Women’s Career Development Towards the School Superintendency: An Investigation into the Effect of Tacit Learning

Abstract

Career development can be discussed in two primary ways: 1) as a type of formal education and job preparation that a person receives; and 2) as a type of informal learning-related career experiences that a person encounters. This study investigates the effect of learning preparedness on female school administrators’ career development. For the data analysis, this study uses the Structural Equation Modeling statistics. The findings from the analysis support the view that tacit learning from both direct and indirect job experiences has a greater effect on women's career development than formal learning. The effect of these factors, however, varies according to women's aspirations for superintendency.

Keywords: school superintendency; women administrators; career development; tacit learning.

Introduction

Literature focusing on women in the school superintendency, the top leadership position in educational administration, has been growing for the past two decades. With the issues of women in the superintendency, many studies have produced findings related to job characteristics, leadership styles and to the professional perceptions of incumbents, rather than issues related to the career development towards the position (Brunner & Grogan 2007; Maienza 1986; Tallerico, 1999). In particular, studies that identify the relationship between determinant factors