors, mentors, or as guest speakers. Their stories can be celebrated and showcased in newsletters, articles and video to motivate and encourage a more diverse group of teachers to explore the idea of educational leadership.

These stories can be utilized in outreach programs developed by universities to expose young Asian females and their families to role models who can speak to the positives Asian American females can bring and receive from a role in education and leadership. Career fairs, multi-cultural fairs, leadership conferences, and school open houses at all levels are just a few examples of venues to showcase and implement outreach programs. These venues can provide an arena through which mentor relationships between role models and Asian females with an interest in exploring education and leadership can be encouraged and developed.

RECOMMENDATIONS TO SCHOOL DISTRICTS

Many school districts today are very cognizant of the needs of second language and minority students. In California, new teachers are required as part of their training to be certified to teach second language students. Unfortunately, the teaching force is no more representative of the diversity which exists in the United States, then the population of school leaders are. School districts are acknowledging the growing diversity of their students' populations, but must also begin to acknowledge the need to recruit educators from diverse backgrounds. Their knowledge and lived experiences as minority students would provide another lens through which to view instruction aimed at increasing the achievement of second language and minority students. Cultural sensitivity must be embedded along with instructional strategies in the instruction and curriculum for all K-12 students.

Districts just as the universities can capitalize on their diverse student populations by identifying minority youngsters who may be suited for roles in education and leadership. Minority teachers and principals should be enlisted to act as role models and mentors to these students. Many school districts are employing intern programs as a method of training aspiring administrators. Identifying aspiring minority educators and leaders in middle and high school, and then providing the supports through role models and mentors would further promote and encourage careers in education. Additionally, districts should be acknowledging the accomplishments of minority educators and leaders, utilizing them as spokespersons to educate minority families on the value of careers in education.

THOUGHTS AND REFLECTIONS FOR ASIAN AMERICAN FEMALE SCHOOL LEADERS

As a researcher who can also claim membership in the small population which comprises Asian American female school leaders, it was interesting to this author that so many of the invited colleagues chose not to participate in this study. As reflected in the responses of those who did participate, role models, mentors and a supportive community were critical to their success in attaining a school leadership position. Despite this, several Asian American female school leaders contacted to participate in this study either chose not to respond, or consented to initially participate and then dropped out even before the first round questionnaire was sent out. With such small numbers of Asian American females choosing education as a career path, it becomes more important for those in these positions to be advocates and role models to aspiring Asian American female school leaders. Additionally, a strong network must be developed to provide a means to dialogue and support one another on issues and challenges that maybe unique to the identities of Asian American educational leaders. Finally, Asian American women need to be more visible as spokespersons for not just Asians, but for minorities in general, as existing perceptions and stereotypes of Asians and minorities are challenged in an effort to increase diversity at all levels of education.

THE DELPHI METHOD

As stated in earlier chapters, the decision to utilize the Delphi method in this study was based on the technique's fundamental design characteristics. These characteristics consisted of the:

- Mode of communication, in this case via the internet
- Its interactive nature, participants were provided all responses to allow each panel member to actively engage with other participants through their responses.
- The versatility of the techniques focus

Utilizing the internet as the primary mode of communication with participants was a less expensive and much more efficient means of disseminating the questions and information necessary for participation in the study. However, what the researcher author discovered was that due to the lack of face to face contact, participants had to be frequently prodded to complete the questionnaire. It was easy for participants to forget to respond as they became busy with their jobs and families and this researcher author's belief that the lack of physical contact made accountability and obligation to complete the survey questions easier to forget. The researcher author also discovered that although the study was designed to be interactive in nature by exposing participants to all group responses, very few took advantage to respond and question the thinking of others. The researcher author was not sure whether participants read through all the responses and simply agreed, chose not comment, or simply did not review other participant responses. The very nature of this studies use of the internet as the primary source of communication again made accountability of participants to review all responses difficult.

Despite these drawbacks, the researcher author did feel the Delphi method was an effective technique as a consensus-building and forecasting tool in this research study. It allowed participants a risk free environment to voice their opinions and provided them the opportunity to comment on and expand the thinking of others without fear of alienating or offending a colleague.

Based on the researcher author's experiences with this technique, one of the things which could have been improved was to set more specific timelines. The initial timelines sent out to participants were not specific enough. The researcher author needed to provide specific dates to complete the questionnaires. Additionally, the researcher author would initially

request another means of communication. Computer viruses spreading throughout computer systems often interfered with the only means of communicating with participants. It was difficult to track whether they had received the questionnaires, and the researcher author frequently had to take extra time to find another means to contact participants.

The Dephi technique is a method the researcher author would consider utilizing again for future studies. As a current school administrator, this method provided the researcher author a way to access other school administrators that did not require face to face contact and the need to calendar additional meetings. It provided participants the flexibility to respond to questions at their leisure. This method accommodated the time constraints of the researcher and the participants, a valuable commodity for the school leader.

SUMMARY

In conclusion, education plays a vital and important role in Asian culture and yet is not a career choice actively promoted in Asian American families. Asian children in general are encouraged to seek positions in more lucrative areas such as medicine, engineering and computer science. For Asian American females with the desire to enter education and progress up the ranks to educational leadership, role models and mentors are rare, and yet play important roles in supporting Asian American females who successfully navigate the journey to educational leadership positions. The road blocks on this journey are numerous, from stereotypes which many perceive as weaknesses in leadership, to the cultural expectations of Asian American women and family that conflict with the demands of leadership to name a few. Universities and school districts are becoming increasingly aware of the lack of diversity in educational leadership and are making efforts to increase recruitment, but progress is slow. To overcome these road blocks, Asian American women currently in educational leadership positions possess the following: strong work ethics; have successfully merged their cultural beliefs with those of the dominant culture; have a strong sense of self-efficacy; are life long learners; and have developed a strong network of support both personally and professionally.

RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the data gathered from this research study, further research must be done on the cultural beliefs of Asians with regard to females, leadership and education. The following is a list research questions and topics to explore promoted by this study:

1. Does geography play a role in the cultural beliefs of Asians?
2. Are the perceptions of the participants in this study consistent with those on the east coast of the United States? Hawaii?
3. Is there a difference in the perceptions, cultural beliefs and values of 1st, 2nd, and 3rd generation Asian Americans?
4. Exploring the anomaly of Asian families great desire to see their children receive an education, but to discourage them from entering a career in education.
5. Exploring the public perception of Asian American female school administrators.
6. How do the experiences of other minority females as they have entered into leadership and evolved, compare with that of Asian females?

This researcher hopes to one day be able to explore the questions and topics which emerged as new avenues to explore.

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APPENDIX A

INFORMED CONSENT FOR EXPEDITED

RESEARCH

Appendix A

Informed Consent for Expedited Research

Dear Potential Participant,

My name is Dina Pacis and I am a student in the Joint USD-SDSU Doctoral Program. I am conducting a study to identify the perceived barriers and enablers, as well as the reflections of educational leadership from the viewpoint of Female Asian educational leaders. I am asking Asian American females currently in educational leadership positions to complete a series of three questionnaires. The results will be reported in a dissertation that I will complete as a requirement of my graduate program.

The questionnaires will be sent out via e-mail in three phases over the span of several weeks. You will be asked to respond to a series of questions designed to provide the researcher with the perceptions of educational leadership looking through the lens of Asian American female educational leaders.

Your participation in this study is voluntary. If you decide to participate, your responses will be anonymous- that is recorded without any identifying information that is linked to you. If you would be willing to participate in this study, or have any questions regarding this study, please contact me at dpacis@pacbell.net.

Thanks for your consideration,

Dina Pacis

APPENDIX B

DELPHI STUDY

ASIAN AMERICAN FEMALE EDUCATIONAL

LEADERS

SUMMARY SYNTHESIS ROUND ONE

Appendix B
Delphi Study
Asian American Female Educational Leaders
Summary Synthesis Round One

1. Why do Asian American women continue to be underrepresented in the ranks of educational leadership?

- Asian American women are drawn to service oriented professions, but they often times prefer the more lucrative service oriented professions that encourage independence and promote growth opportunities while also ensuring financial stability.
- Under the danger of making a stereotypical comment, a lot of the Asian American women I know choose to work in the corporate and research world of Science, or in some academic capacity at the university level. Ex. Engineers, doctors or nurses.
- Education is greatly stressed, but not as a career path encouraged by Asian parents-education is not viewed as a field of respect.
- Asian culture does recognize strong leadership skills of women, but not in the workforce, rather at home as someone who runs the household, maintains the finances, raises the children, and keeps everyone organized. The role of Asian women is strongly tied to family duties rather than work duties.
- Educational leadership has been predominately perceived as a male arena. The men in those positions possess the authority to make qualitative judgments and influence the career paths of women who through no fault of their own are less powerful. Asian female achievements are often overlooked due to the good ole' boy syndrome.
- Lack of role models
- Core family beliefs are important
- Women realize it is a very challenging and demanding job and it's just not attractive enough for some women to pursue.
- There are stereotypes regarding race. Asians are viewed as less educated or having a background, (upbringing) that hinders work ethic.
- What are enablers and barriers to Asian American women working towards a principalship?
- **Enablers:**
 - Universities/districts are aware of the lack of diversity in educational leadership and are making a better effort at recruiting diverse educational leaders than they have historically.
 - Typically tight community. Asians could help other Asians.

- Another strange enabler: I have seen some Asian women “sell out” or try to “act White” in order to “fit in.” This attitude seems to “please” some of the people in power, who usually tend to be Caucasian. It is a sad, but true reality and can only perpetuate the circle of prejudice and cultural misunderstanding.
- Stereo type of Asians as the model minority
- **Barriers:**
 - Lack of positive role models who embrace who they are as Asian American women; lack of visibility from the part of organizations that support future Asian American women educational leaders.
 - Many women from the Asian culture are very respectful of authority figures. Sometimes this behavior manifests in silence or a form of controlled contributions at the decision making table. This behavior could be perceived by the Western culture as an indication of weakness or an inability to make decisions. As a result, often times they are denied the promotions they so much deserve.
 - The long hours and networking are two factors. Not all want to be principals because of small children or the desire to start a family.
 - Language and a core belief system are the common barriers that prevent Asian females from working towards a principalship
 - Women who are often more qualified for a position have to work twice as hard as their male counterparts to prove themselves.
 - Depending on the district, women may have to relocate more often than men in order to find the right career opportunity.
 - For Asian women there may be an additional layer added to their need to prove their abilities and stamina under pressure.
 - Motivation- Asian philosophy of “going around” instead of hitting issue straight on “Tallest nail gets hit the hardest”.
 - How do Asian American women currently in the ranks of educational leadership overcome these roadblocks to ultimately become successful school leaders?
 - Overcoming Asian female stereotypes i.e. self image
 - Developing communication and leadership skills
 - Mentors
 - Some of these Asian American women interact more with people or colleagues outside their ethnicity. They, over time, acquire the habits and behaviors of the dominant culture while yet preserving their identity. A two pronged approach therefore launches them towards success.
 - Networking within the field of education

- Being a life long learner-professional development
- Balancing family and work efficiently-learning to multi-task
- Strong work ethic
- Personal infrastructure of support-family and friends
- Most look for a back way in...path that circumvents confrontation.
- How does looking through multiple cultural lenses impact leadership style?
- Every person in every school comes from a difference cultural background. It helps to keep an open mind which in turn will helps in understanding how to meet the needs of all stakeholders.
- It's really not so much looking through multiple cultural lenses but how students look at Asian females as "not white". There is an immediate attraction that allows Asian females to access a child that may be failing or needs support with family issues. Kids in the US are kids, the biggest challenge is working with parents and students whose students are straddling to fit into two cultures their parent's and their peer US culture.
- Cultural acceptance is something that is communicated in every thought, word and deed. It is the fabric of every educator and becomes the thread that weaves a school together in pursuit of a common goal to raise student achievement for all students.
- How can policy makers, school districts and universities improve current recruiting efforts, training and support to increase the number of Asian American females who choose to enter the ranks of educational leadership?
- Scholarships, internships, recruiting at the Asian Pacific Conferences and job fairs
- Mentor support for new administrators are all things that will help to bring more Asian American females into educational leadership.
- Policy makers can begin by allowing for idiosyncratic diversity in the ranks of educational leadership. Silence is not stupidity and respect does not spell timidity. We all have something to offer. Schools and universities must depart from stereotypes that measure Asian women and women from other cultures against their Caucasian standards of appeal and presentation.
- Leadership training which is culturally more sensitive

APPENDIX C

DELPHI STUDY

ASIAN AMERICAN FEMALE EDUCATIONAL

LEADERS

SUMMARY SYNTHESIS ROUND TWO

QUESTIONNAIRE

Appendix C
Delphi Study
Asian American Female Educational Leaders
Summary synthesis Round Two Questionnaire

Thank you for your responses to round 1 of my study. What follows are themes I have identified based on your responses. Please take a few minutes to look over the responses and complete the following:

- Please look over the themes I've identified based on your overall group responses. Which theme or themes resonate with your personal experiences?
- Please take each theme and rank them according to significance. **1-Not Relevant, 2 Somewhat Relevant, 3 Relevant, 4- Very Relevant**

Please look over the themes I've identified based on your overall group responses. Which theme or themes resonate with your personal experiences? Please elaborate and explain your response and then rank the themes according to the scale above.

1. Why do Asian American women continue to be underrepresented in the ranks of educational leadership

- **Education is not a career path that is encouraged in Asian families.**

Rank: 4- 8, 3-2, 2-2, 1-2

- No, being a teacher and educator has been a source of pride in my family.
- Growing up there was a familiar saying in my family "You will become a lawyer, doctor or an engineer." Although I was an excellent student in high school, I didn't want to become a lawyer, doctor or engineer. Once in college, I studied International Business with an emphasis in French and Western Studies. On several phone calls from my father, he would encourage me to study engineer. Those were the tough times because I tried to please my family but at the same, I tried to stick to my goals and dreams. I got in education by accident really. I received a scholarship from City Schools to be a teacher in five years after I finished high school. At the time, I kept thinking that if all else failed, I would become a teacher. I got my teaching credential in five years and have been involved in education ever since. I have not yet worked in other profession or used my bachelor degree in International Business to earn a living in the private sector.
- There is little money in education, it is not encouraged. Income status.
- A career in education is not viewed in Asian culture as highly prestigious.

Rank: 4-0, 3-9, 2-2, 1-3

- Not in my experience, but in general that is indeed the perception. Example: an MD is a lot more prestigious than a teacher.
- Not many Asian leaders in the education field in school districts or at the universities.
- In the Philippines yes, in the United States no, not sure why.
- Asian culture and stereotypes discourage Asian females from leadership roles.

Rank: 4-6, 3-2, 2-5, 1-1

- Asian culture discourages women from pursuing leadership opportunities; rather the culture of this country is such that a woman leader is portrayed as (and expected to be) a hardcore, cutthroat, tough talking, outspoken, thick skinned individual. This probably goes back to who holds the cultural and social capital keys in this field; it is still the White middle-class male (and in many aspects female) dominating culture that pushes socioculturally and sociolinguistically different individuals to act White, middle-class in order to be successful.
- Because my culture is still dominated by male, any female leadership role is not discussed very much at dinner conversations.
- Women are not encouraged to take on leadership roles in society-especially where men also work.

6. Educational leadership perceived as a male dominated.**Rank: 4-7, 3-2, 2-2, 1-3**

- Not necessarily.
- This is not so true anymore. In many school districts and universities, there are now many female education leaders.

2. What are enablers and barriers to Asian American women working towards a principalship? Please look over the themes of enablers and barriers I've identified based on your overall group responses. Which theme or themes resonate with your personal experiences? Please elaborate and explain your response and then rank the themes according to the scale above.

- **Enablers:**
- **Leadership Training**

Rank: 4-8, 3-2, 2-4, 1-0

- What kind of leaders are we producing? Are they leaders committed to social change? Or are they committed to upholding policies?
- The training is available, but few take advantage of it.

- Leadership training is the key to working towards a principalship.
- Training settings make it “okay” for Asian American women to develop their potential as leaders.
- **Leadership skills of Asian American Females.**
 - **Rank: 4-6, 3-4, 2-3, 1-1**
 - Skills are not always key in hiring decisions.
 - The skill is there. It is untapped as it’s not encouraged.
 - Most Asian females have excellent, commanding leadership skills.
 - Not expected to be a leader culturally in a male dominated work place.
 - Assimilation
- Rank: 4-2, 3-6, 2-5, 1-1**
 - Learning to “play the game” is sometimes useful in attaining leadership positions.
 - 1st and 2nd generation female Asians are less likely to feel as part of the educational leadership community.
 - “Fitting in” yet losing some connection to one’s cultural roots.
- **Typically a tight community, Asians could help other Asians.**
 - **Rank: 4-6, 3-2, 2-6, 1-0**
 - Yes, but do they really help each other? How? It would be interesting to see what contributions Asian or other minority women leaders have made to empower their “sisters” in this field.
 - Asians do not typically promote careers in education. The pay is too low.
 - Expectation that “you will help me” and give me a break.
- Stereo type of Asians as the model minority
 - Rank: 4-4, 3-1, 2-7, 1-2**
 - Yes, Asians are seen as the “smart ones,” but viewed as leaders?
 - Most Asians are expected to be a part of the science/math/technology community.
- **Recruitment**
 - Rank: 4-5, 3-8, 2-0, 1-1**
 - What efforts are being made out there?
 - Little to no recruitment.

- Unless the importance of educational careers are marketed, kids will not
- have role models.
- Barriers:
- Lack of role models

Rank:4-7, 3-3, 2-3, 1-1

- Are there any good role models?
- There are few
- Our kids don't see Asian females in education if they see more choosing this path, they too may value it.
- **Asian culture- cultural behaviors and preferred leadership styles**
 - **Rank: 4-6, 3-3, 2-5, 1-0**
 - The culture has very high expectations for specific careers such as the sciences.
 - Do these behaviors and assumptions match the dominant culture's styles?
- **Professional and Personal life**
 - Rank: 4-6, 3-4, 2-3, 1-1
 - Once one decides to go into high leadership positions, one makes that commitment and sacrifices professional and personal aspects of oneself.
 - Educational leadership does not match cultural expectations.
- **Language acquisition**
 - **Rank:4-2, 3-5, 2-7, 1-1**
 - For second generation Asians, this is not a factor.
 - This is an important theme since English is not my first language. Insecurities arise as a result. Writing is a struggle. The need to be perfect in writing, reading and speaking is strong. Native English speakers do not have to deal with this problem.
 - Affects how one communicates and is easily ridiculed in the U.S.
 - How do Asian American women currently in the ranks of educational leadership overcome these roadblocks to ultimately become successful school leaders? Please look over the themes I've identified based on your overall group responses. Which theme or themes resonate with your personal experiences? Please elaborate and explain your response and then rank the themes according to the scale above.

- **Overcoming stereotypes**

Rank: 4-6, 3-7, 2-0, 1-1

- It is all about inner belief, not easily overcome.
- Lack of belief that women can and SHOULD lead changes that results in improvement of other people's lives. The first barrier often resides in oneself.

- **Leadership skills**

Rank: 4-2, 3-8, 2-2, 1-2

- Overcoming lessons taught from early on are roadblocks.

- **Mentors/Support community**

Rank: 4-3, 3-6, 2-3, 1-2

- Not aware of any mentorship going on. If this exists, it needs to be advertised.
- The support is there, however it must be sought.

- **Most look for a back way in...path that circumvents confrontation.**

Rank: 4-3, 3-2, 2-4, 1-2

- From within, Asian females must learn to deal with this.

- **Have a great understanding of how ALL students learn (not just in one's culture).**

Rank: 4-7, 3-4, 2-1, 1-2

- Asian counterparts are extremely insightful in this area.
- Being Asian provides us an advantage for understanding how Asian students learn. However, a true educational leader needs to know and understand how all students learn.
- Any successful leader will do this.

- **Be comfortable with the fact that money will not determine your success but student success will.**

Rank: 4-6, 3-5, 2-2, 1-1

- One must learn to live with the dictates of their heart, not family expectations.
- Not an easy place for people to be, this is about giving and not expecting anything in return.
- How does looking through multiple cultural lenses impact leadership style? Please look over the themes I've identified based on your overall group responses. Which theme or themes resonate with your

personal experiences? Please elaborate and explain your response and then rank the themes according to the scale above

- **A person's cultural background is important**

- **Rank: 4-9, 3-2, 2-3, 1-0**
- If we can't use multiple cultural lenses and embrace other leaders/colleagues of all cultures, we will be less than we could be.
- This is important and necessary in order to be a successful leader.
- Educating in America today requires the ability to understand and honors all cultures. A school leader cannot help his/her staff to meet kids' needs if he/she doesn't understand them.

- **Accepting diverse cultures**

Rank: 4-12, 3-2, 2-0, 1-0

- --If we can't use multiple cultural lenses and embrace other leaders/colleagues of all cultures, we will be less than we could be.
- --This is important and necessary in order to be a successful leader.
- --Educating in America today requires the ability to understand and honor all cultures. A school leader cannot help her staff to meet kids' needs if she doesn't understand them.
- How can policy makers, school districts and universities improve current recruiting efforts, training and support to increase the number of Asian American females who choose to enter the ranks of educational leadership?

Please look over the themes I've identified based on your overall group responses. Which theme or themes resonate with your personal experiences? Please elaborate and explain your response and then rank the themes according to the scale above.

- **Recruitment**

Rank: 4-10, 3-3, 2-0, 1-1

- --Have Asian female leaders be a part of the recruitment.

- **Mentors**

Rank: 4-11, 3-2, 2-1, 1-0

- This is relevant, but having an Asian mentor is not key. The multiple cultural lens of the mentor is the key.
- Having mentors during the administrative credential will help potential candidates to be more comfortable in their roles.

- Believe that Asian women can best change their own faith in their ability to lead others through working with mentors who help them change their own self beliefs and image.
- **Leadership training which is culturally more sensitive**
 - **Rank: 4-7, 3-4, 2-2, 1-1**
 - Culturally sensitive training does not seem to exist from the perspective of Asian females
 - There are many things I am still learning, we need to know how and why kids think and choose to do the things they do as they link to their culture.
- **Negatives to educational leadership**

Rank: 4-1, 3-4, 2-8, 1-1

 - Very long hours, daily stressful problem solving involving people of all backgrounds, incommensurate salary.

Please respond to these additional question:

1. Why do Asian-American females choose to become educational leaders despite the fact that their families and/or parents may not support that choice? What contextual or emotional factors were in place to help overcome those particular roadblocks?
 - **Challenge of a leadership role**
 - A sense of having determined one's own destiny.
 - Bravery
 - The "I'll show them" attitude- the need to go against the grain.
 - **Emotional factors- confidence, colleague support**
 - Most gravitated towards area of strength, being weak in math or science for example, caused anxiety for many Asian students whose families encouraged careers in those areas. This anxiety was enough to provide some participants the courage to oppose their parent's wishes and move towards a career in education.
 - Prior school experiences (personal) ex. A teacher or principal who inspires you or takes you under his or her wing or success in an area which makes you feel you would be good and it feels good.
 - **Desire to live up to ones potential**
 - Increase in earning potential, respect
 - It's interesting, despite the fact that there was no encouragement to go into education, once the choice is made, many families were very supportive. Participants were then encouraged to go as high as they

possibly could. Of course the big motivator continued to be money for. The further up one went the more money they would make.

- There were hints from a professor or two after they read my writing. They thought my writing was not good enough for me to be a leader. Writing has always been my Achilles' heels. I acknowledged it to the professors that it was an area that I needed to work on, but it did not mean that I can't lead. My philosophy in life is that if someone tells me that "I can't do certain thing," I like to proof them wrong. It has been working time and time again. I want me to be the one who put limits on me, not anyone else.
- I was motivated to go to the top of my field. Status was important for me and symbolic to my family.
- **Developing a multicultural lens on life.**
 - Asian American females chose to become educational leaders because they quickly realize that the rules of existence and the criteria for cultural modesty differ from that of their home country. To observe their cultural etiquette could easily mean living as a second class citizen in America. They quickly assimilate into the dominate culture. This in turn gives them the security they need to forge ahead.
- **A love of:**
 - Learning and the written word of children
 - The value of a life dedicated to the needs of all children.
 - A strong passion to make a difference in the lives of those less fortunate- a sense that justice is not served until they take action.
- **One teacher my first year, told me I was hired because I am a woman and I am Asian. Other than that, my experience has been positive.**
- **Have you experienced any open bias or a negative experience on your journey towards educational leadership (i.e. 'someone saying you can't do it')? Please elaborate and explain.**

YES:

- **In the admin. Program there were very few minorities in class and all professors were Caucasian older males.**
- **I never had anyone tell me I couldn't do it, but my own insecurities had me perceiving that favoritism occurred at a school site I was at. My very traditional principal had a reputation for having a penchant for pretty blonde women; this appeared to play itself out in his immediate office staff. When an administrative position opened up at the site I was a**

finalist along with a pretty blonde woman. Needless to say, she got the position. I eventually went on to another site in another administrative role.

- Yes, but not so much in the basis of my Asian background; more on philosophical differences with that person as to what it means to be an instructional leader, and on that other person's own insecurities that "I might take over that person's job."
- Yes- Some say I need more education, or because my personality is a certain way, they think I couldn't handle being stern.
- My own family asked why I needed to pursue this. (Won't it be dangerous?)
- The only negatives I experienced were: "You're too smart to do that. There isn't enough \$ in the effort."
- My great aunt- who happens to be a retired principal- was adamant- she said I was wasting my time and I would not make any \$! (She's retired from the Oakland District!)
- Yes- in college. I had an advisor who told me the path I had chosen was too hard for me. I was advised to choose an easier route. I ignored the advise and moved ahead to spite her.

NO:

- No, not really, on the contrary, I've been fortunate to be surrounded by people who feel I would be a good role model for younger females.
- I don't know it yet
- No I've only had to be aware that my demeanor maybe sometimes taken as demeaning , uncaring or standoffish. So I've had to learn to be more vocal then has been my character.
- I don't believe so, I believe as Asian leaders, we meet the needs to succeed in our community- and more important, the needs of kids.
- Is there an Asian Female style of leadership or diversity?
 - The need to be in touch on all issues
 - Non-confrontational, non aggressive

- **Leading with few words**
 - One is the ability to listen to staff, students and parents without judgment. Another one is to work in small groups either with students or teachers.
 - I believe that we do not always jump in with opinions quickly, that we listen carefully before we think or speak.
- **Not sure if there is one. But if we are to look at stereotypes, we actually do work hard, are very studious and are anxious about getting things done right.**
- **I guess it would be “cold” or “stone face”, “hard” and not passionate.**
 - Professional to a fault- can be seen as cold as a result.
 - I don’t know that there’s one definitive style, but certainly I believe Asian females overall display a very stoic facade to the public, but this belies the fire behind the stoic facade. I believe Asian females to be very passionate about their beliefs, but view it as a sign of weakness to allow others to see this passion.
- **Being a female administrator comforts those in need of comfort but works against me in dealing with kids/parents that defy any authority (especially females). But being a minority is more a positive than a negative.**
- **No, there isn’t one. We however tend to be more compassionate and family oriented, while keeping the business goals within sight.**
- **I am a global thinker- the big picture is key to making decisions. I build strong relationships, am a good listener, ask questions, and honor all the talents and shortcomings of my staff. I also strongly believe in building capacity.**
- **Are there aspects of leadership style which have been successful for you as an Asian American woman in dealing with leadership challenges?**
 - **Approachable, personable, open lines of communication**
 - Yes, people find me more approachable than they do my Caucasian counterparts because I am more subdued, and less confrontational in my approach to issues.
 - **Networking with colleagues**
 - **Respecting the opinions and needs of all stake holders**

- **Firm, fair, honest, gentle, straight forward, but with extreme respect for others.**
- **Valuing education as the door to success**
- **Personally speaking; I do not jump and provide opinions just for the sake of talking. I tend to reflect a great deal before I talk. This has enabled me to understand issues deeply and to look at such issues from multiple perspectives.**
- **Yes waiting before making decisions- “climbing up the flagpole and seeing the lay of land.”**
- **To be a good listener, allow people to vent or explain, then deliver the facts. I always have to be ready or “armed” if you will, to be as prepared as possible and look professional in dress and stature.**
- **Being a listener, networking with colleagues, respecting the opinions and needs of all stake holders, valuing education as the door to success.**
- **As a minority, it seems more minorities are willing to open up to me, as if I’m more likely to see their side of things. Even though I don’t speak their language, they are more likely to come to me for sympathy rather than seek it from my white counterpart who is probably more sympathetic than me, and she’s kinder.**
- **I must always be perfect, with every ‘I’ dotted and every ‘t’ crossed. When I clearly articulate my knowledge and model the learning, I overcome the challenges.**
- **Being yet observant- steady , organized, calm (but isn’t this true of many women in leadership?)**
- **I think my “quiet demeanor” has helped to defuse volatile situations with staff, parents and students.**

APPENDIX D

DELPHI STUDY

ASIAN AMERICAN FEMALE EDUCATIONAL

LEADERS

SUMMARY SYNTHESIS ROUND THREE

QUESTIONNAIRE

Appendix D
Delphi Study
Asian American Female Educational Leaders
Summary Synthesis Round Three Questionnaire

Round 3 marks the final questionnaire of my study. I'd like to thank each of you for taking the time in your very full professional and personal lives to respond to my questions in support of my study. Let me know if you'd like to see the final results of my study. I'd be happy to share this with you. *Dina*

Please respond to the final round of questions that follow these directions.

- You will find at the end of the questions a summary statement which I have written based on your responses to my questionnaires rounds 1 and 2. Please edit, respond or add on to this summary statement.

Please respond to the following questions:

- 1. All participants felt to varying degrees that leadership training played a significant role in their success as educational leaders. Please discuss specific recommendations for working programs, training sessions, workshops, pilots, grants (or grant ideas), run by your districts, counties, state, universities etc. which you felt were worthwhile.**
 - The California Literature Project (a UC subject matter project) provided me instructional leadership training in both content, context and the “how to” skills of facilitating and leading a group of peers.
 - San Diego City Schools has in place an excellent leadership training program, ELDA. For one year, aspiring leaders take university courses and serve an internship under an experienced and successful principal. This course work combined with hands on opportunities is invaluable. Though I did not participate in ELDA Educational Leadership Development Academy (ELDA) USD/SDCUSD, I have several colleagues who have, and we have had long discussions over the learning that transpired.
 - The ELD program is a good program for the aspiring leaders to participate. One of most important programs for any educational leaders is mentoring. Having an experienced educational leader as your mentor by your side will help you tremendously along in the process. He/She will be your guiding force as you face difficult situations in your school.
 - Some of my best training came through work & training as a peer coach/staff developer. This training was centered on the instructional piece of leadership, which for years, has been a sometimes weak element in school leaders. As a result of this training which included national consultants, & constant dialogue & collaboration with

fellow peer coaches, I felt much more ready to assume an administrative position.

- Another excellent training opportunity came through the Tier II Leadership Program at San Diego State under the direction of Dr. Carolyn Downey. She & Janet Allen (consultant) were the best of the best.
- CSLA California School Leadership Academy (CSLA) FROM SAN DIEGO COUNTY OFFICE OF EDUCATION, this provided me with the newest theories in educational leadership and a place to network with other administrators across the district.
- CSLA
- Walk through training- Dr. Carolyn Downey (SDSU)
- Curriculum calibration- Dr. Carolyn Downey (SDSU)
- Readers/writers workshop prof. dev. Janet Allen
- ELDA program
- ACSD- Backwards by design Grant Wiggins
- Kate Kinsella (SFSU)- Instruction and second language
- Standards and assessment- county office of education
- Annenberg foundation/McConnel Clark Grants- collaborative work in education.

Leadership Training: The key, I believe, is for a person to realize where she would like to strengthen her skills. My particular area is curriculum and instruction. The best skills are in developing relationships and supporting staff through these relationships. It is also key to know how to move a group to think at high levels so that a vision can be realized. Some of the trainings that I have attended that have made a difference for me are the following:

- finding a mentor in the district and growing with them
- Beyond Diversity with Glenn Singleton (SDCOE)
- Stephen Covey Coaching
- Carolyn Downey's Management by Walking Around
- Rick DuFour's Building Learning Communities
- ASCD books/memberships
- Understanding by Design by Wiggins
- Situational Leadership by Ken Blanchard.
- My district had an administrative program/internship which was tailored to meet the needs of the district, satisfy the requirements of the state, and adequately prepare prospective candidates for upcoming administrative positions. It was very helpful to have most

of the courses away from a university campus and also taught by district personnel. The persons who taught the courses offered real scenarios that taught students how to make savvy educational decisions that was still within the confines of the law.

2. What worked best for you in terms of accessing these leadership trainings, university courses, online lessons etc.? Please elaborate and explain your response.

- Recruitment at the district level Get interested student teachers/new teachers recruited into an Admin intern program.
- Word of mouth, and principal's encouragement.
- My best access to this training came when I could participate during the day. Night course work after a day's work was very difficult. On-line work was okay, but I gained much more from in class time than from an on-line work.
- I found training sources in a variety of ways.
- The professional organizations to which I belong put out the word so I am on mailing lists.
- Also, I have friends in administration that look out for me.
- And then there is the good old fashion way of just seeking out sources on my own. The fact that this question was asked is interesting in itself. The search for training sources for Asian American Female Educational Leaders is like looking for some rare valuable gem. Every avenue must be explored and I almost felt pressed to see value in any program geared toward my goal
- I guess the best way to know about them is to be on every leadership list serve, as well as making sure I'm on the email list of all leadership interests through the district and county office of education.
- Accessing these trainings through scheduling can only be made possible by flexible work schedules, and flexible times of trainings.
- Leadership training in my district has been non existent for Vice principals and nominal for those who worked up the ranks in the traditional manner. Until recently only administrative interns coming from the ELDA program promoted by the district received any real support. Those coming from outside the district or worked their way up from teacher, to VP to principal received mentor principals. Originally these mentors were also sitting principals, their already overloaded plates made it difficult for them to support rookie principals.
- In order to access leadership trainings you had to proactively go out to seek them. With so much on our plates this has taken a back seat, trainings provided by the county offices of education do not seem to

be actively promoted by the district, and communication from the county has been sporadic at best.

- Thus what has worked best have been programs at the university level unfortunately this has been because I've had to take these programs to clear my credential. They have however been so valuable. They provided me with a place to collegially have conversations, problem solve and bond with fellow leaders in a safe nurturing environment. The university courses I've taken have also considered the needs of a full time administrator, working in assignments which were beneficial but not onerously time consuming. There was a nice balance of on- line work, face to face time as well as trips to schools in session to see the theories in application.
- Bulletins/notices, Some form of communication that requires a response.

Leadership Training: The key, I believe, is for a person to realize where she would like to strengthen her skills. My particular area is curriculum and instruction. The best skills are in developing relationships and supporting staff through these relationships. It is also key to know how to move a group to think at high levels so that a vision can be realized. Some of the trainings that I have attended that have made a difference for me are the following: finding a mentor in the district and growing with them, Beyond Diversity with Glenn Singleton (SDCOE), Stephen Covey Coaching, Carolyn Downey's Management by Walking Around, Rick DuFour's Building Learning Communities, ASCD books/memberships, Understanding by Design by Wiggins, Situational Leadership by -Ken Blanchard.

- Provide fliers to school sites to promote the programs; have site admin.recommend potential candidates.
- I like the one-on-one advisor that I had last semester. Even though we only met once during the semester, I felt it was very helpful because I could talk and share my frustrations and triumphs with her. This is something the university should invest more into this type of program.
- What worked best for me was that the class times were tailored to fit our needs. The classes were held once a week right after work on a given day from about 4:00pm to 6:00pm or 7:00pm. It was great to be able to enjoy the support of our peers during class Mutual interaction and discussion helped deepen my thinking.

3. Asian cultural beliefs play into the lack of family support for Asian women going into educational leadership. What if anything do you believe can alter this belief system?

- Cultural beliefs are not easy to change. I think that it is up to the newer generations of Asian women leaders to demonstrate to their

cultural communities that they are not becoming “White” by becoming leaders.

- I believe that this will require support from all ethnic backgrounds in America in two areas:
- Greater respect for educators at all levels
- Higher salaries for educators at all levels
- I believe that as generational levels are extended in this country, there will be greater family support for Asian women going into educational leadership.
- My family is very much influenced by the status of my position. Now that I have achieved leadership status and that my place “at the top” is seemingly secure, my family accepts it. Getting there was where I could have used more of this support. Believe it or not, it has actually been easier to gain acceptance and encouragement along the way from my Caucasian peers that it has been at times from the older members of my family. This tells me that the Asian American youth are well on their way to breaking through old perceived barriers, possibly in any field and at any level, and that makes me feel good.
- I believe the only thing that will show Asian women that there are other Asian women that have been successful in these leadership roles.
- Being visible and available to mentor others into leadership positions is the only way others will follow.
- I believe that more Asian American female role models would work wonders towards altering cultural beliefs. Seeing others who have successfully made in man’s world validates that others can also succeed.
- Cultural Beliefs:
- Many Asians that come to America come with the notion that \$\$=status in society. Nothing new for any culture, however the pride success of first generation Asians is NOT linked to success in the fields of education but to professions in medicine, law, and business.
- To help get over this stereotype; I believe we need to bring out successful women in education to speak about their profession to parents and students, early on, as to why education is a valued profession.
- What is interesting to me is that Asian cultures highly value education but do not choose to give professionally to it. Why the disconnect? Also, the notion that success is in a job, not in the income. That, to me, is rooted in the family.

- Unfortunately, I think it is all about money. Asian parents see the money in jobs such as lawyers, doctors, engineers. Unless (American) society as a whole sees being an educator as a prestigious, lucrative job, then the perspective will remain the same. Being an educator is a very noble and demanding job but it's not seen as glamorous as those mentioned above.
- I think Asian educational leaders should be more visible in the community, i.e. schools, colleges, universities, etc., so Asian students can see the possibilities for their future.
- The Asian family culture thrives on an extended family support system. Everyone has to be a contributor while also some sense of individuality at some point. This means that for the average Asian, they must be in a position to support the extended family as well as themselves. It would help if the education system offered a lot more financial support so they can fulfill this role. Also, programs need to be designed so that they provide opportunities for prospective administrators to gather and discuss issues. This level of collaboration will provide support for the Asian administrator while serving as a quasi extended family support system.

4. What other resources could be used to help Asian women build up their self confidence and succeed in educational leadership?

- Feature Asian women leaders in newspapers, Asian TV channels, magazines, university alumni magazines, etc.
- Form formal and informal associations/groups that truly support and offer educational opportunities.
- I think that mentorship from leaders is essential. The mentor's culture is not critical; the quality of the mentorship is. Also, the establishment of professional support groups would be helpful.
- Contact, via speaking encouragements, informal lunches, any exposure to Asian female leaders in any field is a great resource. Even contact with female leaders, regardless of race and field has been valuable. Actually, some of my biggest "fans" have been Asian educators who are in touch with children on a day to day basis. They see the value of having future generations observe my success as a leader. As a kind of pioneer in the field, Asian educators see me opening more doors for future generations by letting them know that nothing is impossible. You do have a say in your future, so make good choices and start setting some goals while you're young. I guess we all kind of feed off of each other in a positive, cyclical sense.
- As with all women I think the key is visible role models.

- Mentors, network of other Asian American females you can go to for support, acknowledgment by districts and universities that diversity is needed by seeking them out and promoting them.
- Best sources are still other women!
- --Resources: Wow, that is a tough question. With leadership positions in any arena, confidence is key to success. The key to success is how we build and maintain relationships and how we encourage and support others to their potential. What is also key is that we are risk takers and are open to new ideas and see opportunity in every situation that is an attitude.
- Asian mentors who are in all types of position of power; workshops or training that try to change the mindset of Asian women to be more outspoken, aggressive, and more confident.
- Network and more network. When I first started in the teaching profession,
- There were many organizations to help Asian educational leaders. However, I don't see it anymore.
- We need to continue to encourage Asian women to assume leadership positions. As they assume these roles, they can then serve as models for other Asian women. It is also important to recognize their style of leadership instead of frowning on it because it does not quite match the style of the dominant culture. We have to recognize that there are diverse ways to achieve effectiveness and their approach to leadership is just as valid as those of the dominant culture.

5. Many of you stated that networking and the support of Asian professionals as mentors and role models either played or would have played a significant role in your success as educational leaders. What networking programs, professional associations or subgroups of professional associations have you discovered, and how did you find them helpful?

- AASD: Administrators Association of San Diego. It is a group that gathers administrators at all levels and of all genders. AASD really celebrates its members and allows for networking opportunities.
- Mentorship! My greatest support has come through networking I've done on my own. Most of the initial contacts have come through classes, training sessions, etc. in which I've been a participant. These contacts have also come through principal's conferences and the Administrator's Association.
- AASD, is the San Diego branch of ACSA. It has provided me with a support system, a place I can go to meet other administrators in the county.

- I am not a member of an Asian subgroup of any organization. I don't think it would be helpful to me. I would imagine how they are most helpful is to be mentors to young Asian women, but I don't think that's a function of the organization. I think that's a function of each person in a leadership role mentoring others.
- The greatest support I've received has been through networking which I have had to work hard to develop.
- Professional Associations: Because my focus and love is in curriculum and instruction, I focused my affiliations in this area. I have gone to many conferences and read many books on how to make meaningful work in this area. I have enjoyed CA League of High Schools, CA League of Middle Schools, and ASCD. In the arena of higher education, NASPA has a Minority Fellow Program that nurtures minorities in administration positions in higher education. These were helpful because I was able to talk to experts in the country in curriculum, assessment, and instruction. Bringing this back to a school site and coaching teachers through it is powerful. Once you make a national connection, it is easy to continue the networking. I have also met educational professionals around the country that I keep relationships with for ideas, networking, etc. This takes time but well worth the effort.
- Unfortunately not many organizations seem to exist, however, ACSA/ASCD do exist, but with few veteran administrators left in our district, not many seem to be actively promoting these organizations. My colleagues and I do meet informally once a month to talk and network about issues, but that has been a direct result of veteran administrators at that level (in this case middle level) who have been meeting informally for years and invited us in on the meetings.
- Asian (Woman) -Educators Association in City Schools. I found this organization to be very helpful because I met so many Asian educational leaders that it inspired me to become a leader. It was helpful to talk to them because if they could do it, so could I.
- Am a member of the San Diego Unified Administrators Association, The Phi Delta Kappan and ACSA. I have found the information offered by these organizations to be helpful in helping identify other organizations or groups of people who hold the same or similar view points as I do, on issues. Often times, these organizations publish articles that highlight most recent trends in education and offer insights that I may have overlooked. Most of these organization s and magazines were introduced by our teachers and supervisors in the course of the program.

6. How do we promote the positives that Asian Administrators might bring?

- Build on the cultural richness of each individual. Asian administrators are not “timid” or “submissive;” we are reflective, intelligent individuals who do not show our knowledge and our opinions through outbursts of outgoing behavior, or outspoken remarks.
- We can sympathize with the immigrant families of our communities. We understand (for the most part) their struggles.
- We are for the most part, bilingual, bicultural. That’s powerful!
- Assertiveness≠ being loud, and “Americanized.” It is about standing our ground, standing up for what is right, using our brains and our hearts to make difficult decisions, being honest with others.
- It must begin within the Asian culture, with 1st & 2nd generation parents becoming more involved at school sites. Asian parents are very involved at home with their child’s education, but do not become involved with the school & the parents of other cultures. Educational leaders must seek to change this by coming up with methods to bring the parents to school and to provide translation when absolutely necessary.
- My response to this question was pretty much addressed in question #4. The process of getting to where I am today has not been so overwhelmingly impossible, negative and full of stumbling blocks. In fact some doors opened for me easier than they did for my Caucasian counterparts because people welcomed my input out of curiosity as to how I would handle certain situations. Some (parents and other administrators meeting me for the first time) wanted to know about my “journey” then after that, my opinion became valued regardless of my race and gender. As with any job or situation, once you gain the trust and respect of those around you, your race and gender are only secondary, if that. The only unique thing about my situation as a female Asian administrator is that I have to go through that “testing” stage, year after year with new students, parents and administrators that I meet.
- The best way to promote the positives is simply by example. Once we are in leadership roles, and mentor others to leadership roles, we show by example the positives we bring to administrative positions.
- Again through role models, mentors. Articles of the successes of Asian female Administrators.
- We need to promote a structure which encourages networking. Networking would provide a means for discussion about the positives of Asian Administrators.
- Promote the Positives:
- Place people in high exposure positions that allow for networking and for honoring of good work.

- Send as Career Fair Representatives
- Talk to kids about how meaningful it is to have an Asian teacher/admin on site. Video and share with community.
- Being visible and connecting with people.
- Asian administrators are sensitive to minority issues when making decisions. Have a deeper understanding of concerns.
- Site/District/Community recognition for administrators. There are so few accolades for hardworking site administrators.
- Our background definitely helps us understand the diversity of the student population. We can educate the misconceptions of our own culture to others. The clichés that we are hard workers is true. We do work hard. We understand how students are learning to acquire another language.
- We have to begin by validating their skills cultural values. We must acknowledge the different styles and approaches to effective professional and interpersonal relationships. We must eliminate ethnocentricity as a societal value and embrace the collective strengths in our diverse backgrounds. There must be a balance between courtesy, politeness, effectiveness and being direct. The Asian Administrator will then feel more comfortable about embracing educational leadership because, they see some of the values they hold dear, mirrored and upheld in the ranks of educational leadership.

Summary statement based on your responses

--Please edit, respond or add on to this summary statement.

Education plays a vital and important role in Asian culture and yet is not a career choice actively promoted in Asian American families. Asian children in general are encouraged to seek positions in more lucrative areas such as medicine, engineering and computer science. For Asian American females with the desire to enter education and progress up the ranks to educational leadership, role models and mentors are rare, and yet play important roles in supporting Asian American females who successfully navigate the journey to educational leadership positions. The road blocks on this journey are numerous, from stereotypes which many perceive as weaknesses in leadership, to the cultural expectations of Asian American women and family that conflict with the demands of leadership to name a few. Universities and school districts are becoming increasingly aware of the lack of diversity in educational leadership and are making efforts to increase recruitment, but progress is slow. To overcome these road blocks,

Asian American women currently in educational leadership positions possess the following: strong work ethics; have successfully merged their cultural beliefs with those of the dominant culture; have a strong sense of self-efficacy; are life long learners; and have developed a strong network of support both personally and professionally. have developed a strong network of support both personally and professionally.

APPENDIX E

DEMOGRAPHIC QUESTIONNAIRE

Appendix E
Demographic Questionnaire

1. What Asian ethnic group do you self identify with?
1. What country were you born in? If not the United States, how long have you been in the United States?
2. Are you a first, second or third generation Asian American?
3. How many years of classroom teaching have you had? What other educational positions did you hold prior to or after becoming a site administrator?
4. What level k-12 is your experience as a site administrator?
5. Is your experience as a site administrator in an urban or rural school district?
6. Please describe your family dynamics (i.e. single no children, married with children etc.).
7. Your age (check one only)
_____ 20-30
_____ 31-40
_____ 41-50
_____ 51-60
_____ 61-70
8. What is your highest academic degree earned? What other credentials or certificates do you hold?

Thank you for your continuing cooperation and assistance

Dina