LEADERSHIP PERCEPTIONS OF THIRD GRADE STUDENTS BASED ON BOTH GENDER OF THE LEADER AND GENDER OF THE STUDENT

by

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ABSTRACT

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The purpose of this study was to determine the relationship between the gender of third grade students at Longfellow Elementary and their rating of perceived leadership effectiveness of both males and females as measured by the Kapanke-Sproul scale.

The subjects for this study were all of the third grade students at Longfellow Elementary School. This study utilized four pictures with written narrative descriptions attached. The students were each given a packet of four pictures with written narrative descriptions. Each packet contained an effective male leader, an effective female leader, an ineffective male leader, and an ineffective female leader. Half of the students received a

picture of a male described as an effective leader while the other half of the students received a picture of a female with the same written description. Next, half of the students received a picture of a female with the description of an effective leader, and the other half of the students received a picture of a male with the same written description. Thirdly, half of the class was given a picture and written description of an ineffective male leader, while the other half of the students were given a picture of a female with the same written description. Lastly, half of the class was given a picture of a female with the a written description of an ineffective leader, and the other half of the class was given a picture of a male with the same written description. At the bottom of each written narrative description there were two questions, and the students were asked to rate their perception of effective leadership ability for each individual on a "Likert Scale."

The results were analyzed to determine if gender of the leaders affected how they were perceived by the students. The results were also analyzed to determine if gender of the student affected whether males or females were perceived to be more effective leaders. To this researcher's surprise, none of the findings were statistically significant. When looking at the raw data, it appeared that male students perceived male leaders as more effective and female students perceived female leaders to be more effective, but when the data was analyzed this was not the case. The data analysis showed that generally, males and females are perceived as equally effective, regardless of the gender of the student or the leader. The collective findings of this study resulted in the conclusion to accept the Null Hypothesis that there is no statistically significant difference in perceived leadership effectiveness of adult males versus females based upon gender of the third grade students.

It is important to study gender issues to help understand what still needs to change to help eliminate sex-role stereotypes in society, occupations, and leadership roles. This information was used to make suggestions for future guidance curriculum to ensure gender equality.

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Chapter I

Introduction

Many years ago, men and women clearly did not have the same opportunities in life. Women have fought for equality between the sexes for many decades. Women have struggled to earn the right to go to school, the right to go to college, the right to work, and the right to vote. The women who had the courage and the strength to strive for what they felt was right have paved the way for future generations of women. Society has come a long way over the years, but despite legislation that mandates that men and women be considered equal, society still has more work ahead.

Women continue to be underrepresented in upper management roles in corporate America, in politics and governmental roles, and in many other positions of power and leadership (Nieland, 1996). This study will look at the research on gender and leadership, the ways in which women are perceived differently than men, where these perceptions come from, the impact this has on society, and suggestions for improving the way women are perceived in society.

Children's beliefs and attitudes are shaped from the first day they are born. When a baby comes home, the dress depends on its gender...blue for a boy, pink for a girl. Friends and relatives who buy gifts for the baby also follow suit, blue for a boy and pink for a girl. And this is just the beginning. Throughout childhood, girls are introduced to toys that are quiet, more delicate, and of the nurturing type. For example, many little girls grow up playing with dolls, cradles, tea sets, and toy kitchens. Boys, on the other hand, are encouraged to play with trucks, use building materials such as Legos or Lincoln Logs, climb trees, and build forts. Remember the old adages "Snips, snails, and puppy dog tails, that's what little boys are made of" and "Sugar, spice, and everything nice, that's what little girls are made of"?

Studies have shown that throughout the educational years boys receive more attention and encouragement in school (Renzetti & Curran, 1995). Boys are expected to be rowdier and more mischievous. Girls are expected to be quiet and well-behaved, and do not receive as much attention from the teachers. Boys also receive more negative attention as they are disciplined more often than girls.

Historically, boys' athletic teams have received more recognition than girls', whether in school or at the professional level. At the school-age level, boys' sporting events received more support from fans and more financial support from the school district. In recent years, girls' sports have grown at the school-age level, along with the fans and financial support. Girls are still not encouraged to join predominantly male sports, although those that have had the courage to try have been accepted by some teammates. Women's professional sports have grown, but are still lagging behind men in media coverage, financial support, and opportunities.

Children are often told they can be anything they want to be when they grow up. This may be what is verbalized, but societal messages often say something else, whether or not it is intentional. Children are directed into certain roles and occupations by the attitudes and beliefs that have been fostered over many years. Individuals who have been important influences in a child's life have added to that conditioning based on their own attitudes and experiences. Children view what they learn from society and those important to them as the absolute truth (Hill, 2000).

Women are often described as nurturing, sensitive, and emotional. These traits are often associated with weakness. Men are often described as assertive, successful, and the providers. These traits are associated with strength. Men and women are biologically different, and it is true that men are typically physically stronger than women, but this does not mean that women should be looked upon as the weaker sex. Men and women have

differing personality traits, just as men as a whole have different personalities and women as a whole have different personalities. No matter what sex they are, no two people are identical. Studies have shown that "treating differences as weaknesses" is a barrier in the corporate world (Morrison, 1992, p. 234). A "tendency exists to view people who are different from the traditional as being deficient...less competent or less suitable..." (Morrison, 1992, p. 235).

Stereotypes, held by both men and women, are also a very prevalent factor of gender inequality. Stereotypes affect how individuals perceive the world and what ideas they pass down to the next generation. Children tend to grow up with the same beliefs as their parents and in turn pass them on to their own children. Stereotyping is very damaging to society and its success. Women are stereotypically seen as kind, considerate, nurturing, and passive. Men are stereotypically seen as strong, independent, competent, and assertive. When individuals deviate from the stereotypes they are often considered to be different, and people are threatened by differences. Due to the prevailing stereotypes, men and women view themselves differently in leadership positions. Men are more likely to see themselves as leaders than women (Smith et al., 1982). Women do not view themselves as competent as men in leadership positions (Nieland, 1996).

This study is important because it is necessary to know how students perceive future leadership roles based on gender. Children's personalities are thought to be formed at a very young age, and it is important to study children's thoughts and perceptions to understand how this affects their future. It is clear that men and women are different biologically, but these differences should not be a predisposition to what men and women are capable of in their lifetime. Each person has individual strengths and attributes which should determine his or her role in society.

Once there is an understanding of how students perceive gender roles and leadership, society can look at solutions. Teachers can be trained to educate students in various ways, and there can be attempts to change media, corporate, and governmental attitudes. It is important to look at solutions for bridging the gender gap so that children can chase their dreams based on their interests, not on a preconceived notion that this is or is not what boys or girls do.

A review of the literature shows that women continue to be underrepresented in administrative roles. Research also shows that perceived leadership effectiveness is based on characteristics that are stereotypically attached to males. Therefore, the research hypothesis for this study is that the gender of third grade students will have a significant impact on perceived leadership effectiveness of men and women.

Statement of the Problem

The purpose of this study was to determine both the relationship between the gender of third grade students at Longfellow Elementary and the rating of leadership effectiveness of males and females as measured by the Kapanke-Sproul scale.

Null Hypothesis

There is no statistically significant difference in perceived leadership effectiveness of adult males versus females based upon the gender of the third grade students.

Chapter II

Review of Literature

There are many different things which influence individuals during their lifetime, especially while they are children. Children encounter things each day which give messages about what they should or should not do, what is accepted or not accepted, and what they are considered capable of doing in the present and the future. The review of literature will be broken down into the subsections of selected influences upon children's perceptions of gender and leadership: socialization, language, education, media, business, and government. It is important to look at all aspects to truly understand what needs to change in order for sex-role stereotypes in society, occupations, and leadership roles to be eliminated.

Socialization

The socialization process begins the same day a child is born. When babies are born they are dressed in blue or pink depending on gender. Society is so entrenched in what is a "girl color" and what is a "boy color" that we now have the "neutral colors" of yellow and aqua for babies. It is almost unthinkable to dress a baby boy in pink or a baby girl in blue.

The toys bought for children also vary depending on gender. Boys play with trucks, bats and balls, and building materials, while girls play with dolls, tea sets, and playhouses. Boys are encouraged to play loud, physical, outside games. Girls are taught to be nurturing and play quiet, inside games. Books that are read to children also portray gender stereotypes. The subject matter of books targeted for boys is about sports, equipment, and clever activities. Books targeted for girls are about dolls, animals, and friendship.

Several studies have been done in many countries regarding socialization of children. Stereotypes and gender roles are transferred from one generation to the next. Research conducted in North America reported that fathers spent more time playing with sons than with daughters. Fathers also played with sons in a more physical manner (Schikedanz & Schikedanz, 1993).

In foreign countries it was found that most parents preferred a son over a daughter, and spent more time with sons than daughters. The girls were then taught to take responsibility for themselves and others; they were taught to nurture. The boys were given fewer boundaries and much more freedom. Ill behavior was often pushed off as, "Boys will be boys." The boys, in turn, learned to care for themselves and live within their own defined structure (The Consultative Group on Early Childhood Care and Development, 1997). Studies of parenting styles showed that women were the primary caretakers of the young children. Men did not take a primary parenting role until the children had reached five years of age (The Consultative Group on Early Childhood Care and Development, 1997).

There has been considerable research on how children perceive leadership roles amongst themselves and in the world around them. The majority of these studies found that in mixed-sex groups, boys typically held the leadership roles. Girls have been socialized to be dependent and followers, while the boys have been socialized to be independent and leaders. When choosing leaders, children often choose a leader from their same sex group. This is because children are socialized to play and interact with the same sex.

In a study which was not consistent with other research, seventy-five percent of the boys stated they were better leaders, while ninety-four percent of the females stated they were better leaders. The students did not think leadership ability was affected by how smart you are or whether you are a boy or a girl. They stated an effective leader was

"someone who works well with others and takes charge" (Schneider, 1994). When the students were asked if men or women had better paying jobs, eighty-nine percent of the boys said men as compared to twenty-nine percent of the girls who said men had better paying jobs (Schneider, 1994). Both boys and girls believed women could earn as much as men, men could stay at home and care for children, and women could be the boss at work (Schneider, 1994). This study's results were contrary to what research has shown about the differences between men and women in gender stereotypes and leadership roles. If these children felt women could be equal to men, what is happening during the socialization process to change these beliefs as the children become older?

Children's attitudes and beliefs are shaped at a very young age. Children are influenced by parents, siblings, relatives, television, media, and the rest of the world around them. Most children have acquired a definition of sex roles and behaviors which are defined as appropriate for each gender, even before they are school-age, and this is firmly established by adulthood (Anastasi, 1958).

Language

Language is something people encounter every single day, whether it is in conversation, reading materials, or heard via television or radio. Language is how we obtain and share information in the world. Words are symbols with meaning used to define, describe, and evaluate the world around us (Renzetti & Curran, 1995). Words make up a common language of a society, in which the members share the meanings and values (Renzetti & Curran, 1995). Language is part of the socialization process, and when a child learns the language of his or her culture that child is also learning the ways of the culture (Renzetti & Curran, 1995).

Renzetti and Curran (1995) state that semantic derogation is the way words are changed to fit gender connotations. For example, the words governor vs. governess,

master vs. mistress, and sir vs. madam. "The male words connote power, authority, or a positively valued status, while most of the female words have sexual connotations" (Renzetti & Curran, 1995, p.148).

Word pairs, another form of sematic derogation, are also a way in which women are stereotyped as second to men. The combinations of brothers and sisters, husband and wife, king and queen, and boys and girls show examples of when the male term is typically listed first (Renzetti & Curran, 1995). This listing is not done accidentally; it is a tradition that signifies women as having a secondary status to men (Renzetti & Curran, 1995). In the eighteenth century grammarians established the following rule, "the supreme Being...is in all languages Masculine, in as much as the masculine Sex is the superior and more excellent" (Renzetti & Curran, 1995, p.149).

Renzetti and Curran (1995) found that in the world of careers, it is common to hear a woman in a professional position called a "woman judge" or "lady doctor". This is due to the fact that if this is not specified, it is assumed that the position is held by a man. Historically, women were not allowed to hold these positions, and society is still holding onto the old stereotype that it is not common for women to be successful in these fields.

Yet another way that women are depicted as second to men is in linguistic sexism. "Linguistic sexism refers to ways in which a language devalues members of one sex, almost invariably women" (Renzetti & Curran, 1995, p. 150). Women and men are often addressed by titles. Men are referred to as "Mr.", while women are referred to as "Miss" or "Mrs." "Mr." does not define how a man is related to a woman, if at all. "Miss" refers to a woman who is not married, and "Mrs." refers to a woman who is married. Why is it unimportant to know a man's marital status, yet so important to know a woman's marital status?

The most controversial way in which women are discriminated against in the English language is the "generic use of he and man" (Renzetti & Curran, 1995). This is an area in which we have seen progress over the years. Historically, the universal "he" has been used to generalize to everyone in the population. Now it is correct to use "he or she" or "they" when wanting to generalize to the entire population. Also, titles such as policeman, fireman, and postman, have changed to police officer, fire fighter, and postal carrier as women have become employed in these fields.

Society is so accustomed to our language that gender and role stereotyping is something that people may not think of often, if at all. Because language is something that is encountered on a daily basis from the first day we are born, it has a salient impact on attitudes and beliefs. Children learn language stereotypes before they are even school-age, and this continues on throughout their lives.

Education

When children begin kindergarten, they already have their own ideas about the world and how men and women fit into the scheme of things. A study by Sadker and Sadker (1985) on a kindergarten class revealed that children were set in their belief that boys are doctors and girls are nurses. School is where children spend a large amount of time each day, so it is not surprising that education continues to have a significant impact on students' attitudes and beliefs when it comes to gender role stereotyping and leadership. Students learn not only from curriculum, but also from interactions with their teachers and other students. As Schneider states, children are in school to learn their A,B,C's and 1,2,3's, how to socialize with peers and adults, how to make friends, how to play with others, and how to display situationally appropriate behaviors (Schneider, 1994).

First, the climate of the educational setting is created by the staff. Eighty-five percent of elementary school teachers and eighty-three percent of the aides are women, however, only 4.8 percent of superintendents and 27.7 percent of principals are women

(Renzetti & Curran, 1995). This teaches students that men are most often the leaders who are in charge, and women answer to the men. They associate power with men, and submission with women.

Teachers also play a prominent role in the way students perceive the world by how they treat the students. Studies have shown that teachers pay more attention to male students than female students, especially in the areas of math and science. Research shows that teachers talk more to boys, refer to them more for answers to questions, give them more praise, and criticize them more than girls (Sadker & Sadker, 1985; Nieland, 1996). Boys are disciplined more than girls, even though they may display the same types of behaviors. Boys are typically disciplined for not following the rules, for being sloppy, or for lack of effort, while girls are disciplined for lack of knowledge or ability (Romer, 1981). Girls receive less positive and negative attention than boys on a regular basis (Schneider, 1994). This may send the message that boys are smarter, more important, and more capable than girls. The teachers may be interacting with girls less because girls have been socialized to be quieter and well-behaved, so the teachers may think they are content and understand the material.

Educational materials used in schools also perpetuate gender bias. In both picture books and reading books used in elementary schools, the majority of the stories are about males (Santrock, 1995). Stories involving traits thought of as masculine, such as assertiveness, strength, and bravery are usually about males. Stories about friendship, helpfulness, and emotions are usually about females (Nieland, 1996).

Research shows that girls typically earn better grades than boys in high school and in college. Despite their performance, girls have lower future expectations for themselves (Nieland, 1996). Records show that girls perform equally as well or better than boys in the early grades, however, by the time they graduate from high school they are no longer performing as high as the boys in math and science (Schneider, 1994). This may be due to

the lack of encouragement and lack of attention received from the teachers throughout their many years of schooling. The girls do not believe that they are as capable as the boys which affects their confidence level and future performance.

The climate in continuing education appears to be very similar to the climate encountered during the formative years. At the vocational level, women are encouraged to pursue low-paying jobs like food service, cosmetology, or office support work, while men are encouraged to pursue high-paying jobs like electronics, auto mechanics, and welding (WEEA Digest, 1990). Females account for over ninety percent of students in the cosmetology, secretarial, and nursing assistant programs. Men account for over ninety percent of students in electrical technology, electronics, appliance repair, auto mechanics, carpentry, welding, and small engine repair programs (WEEA Digest, 1990; Flansburg, 1992). A survey of technical college students found that forty-seven percent of the females and seventeen percent of the males were interested in learning more about a nontraditional career. Interestingly, all of the individuals interested in learning about a nontraditional career were enrolled in traditional career programs (WEEA Digest, 1990; Flansburg, 1992).

A factor contributing to women pursuing traditional careers is the lack of female role models in the continuing educational system. Female instructors typically teach in traditional programs, and make up under ten percent of the instructors in industrial arts, agriculture, trade and industry, and technical occupations (Flansburg, 1992). At the collegiate level, more than fifty-two percent of the student body is comprised of women, but men occupy the top leadership positions. Only sixteen percent of college and university presidents, thirteen percent of chief business officers, and twenty-five percent of chief academic officers are women (Chliwniak, 1997). With these percentages, it is difficult for female students to see the possibilities that may lie ahead. They see men in top leadership positions on a daily basis.

Children make friends at school and continue to gravitate toward that group. Typically girls play with girls, and boys play with boys. The literature states a study conducted by Lockheed in 1985 found, "From the early years of adolescence, boys choose to play and interact with other boys, girls with other girls" (p.264). This is thought of as normal behavior, and teachers do not discourage gender segregation, nor do they encourage playing with children of the opposite sex. Girls develop more nurturing and emotional relationships, and boys learn how to get along by following the rules of the group (Schneider, 1994). Limited interaction with the opposite sex reinforces the differences and helps to mold gender role stereotypes.

Education plays a significant role in how children view and interact with the world. During the educational years children are influenced by teachers, peers, rules, and structure of the school. Children are in school for many of the crucial formative years of their lives. The curriculum needs to be constructed so that students can build their knowledge and eliminate gender role stereotyping (Hill, 2000). Students need to be encouraged to face new challenges and pursue new opportunities. Progress needs to be made to stop gender role stereotyping in education so that females have a better chance of equality when they go out into the professional world.

Media

The media, whether it is television, magazines, or billboards, has been a strong influence on socialization and gender role stereotypes. More than ninety-eight percent of families in the U.S. have at least one television set (U.S. Department of Commerce, 1993). The average U.S. family watches approximately six hours of television each day (Gerbner, 1993; Staples & Jones, 1985). Children watch an increasing amount of television. Parents often use television as a baby-sitter for their children because it keeps their attention

(Schneider, 1994). Research has shown that the average amount of television watched in homes is fifty-five hours per week (Renzetti & Curran, 1995). It has also shown that children ages two to eleven watch approximately twenty-eight hours of television per week, and teenagers watch more than twenty-three hours of television per week (Renzetti & Curran, 1995). It was found that children spend more time watching television than they spend on any other out-of-school activity (Comstock, 1991).

The commercials on television can have a significant impact on children's attitudes over time. Commercials are aired every fifteen minutes during a program, and at each fifteen minute increment children are viewing approximately three or four commercials. That adds up to thousands of commercials each year. As Schneider states, commercials are where many of our sex role stereotypes begin (Schneider, 1994). "Clearly, the subtle and sometimes blatant messages communicated by advertisements contribute to the definition of what is considered appropriate behavior for men and women in the United States" (Ewen & Ewen, 1982, p. 30). Commercials have a very effective way of convincing people of ideas, products, and ways of life. Advertisements for cleaning products, health and beauty aids, food and appliances, and undergarments use women as the subjects. Advertisements that use men are for tools, automobiles, and sporting equipment. This paints the picture of women cleaning, cooking, focusing on staying young and beautiful, and as sex objects. The advertisements using men depict them as fixing things, playing sports, and being manly. "Advertisement depictions serve the social purpose of convincing us that this is how men and women are, or want to be, or should be, not only in relation to themselves, but in relation to each other" (Gornick, 1979, p. 31).

Think about standing in a check-out line at the grocery store. The magazines located in the aisle show scantily-clad women and list new tips for what will help obtain beauty. This stereotypes women as weak, and having to be beautiful to be successful in

life. The names of women's magazines are Glamour, Bride, Cosmopolitan, and Good Housekeeping. Mens' magazines, on the other hand, are titled Sports Illustrated, Golf Digest, and Playboy. Once again, men are perceived as strong, athletic, and viewing women only as sex objects. Renzetti and Curran conducted studies in 1989 and 1992 to determine the common theme of women's and men's magazines. In both studies, they found that the dominant themes of popular women's magazines were relationships with men and becoming beautiful. The top themes of men's magazines were: finance/business/technology, sports/hobbies, and sex (Renzetti & Curran, 1995).

Studies have shown that advertising and how it depicts men and women has changed very little over the last twenty years; women are depicted as pretty and weak, while men are depicted as smart and strong (Schneider, 1994). Media first impacts children at a very young age, and over the years helps to solidify their beliefs and attitudes.

Business

Women continue to be treated unequally in the corporate world. Gender inequity in the workplace dates all the way back to the mills of England. Men and women were separated and received unequal wages for performing the same job (Schneider, 1994). In 1963, women made fifty-nine cents for every dollar earned by a man (U.S. Department of Labor, 1998). A study conducted in 1970 revealed that women earned eighty-six percent of what men earned. In 1980, it was found that women earned eighty-three percent of what men earned. In 1986, a woman made sixty-four cents for every dollar earned by a man, and in 1987, women earned sixty-nine cents for every dollar earned by a man (Schneider, 1994). Women are still lagging behind men in pay; in 1998, statistics showed that women earned seventy-six cents for every dollar earned by a man (U.S. Department of Labor, 1998).

Women make up almost half of the U.S. labor force. Over three-quarters of them are working in traditionally female-centered occupations (Robbin, 1993). Approximately forty-four percent of working women in the U.S. are employed in low-paying support jobs (WEEA Digest, 1990). "The more an occupation is dominated by women the less it pays" (Paul, 1989, p.34).

Women are also extremely underrepresented in administrative and management roles. In 1988, women accounted for only thirty-nine percent of executive, administrative, and managerial positions. By 1998, that number had increased to forty-four percent. Even though the numbers of women in administration and management have increased, they are still paid at a rate much lower than men (Sewell, 1997). Women typically are administrators and managers in occupations that are traditionally female-oriented. The areas in which females are most likely to hold upper management positions are: services, public administration and finance, insurance, and real-estate (Sewell, 1997).

Even though women account for forty-four percent of executive, administrative, and managerial occupations, they account for only three to five percent of top executive positions (Sewell, 1997). Surveys of Fortune 1500 companies found that ninety-five to ninety-seven percent of senior managers were men (Sewell, 1997). It was found that sixty percent of Fortune 1000 companies have women on their board of directors, however, they only account for nine percent of the total board seats (Sewell, 1997). Companies excuse themselves from promoting inequality by having "token females." As long as women are represented, they claim they are proactive in the fight for gender equality.

There are also several stereotypes regarding success in the work place. Men's success is attributed to skill and intelligence, while women's success is attributed to luck and being in the right place at the right time. This is such a common stereotype that women and men who are climbing the corporate ladder often believe that this is the key to their success. Women who are nice looking are thought to have achieved greater status

based on their looks, and are often thought less intelligent than women leaders who are not as attractive. Men who are nice looking achieve higher status based only on personality characteristics; they are not thought to be promoted based on their looks.

The research shows several interesting studies on perceived leadership effectiveness in business and other occupations. It is interesting to note that in general women were rated as less effective leaders than men. Men are perceived as independent, objective, and competent at handling business decisions and responsibilities. Women are perceived as gentle, sensitive, and less competent (Smith et al., 1982). These stereotypes imply that men are assertive and more successful, while women are passive and less successful.

Studies have been conducted that are contradictory to the literature which states men are perceived as more effective leaders than females. A study on how teachers rated their principals found that women favor female principals, while men favor male principals. The male teachers rated female principals as ineffective, yet the female teachers rated the female principals above average (Cioci et al., 1991). Another study comparing gender differences in evaluation of performance and leadership ability found that people rate democratic leaders as more effective than autocratic leaders. It was again found that male employees rated male managers higher, and female employees rated female managers higher (Luthar, 1996). The rationale for rating a same-sex manager higher is that people identify more with people of the same sex. Therefore, females would rate males as less effective leaders, and males would rate females as less effective leaders (Luthar, 1996).

Government

Women have not been treated equally for many years, and the government has taken an active role in trying to change how society views and treats women. Several laws have been passed which would make a significant difference if society followed them

to their completion. Programs that the government has put into place include the Fair Labor Standards Act, the 1964 Civil Rights Act, and Affirmative Action Programs.

In 1848, the Women's Rights Movement was in full swing. At that time, women were not allowed to enter certain occupations, attend certain schools, and earned far less money than men. In 1972, Title IX of the Educational Amendments created equal access to higher education for females. Women were allowed to attend law school, medical school, graduate school, and military academies, to name a few.

In 1963, President Kennedy signed the Equal Pay Act. It was an amendment to the Fair Labor Standards Act which stated that employers could not discriminate against women and pay them at a rate less than men for doing equal work. The requirement was that men and women have similar working conditions and perform work that requires "equal skill, effort and responsibility" (U.S. Department of Labor, 1998). In 1963, women were earning fifty-nine cents for every one dollar earned by a man. In 1998, the U.S. Department of Labor's Women's Bureau reported that women earned seventy-six cents for every dollar earned by a man (U.S. Department of Labor, 1998). U.S. Secretary of Labor Alexis M. Herman stated, "We have made progress in the last thirty years, but this report shows we still have a lot of work to do, because as long as there is a pay gap--we still have a values gap. Equal pay is not a privilege, it is a right" (U.S. Department of Labor, 1998).

Summary

It is evident in the review of literature that there are many factors which influence children's perceptions of effective leadership. Children are influenced by families, peers, language, education, media, and government. For hundreds of years men have held the majority of leadership positions, and women have worked hard to achieve equality. Some progress has been made over the years, but much more needs to be accomplished before men and women will truly be equal. The following research study will examine current

attitudes and perceptions of leadership of third graders based on both gender of the student and the leader. Recommendations for change will be based on the research findings.

If the following research study shows that there is inequality in how students perceive leadership based on gender, recommendations will be made to assist guidance counselors and teachers to improve the way they are educating students. We need to educate teachers and counselors by providing them with opportunities to grow intellectually and to engage in a process of constant transformation (Hill, 2000). We need to teach students to question their current conceptions, understand new ideas, foster a belief in their ideas, and encourage them to put forth the effort to achieve what they believe. Society has come a long way over the years in promoting gender equality, but there is still much improvement to be made and many opportunities for change.

Chapter III

Methodology

Subjects

The subjects for this study were thirty boys and twenty girls in the three third grade classes at Longfellow Elementary School in the Eau Claire Area School District in Eau Claire, Wisconsin. Eau Claire, Wisconsin has a population of approximately 60,000, and is a mid-size city having both white collar and blue collar jobs. Longfellow Elementary School is located in a lower socioeconomic area of the city. The third grade students at this elementary school were chosen due to the researcher being enrolled in a practicum experience at this school. Career education and leadership are taught as part of the guidance curriculum.

Instrument

This study utilized four pictures with written narrative descriptions attached (Appendix A). The students were each given a packet of four pictures with written narrative descriptions. Each packet contained an effective male leader, an effective female leader, an ineffective male leader, and an ineffective female leader. Half of the students received a picture of a male described as an effective leader while the other half of the students received a picture of a female with the same written description. Next, half of the students received a picture of a female with the description of an effective leader, and the other half of the students received a picture of a male with the same written description. Thirdly, half of the class was given a picture and written description of an ineffective male leader, while the other half of the students were given a picture of a female with the same written description. Lastly, half of the class was given a picture of a female with a written description of an ineffective leader, and the other half of the class was given a picture of a male with the same written description. At the bottom of each written narrative

description there were two questions, and the students were asked to rate their perception of effective leadership ability for each individual on a "Likert Scale."

This instrument was reviewed by the research advisor, school guidance counselor, and a third grade teacher to assess for bias. The third grade teacher also reviewed the instrument to confirm age appropriateness. The third grade teacher recommended that the researcher read the written narrative descriptions to the students to make up for differences in reading levels of the students.

Procedures

Prior to the date of administering the instrument, permission was requested from the school administrator. Due to no identifying or sensitive information being collected, the principal did not feel it was necessary for a permission slip to be sent home with each student for parental consent. Upon approval, the study was conducted in all the third grade classrooms at Longfellow Elementary on March 30, 2000.

On the date of the study, it was explained to the students that a study was being conducted to determine perceptions of leadership. The students were informed that participation in the study was strictly voluntary, and there were no consequences for choosing not to participate. The students were instructed not to identify themselves on their questionnaires to ensure confidentiality. The researcher read the written narrative descriptions for the students as the third grade teacher who reviewed the questionnaire suggested this would account for the differences in reading levels of the students. It took approximately fifteen minutes for the students to listen to the scenarios and complete the "Likert Scale" questionnaires. Students were instructed to turn their papers over upon completion. The completed questionnaires were then collected by the test administrators for data analysis. The following instructions were read to each of the third grade classes prior to administration of the survey:

I am Mrs. Kapanke and this is Mrs. Sproul. We are graduate students at UW-Stout, and are going to school to be guidance counselors. We are doing a research project to find out what students think about different kinds of leaders. We would appreciate your help in completing our packet of questions, however, this is not a test and you do not have to participate if you do not wish. Mrs. Sproul will be giving each of you a packet with four pictures of leaders with a story about each one. I will read the stories to you, and you will be asked to answer two questions about each story. This will take about 15 minutes. Please do not put your name on the questionnaire, just check if you are a male or a female. When you are all finished, please turn your packet face down on your desk. If you have any questions, please raise your hand and sit quietly and we will come over and help you. As soon as Mrs. Sproul has the packets handed out, you may turn them over and we will begin.

After the surveys were completed, the following was read to the students:

Thank your for your help with our study. Does anyone have any questions? After we analyze the results, we will let your teacher know what third grade students think about leadership.

Data Analysis

The data for this research was derived from the Kapanke-Sproul scale developed by Heather Kapanke and Lisa Sproul. The purpose of the instrument was to measure third grade students' perceptions of effective leadership based on gender of both the identified leader and the student. Third graders at Longfellow Elementary were chosen because the researcher was enrolled in a practicum placement at the time of the study. There was one questionnaire that was not completed in its entirety, so it was discarded and not used for analysis purposes.

The data were analyzed by analysis of variance. The analysis of variance statistic was used to test the Null Hypothesis of equality among the conceptual population means represented by the four scenarios. If the f was significant, a pairwise contrast was made among the scenario means to discover where the significant mean differences lied. Contrasts are made using Tukey's Honestly Significant Difference (HSD) test.

Chapter IV

Findings

The third grade students at Longfellow Elementary School were asked to rate the perceived leadership effectiveness of four different leaders. This chapter will discuss and analyze the results of this study. It was surprising to learn that none of the findings in this study were statistically significant. When looking at the raw data (Appendix B), it appeared that male students perceived male leaders as more effective and female students perceived female leaders to be more effective, but when the data were analyzed this was not the case. The data analysis showed that generally, males and females are perceived as equally effective, regardless of the gender of the student or the leader.

The four leaders will be described, and the results from the questionnaires will be shown in tables. There are two tables for each leader, one addressing descriptive statistics and the other addressing the analysis of variance source. Since none of the findings were statistically significant, pairwise contrasts were not computed.

CHRIS: Chris is the owner of a company. Chris believes the business atmosphere and coworker relationships are important to a productive workplace. Chris prefers to have work groups make decisions, and decide how the jobs will be completed. The data for Chris are shown in Table 1 and Table 2.

Table 1: Descriptive Statistics

Condition	N	Means	Standard Deviation
Male Student/Male Chris	17	7.235	2.289
Male Student/Female Chris	13	8.077	1.269
Female Student/Male Chris	10	7.300	1.269
Female Student/Female Chris	10	7.500	2.202

Table 2: Analysis of Variance Source Table

Source	df	Sum of Squares	Mean Square	F	Probability
Between Group	3	5.898	1.966	0.518	0.67197
Within Group	46	174.582	3.795		
Total	49	180.480			

JAMIE: Jamie is a school administrator. Jamie is a very caring person and wants the employees to be happy, so checks in with them often. Jamie takes time for everyone's personal needs, but does not take time to evaluate their work performance. The data for Jamie are shown in Table 3 and Table 4.

Table 3: Descriptive Statistics

Condition	N	Means	Standard Deviation
Male Student/Male Jamie	13	7.615	2.272
Male Student/Female Jamie	17	5.941	2.127
Female Student/Male Jamie	10	6.600	2.538
Female Student/Female Jamie	10	8.200	1.939

Table 4: Analysis of Variance Source Table

Source	df	Sum of Squares	Mean Square	F	Probability
Between Groups	3	39.902	13.301	2.487	0.07229
Within Groups	46	246.018	5.348		
Total	49	285.920			

TERRY: Terry is the principal at a local school. Terry works hard, but is often unorganized and has difficulty making decisions. During staff meetings, Terry asks people to do jobs, but then does not check in to see if the job has been completed. The data for Terry are shown in Table 5 and Table 6.

Table 5: Descriptive Statistics

Condition	N	Means	Standard Deviation
Male Student/Male Terry	17	5.529	3.127
Male Student/Female Terry	13	5.154	2.656
Female Student/Male Terry	10	4.800	2.182
Female Student/Female Terry	10	6.700	2.830

Table 6: Analysis of Variance Source Table

Source	df	Sum of Squares	Mean Square	F	Probability
Between Groups	3	20.852	6.951	0.829	0.48468
Within Groups	46	385.628	8.383		
Total	49	406.480			

KELLY: Kelly is a manager for a large business. Kelly believes the business needs a vision, and feels it is important for employees to have goals. Kelly prefers to make the decisions and then assigns jobs to his employees. The data for Kelly are shown in Table 7 and Table 8.

Table 7: Descriptive Statistics

Condition	N	Means	Standard Deviation
Male Student/Male Kelly	13	8.308	1.588
Male Student/Female Kelly	17	6.294	2.607
Female Student/Male Kelly	10	6.700	2.722
Female Student/Female Kelly	10	8.300	1.952

Table 8: Analysis of Variance Source Table

Source	df	Sum of Squares	Mean Square	F	Probability
Between Groups	3	44.001	14.667	2.590	0.06418
Within Groups	46	260.499	5.663		
Total	49	304.500			

The Null Hypothesis for this study was that there would be no statistically significant difference in perceived leadership effectiveness of adult males versus females based upon gender of the third grade students. In looking at the mean scores of the groups of students it is evident that the mean scores were extremely similar. Of the four probability coefficients, none of them fell in the 0.01 to 0.05 range showing statistical significance. The collective findings of this study result in the conclusion to accept the Null Hypothesis.

Chapter V

Conclusion

The purpose of this study was to determine the relationship between the gender of the third grade students at Longfellow Elementary and their rating of perceived leadership effectiveness of both males and females as measured by the Kapanke-Sproul scale. The research hypothesis for this study was that the gender of third grade students would have a significant impact on perceived leadership effectiveness of men and women. The null hypothesis for this study was that there is no statistically significant difference in perceived leadership effectiveness of adult males versus females based upon the gender of the third grade students.

It is pleasantly surprising that the collective findings of this study resulted in the conclusion to accept the null hypothesis. In Sproul's (2000) recent study of ninth grade student's leadership perceptions, it was also found that generally, males and females rated both male and female leaders as equally effective. We have a long way to go to bridge the gender gap, but this study shows that some progress has been made. Looking at the two studies collectively shows that attitudes in third grade are most likely maintained through the ninth grade. This indicates that positive attitudes are being instilled at a young age and fostered throughout the years.

So where are the discrepancies lying? If students perceive both males and females as equally effective leaders, why do women continue to be underrepresented in upper management roles in corporate America, in politics and governmental roles, and in many other positions of power and leadership (Nieland, 1996)? Does something happen when individuals enter the work force? More research needs to be done to answer these questions.

In addition to what is occurring in the work force, what is being done to continue to bridge the gender gap and quash gender stereotypes in socialization, language, education, and media? And most importantly, what can we as educators do to promote gender equality? The school curriculum needs to be analyzed to determine where gender roles and stereotypes lie. Text books and activities must be critiqued to assure they are up to date with the changing times. Teachers and counselors need to encourage students to follow their dreams and explore many career paths. When putting up bulletin boards, pictures of men and women in traditional roles must be balanced with pictures of men and women in non-traditional roles. Career days can be planned with a variety of non-traditional careers being represented. Differences need to be fostered and valued, not treated as weaknesses (Morrison, 1992). When working with students, educators should focus on individual strengths and attributes.

As citizens we all need to work towards equality between men and women. Our country espouses equality, but there are still many social injustices, both spoken and unspoken. We should not be afraid to stand up for what we believe to be morally correct. At the same time, we should not be afraid to go against what we find to be an injustice to mankind. If we do not take measures to lessen the gender gap, we are doing a great disservice to the future men and women in this society.

Both Sproul's 2000 study and this study have shown that progress has been made in how women are perceived in leadership roles. This does not mean that these results would be replicated in all parts of the country, and thus more research in this area needs to be conducted. These results do show, however, that exciting progress has been made. Young people are realizing the potential of both men and women. We can hope, that someday children will be chasing their dreams based solely on their talents and interests, and not on preconceived notions about what is acceptable for boys and girls.

Recommendations for Further Study

Further research needs to be done to determine why there are still differences in opportunities for men and women. This study was very interesting in that it not only answered the questions this study was designed to answer, but also raised new questions for further research. This study showed that generally, students felt men and women were equally effective in leadership roles, but did not ask the students if individually he or she felt capable of effective leadership. It would be interesting to see if there is a difference in how the students perceived themselves in leadership roles as compared to someone else. This would help educators to assess for gender bias and improve their curriculum.

Another interesting component of this study was that third grade students have similar perceptions as ninth grade students regarding leadership effectiveness (Sproul, 2000). If a researcher had time to study the same group of students longitudinally, this would help to determine if the students' perceptions remained the same or changed over time. Based on this study and Sproul's (2000) recent study, it is apparent that the students possess similar views, but it is unknown if the third graders' perceptions will remain the same or change as they get older.

The review of literature saliently portrayed the common characteristics that are associated with both male and female leaders. Women are perceived as passive, sensitive, and nurturing, while men are perceived as assertive, efficient, and strong. It would be interesting for researchers to look at gender role stereotypes to determine if progress has been made toward bridging the gender gap. Students should be surveyed to determine which qualities they associate with men or women, with the hope that leaders are looked at individually and not stereotyped.

Students have varying attitudes and beliefs which are formed at a very young age. The only way to determine if society has made progress bridging the gender gap and what

type of intervention is still needed, is to conduct additional research. Children are the future and educators must examine what they think and see for themselves in their lifetime.

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APPENDIX A

Kapanke-Sproul Scale

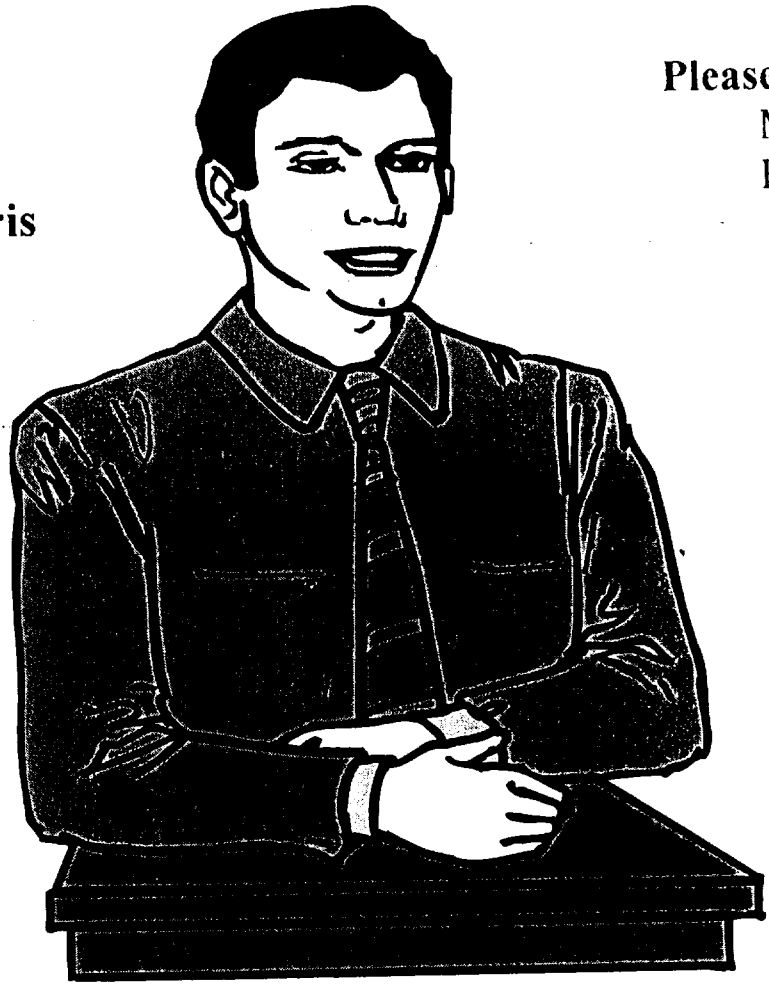
Grade _____

Please check one :

Male _____

Female _____

Chris



Description:

Chris is the owner of a company. He believes the business atmosphere and coworker relationships are important to a productive workplace. Chris prefers to have work groups make decisions, and decide how the jobs will be completed.

Questions:

1) How would you rate Chris as a leader?

1	2	3	4	5
very poor	poor	average	good	very good

2) How would you like to have Chris as a boss?

1	2	3	4	5
very poor	poor	average	good	very good

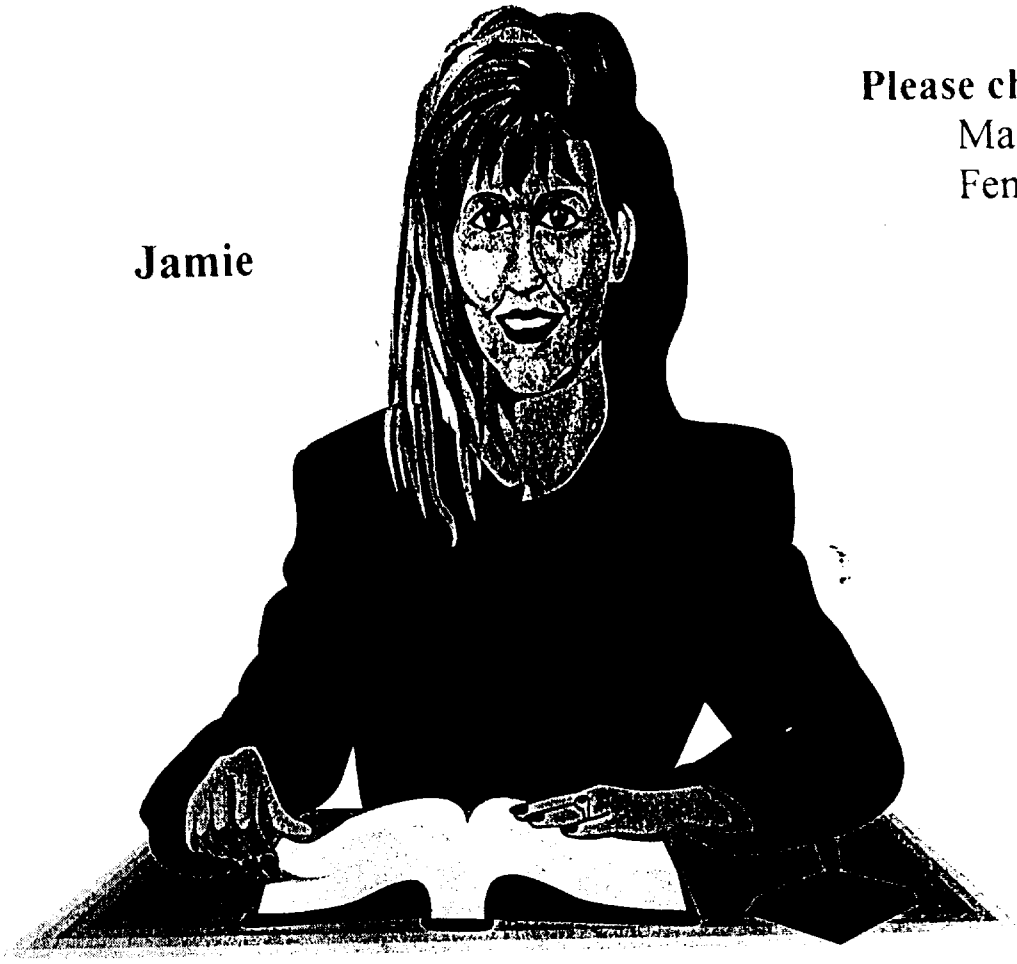
Grade _____

Please check one :

Male _____

Female _____

Jamie



Description:

Jamie is a school administrator. Jamie is a very caring person and wants her employees to be happy, so she checks in with the employees often. Jamie takes time for everyone's personal needs, but does not take time to evaluate their work performance.

Questions:

1) How would you rate Jamie as a leader?

1	2	3	4	5
very poor	poor	average	good	very good

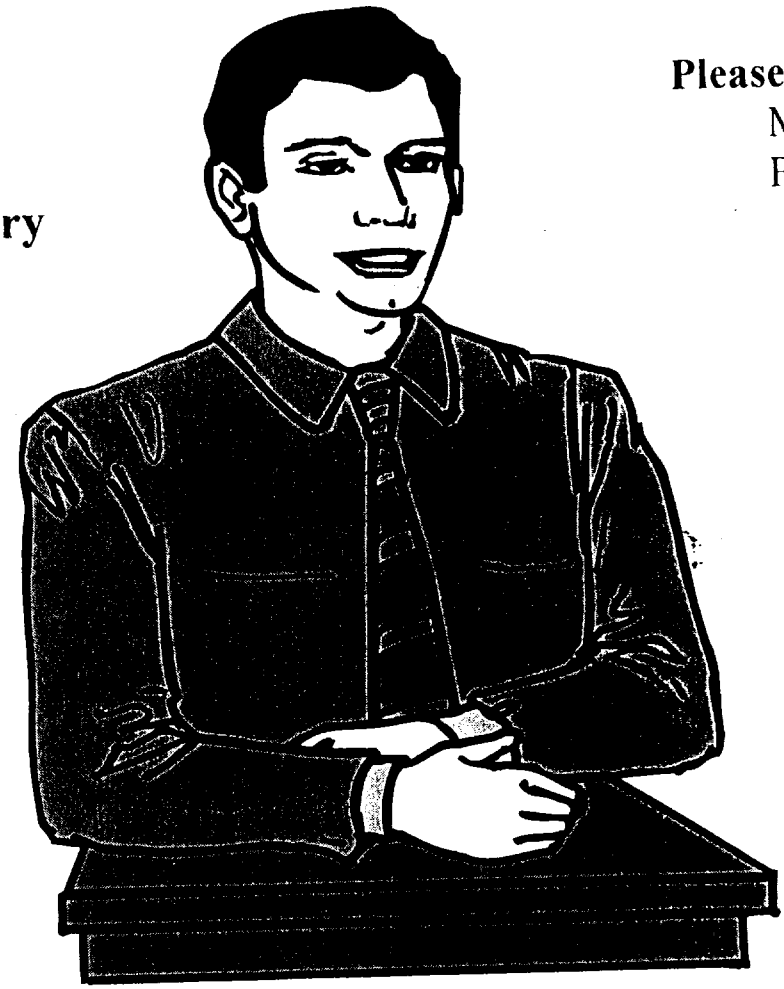
2) How would you like to have Jamie as a boss?

1	2	3	4	5
very poor	poor	average	good	very good

Grade _____

Please check one :
Male _____
Female _____

Terry



Description:

Terry is the principal at a local school. Terry works hard, but is often unorganized and has difficulty making decisions. During staff meetings he asks people to do jobs, but then does not check in to see how things are going or if the job has been completed.

Questions:

1) How would you rate Terry as a leader?

1	2	3	4	5
very poor	poor	average	good	very good

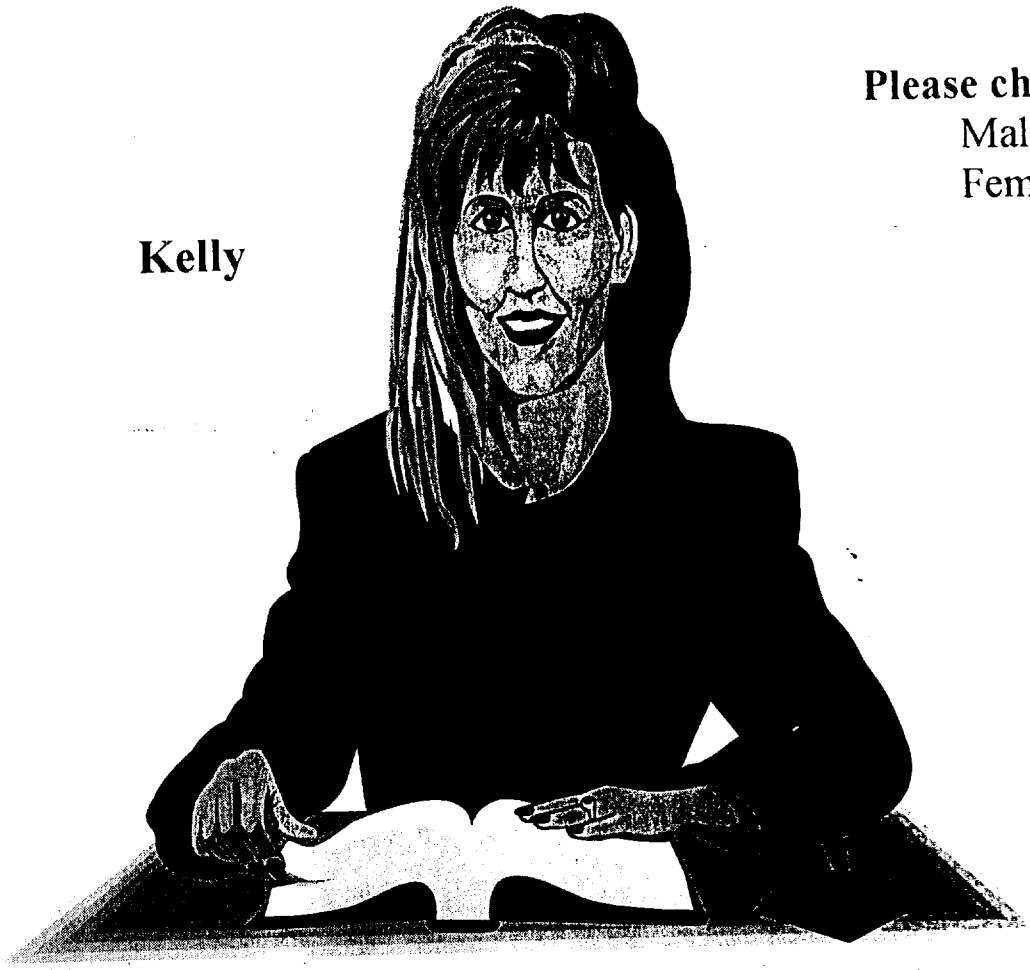
2) How would you like to have Terry as a boss?

1	2	3	4	5
very poor	poor	average	good	very good

Grade _____

Please check one :
Male _____
Female _____

Kelly



Description:

Kelly is a manager for a large business. She believes the business needs a vision, and feels it is important for employees to have goals. Kelly prefers to make the decisions and then assigns jobs to her employees.

Questions:

1) How would you rate Kelly as a leader?

1	2	3	4	5
very poor	poor	average	good	very good

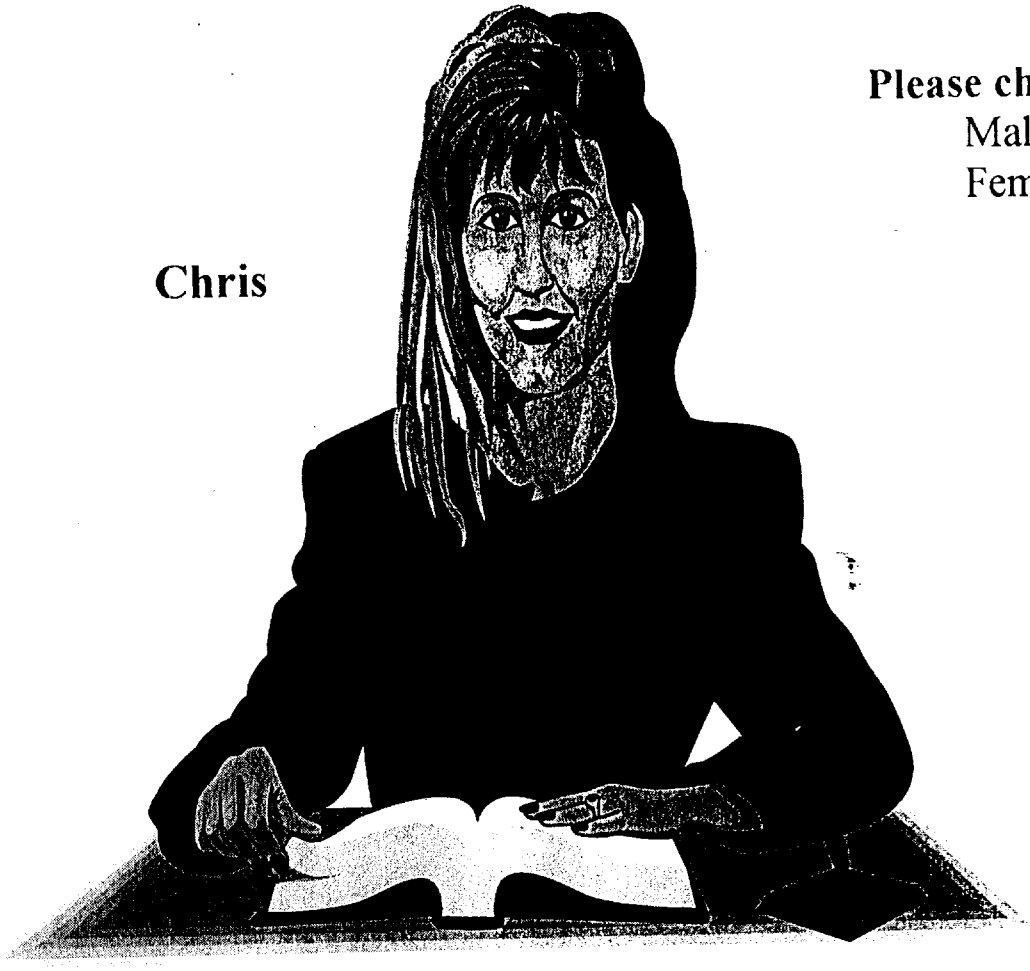
2) How would you like to have Kelly as a boss?

1	2	3	4	5
very poor	poor	average	good	very good

Grade _____

Please check one :
Male ____
Female ____

Chris



Description:

Chris is the owner of a company. She believes the business atmosphere and coworker relationships are important to a productive workplace. Chris prefers to have work groups make decisions, and decide how the jobs will be completed.

Questions:

1) How would you rate Chris as a leader?

1	2	3	4	5
very poor	poor	average	good	very good

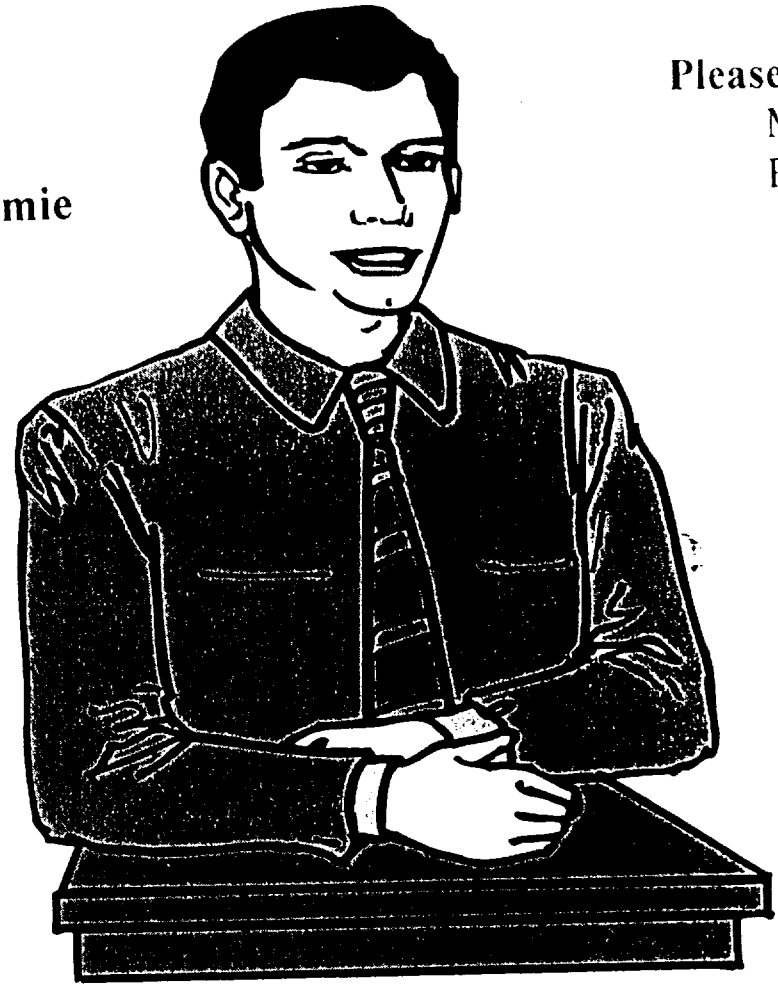
2) How would you like to have Chris as a boss?

1	2	3	4	5
very poor	poor	average	good	very good

Grade _____

Please check one :
Male _____
Female _____

Jamie



Description:

Jamie is a school administrator. Jamie is a very caring person and wants his employees to be happy, so he checks in with the employees often. Jamie takes time for everyone's personal needs, but does not take time to evaluate their work performance.

Questions:

1) How would you rate Jamie as a leader?

1	2	3	4	5
very poor	poor	average	good	very good

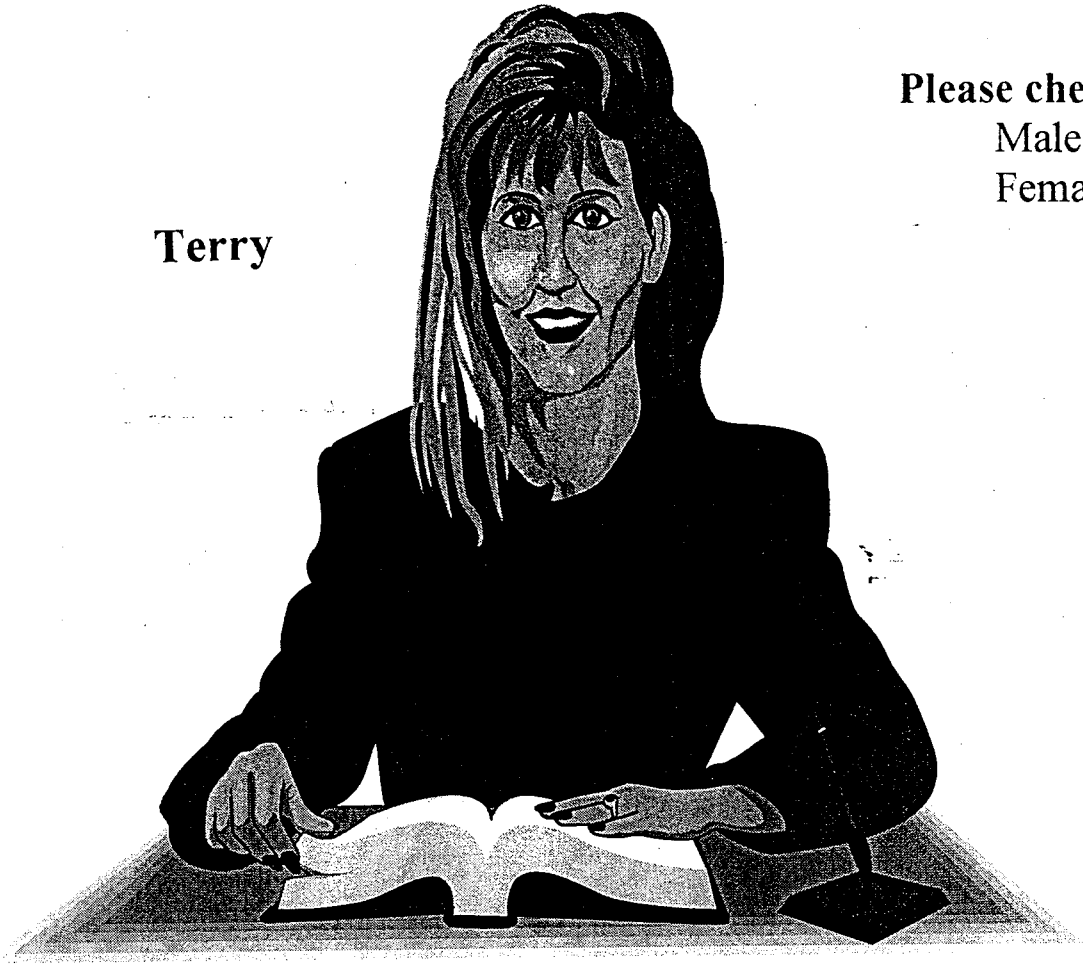
2) How would you like to have Jamie as a boss?

1	2	3	4	5
very poor	poor	average	good	very good

Grade _____

Please check one :
Male ____
Female ____

Terry



Description:

Terry is the principal at a local school. Terry works hard, but is often unorganized and has difficulty making decisions. During staff meetings she asks people to do jobs, but then does not check in to see how things are going or if the job has been completed.

Questions:

1) How would you rate Terry as a leader?

1	2	3	4	5
very poor	poor	average	good	very good

2) How would you like to have Terry as a boss?

1	2	3	4	5
very poor	poor	average	good	very good

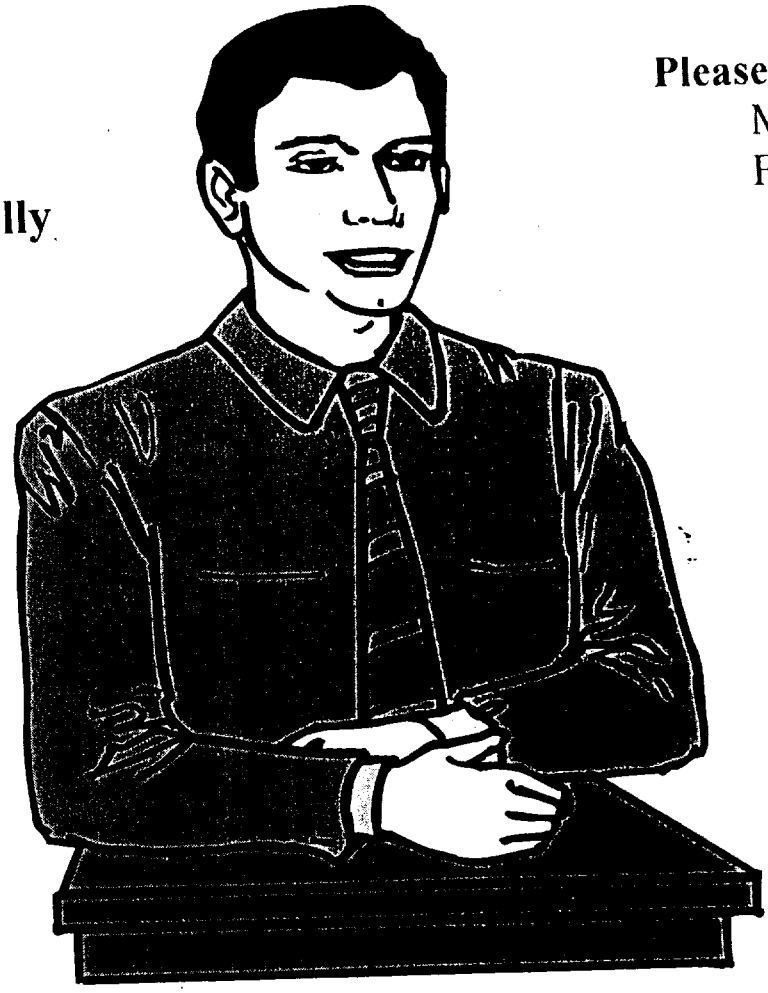
Grade _____

Please check one :

Male _____

Female _____

Kelly



Description:

Kelly is a manager for a large business. He believes the business needs a vision, and feels it is important for employees to have goals. Kelly prefers to make the decisions and then assigns jobs to his employees.

Questions:

1) How would you rate Kelly as a leader?

1	2	3	4	5
very poor	poor	average	good	very good

2) How would you like to have Kelly as a boss?

1	2	3	4	5
very poor	poor	average	good	very good

APPENDIX B

Raw Data

CHRIS

	Male Student/Male Chris			Male Student/Female Chris			Female Student/Male Chris			Female Student/Female Chris		
	Question 1	**Question 2**	**Total**	**Question 1**	**Question 2**	**Total**	**Question 1**	**Question 2**	**Total**	**Question 1**	**Question 2**	**Total**
Ratings	5	5	10	3	3	6	5	3	8	5	5	10
	3	4	7	4	4	8	4	3	7	3	4	7
	4	3	7	4	4	8	3	3	6	1	1	2
	4	1	5	3	4	7	4	4	8	4	3	7
	1	3	4	3	5	8	4	3	7	4	5	9
	1	1	2	5	4	9	3	2	5	5	4	9
	4	3	7	4	5	9	5	5	10	3	3	6
	3	1	4	3	4	7	5	2	7	5	4	9
	5	4	9	5	3	8	3	5	8	4	3	7
	5	4	9	5	5	10	3	4	7	4	5	9
	5	4	9	4	2	6						
	5	4	9	5	5	10						
	4	2	6	4	5	9						
	5	5	10									
	5	4	9									
	4	5	9									
	4	3	7									
Averages	3.94	3.29	7.23	4	4.08	8.08	3.9	3.4	7.3	3.8	3.7	7.5

JAMIE

	Male Student/Male Jamie			Male Student/Female Jamie			Female Student/Male Jamie			Female Student/Female Jamie		
	Question 1	**Question 2**	**Total**	**Question 1**	**Question 2**	**Total**	**Question 1**	**Question 2**	**Total**	**Question 1**	**Question 2**	**Total**
Ratings	5	4	9	2	2	4	5	5	10	3	3	6
	3	3	6	5	5	10	1	1	2	4	4	8
	4	1	5	4	3	7	1	2	3	5	4	9
	3	3	6	5	3	8	5	4	9	5	5	10
	4	5	9	3	5	8	5	5	10	5	5	10
	5	5	10	2	2	4	2	5	7	5	5	10
	3	3	6	1	1	2	3	3	6	3	4	7
	5	5	10	1	1	2	3	3	6	1	3	4
	2	1	3	3	3	6	4	3	7	5	5	10
	5	5	10	3	3	6	3	3	6	5	3	8
	3	3	6	3	3	6						
	4	5	9	3	4	7						
	5	5	10	3	2	5						
				4	4	8						
				4	4	8						
				2	3	5						
				2	3	5						
Averages	3.92	3.69	7.61	2.94	3	5.94	3.2	3.4	6.6	4.1	4.1	8.2

TERRY

	Male Student/Male Terry			Male Student/Female Terry			Female Student/Male Terry			Female Student/Female Terry		
	Question 1	**Question 2**	**Total**	**Question 1**	**Question 2**	**Total**	**Question 1**	**Question 2**	**Total**	**Question 1**	**Question 2**	**Total**
Ratings	1	1	2	3	3	6	2	2	4	5	5	10
	1	1	2	2	2	4	1	3	4	1	1	2
	1	1	2	1	2	3	2	1	3	5	5	10
	1	1	2	3	3	6	2	2	4	3	3	6
	5	5	10	2	5	7	2	2	4	5	5	10
	2	1	3	1	1	2	1	1	2	1	5	6
	5	5	10	3	2	5	2	2	4	2	1	3
	3	1	4	2	1	3	5	5	10	4	4	8
	3	3	6	1	1	2	3	3	6	5	3	8
	5	5	10	5	5	10	4	3	7	2	2	4
	1	2	3	1	1	2						
	4	5	9	3	5	8						
	2	5	7	5	4	9						
	5	5	10									
	4	2	6									
	2	3	5									
	1	2	3									
Averages	2.71	2.82	5.53	2.46	2.69	5.15	2.4	2.4	4.8	3.3	3.4	6.7

KELLY

	Male Student/Male Kelly			Male Student/Female Kelly			Female Student/Male Kelly			Female Student/Female Kelly		
	Question 1	Question 2	Total	Question 1	Question 2	Total	Question 1	Question 2	Total	Question 1	Question 2	Total
Ratings	5	4	9	4	3	7	5	5	10	2	2	4
	3	3	6	3	3	6	3	1	4	5	5	10
	5	3	8	2	3	5	1	1	2	5	5	10
	5	4	9	3	3	6	3	2	5	5	5	10
	5	5	10	4	4	8	4	5	9	5	5	10
	4	4	8	1	1	2	5	5	10	4	4	8
	3	3	6	1	1	2	2	2	4	4	3	7
	5	4	9	5	5	10	5	3	8	1	5	6
	4	5	9	4	3	7	3	3	6	4	5	9
	5	5	10	1	1	2	5	4	9	4	5	9
	3	2	5	4	4	8						
	5	5	10	4	4	8						
	4	5	9	2	1	3						
				5	5	10						
				4	4	8						
				3	3	6						
				4	5	9						
Averages	4.31	4	8.31	3.18	3.12	6.3	3.6	3.1	6.7	3.9	4.4	8.3