STUDENT'S PERCEPTIONS OF EFFECTIVE LEADERSHIP BASED ON BOTH THE

GENDER OF THE STUDENT AND THE GENDER OF THE LEADER

by

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ABSTRACT

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The purpose of this study was to determine both the relationship between the gender of the 9th grade students at Altoona High School and the rating of leadership effectiveness of males and females as measured by the Kapanke-Sproul scale.

A 4-item questionnaire was administered to 100 of 120 students in the ninth grade at Altoona High School. Analysis of variance was used for the purpose of data analysis.

This study utilized four pictures with narrative descriptions attached. A picture of a male described as an effective leader was given to half the class, while the other half received a picture of a female with the same description. Next, half the class was given a

picture of a female described as an effective leader and the other half was given a male with the same description.

Thirdly, the half the class was given a picture of a male with a description of an ineffective leader, while the other half was given a picture of a female with the same description. Last, half the class was given a picture of a female with a description of an ineffective leader, and the other half was given a picture of a male with the same description. Along with each scenario, students were given a "Likert scale" and asked to rate their perception of each leader.

The data analysis cumulatively indicated that there was no statistically significant difference between the perception of leaders based on the gender of the leader or the gender of the student, therefore the Null Hypothesis was accepted. The results seem to be a positive statement about the direction that society has taken in regards to equality between men and women.

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CHAPTER I

INTRODUCTION

Although women have made advancements in leadership roles within our society, it is evident that women still continue to be underrepresented in top leadership roles in education, media, and business (Luthar, 1996). Despite women's increased presence in the work force the discrepancies continue. The number of women in top administrative roles continues to lag behind men, and the amount women are paid continues to be less than men for the same job (U.S. Department of Labor, 1998). Additionally, when women are in administrative roles, they tend to manage fields where women are employed more frequently, which generally are lower paying occupations (U. S. Department of Labor, 1998).

Thirty-five years after President Kennedy signed the Equal Pay Act, women are still paid only $.76 for of every $1.00 that men are paid (U.S. Department of Labor, 1998). This continues to occur because external pressure will not improve the situation until internal perceptions change (Chliwniak, 1997). As Perry (1988) adds, what individuals learn is rule driven and external, but how people learn and what they think is relevant comes from critical thinking and from individuals that are similarly motivated to resolve a problematic issue. According to Strike and Posner (1992) people have to accept that change is necessary and have to have lost faith in the current conceptions to solve current problems. They must also be able to understand the new idea, believe the new idea will solve the problem, and believe the time and energy they put in to the new idea will be worthwhile. These are just a few reasons why laws alone will not change the gender inequality in society.

This study will explore what influence stereotypes, attitudes, socialization, language, education, opportunity, and the media have on the formation of perceptions of effective leadership based on gender. These factors influence the messages that males and females are receiving about their ability or opportunity of becoming an effective leader in our society. Additionally, the study will examine why people resist change and how attitudes and underlying beliefs are complex, subtle, and multifaceted (Strike and Posner, 1992). This study will raise questions about ways to foster attitudes of equality among genders, as well as, suggest ways we can empower girls, and educate boys and girls about the value that females have and can contribute to society. One way to do this is to encourage and allow females equal opportunity to participate in top leadership roles.

In looking at the factors that play a role in continuing inequality, the obvious place to start seems to be at birth. However, even prior to birth, parents have expectations about their children, based on gender. According to the Consultative Group on Early Childhood Care and Development (1997) parents prefer boys to girls and have pre-conceived notions about how boys and girls should behave. From the moment of birth, parents and society surround children with stereotypes of what is appropriate for each gender. Consider the age old pink for girls and blue for boys, or dolls for girls and trucks for boys (Renzetti & Curran, 1995). The list of examples is almost endless. Individuals become bombarded with messages about who they are based on gender. These messages continue to be reinforced throughout their lives in many ways including, interactions within family, the educational system, media, and business. Smith et al., (1982) believes that these stereotypes may be the single most important barrier preventing women from advancing in society. Some of these messages may seem trivial and appear to have little effect on how the world functions,

however, something as simple as how someone dresses can encourage or discourage particular behaviors, and therefore are important in gender identification (Renzetti & Curran, 1995). The above examples show how stereotypes can be subtle and covert.

Culturally appropriate sex-typed behaviors are established before entering school and are firm in adulthood. This often leads to women being just as likely to maintain stereotypes as men (Smith et al., 1982). This may be one reason why it is so hard for individuals to overcome internal and external stereotypes and break through the "glass ceiling". It is hard to unlearn something and step out of your comfort zone to move forward. It is difficult to let go of what is comfortable and familiar. Change and growth are often associated with discomfort. (Strike and Posner, 1992). The ability for people to accept change is partly based on sociocultural tradition and historical and cultural conditions that are influenced by social and motivational factors (Strike and Posner, 1992).

Many of the stereotypes that individuals encounter indicate that the attributes that males exhibit are compatible with effective leadership and the attributes that females exhibit are not. In general, male attributes tend to be more socially desirable and female attributes tend to be less socially desirable. Smith et al., (1982) argue that the male attributes include perceptions of men being independent, objective, competitive, and assertive. Women are perceived as gentle, sensitive, and passive. Nieland (1996) adds, among other attributes, men are perceived to be competent and aggressive while women are submissive, emotional, weak, and dependent. Leadership qualities according to Brown (1999) are expressed in an individual who has authority, vision, and can empower and motivate others. They are strong, intelligent,

creative, and passionate. According to the article "Leadership and Management Theory, Research, Practice, and Societal Problems" (1999) a leader is someone who has integrity, self-confidence, wisdom, and tenacity. As the reader reviews the attributes of males and females, it becomes clear that the attributes that are perceived as male appear to be more compatible with the attributes considered to be necessary for an effective leader. Additionally, when males are successful it is often attributed to internal factors, but when females are successful it is generally based on luck or external factors (Luthar, 1995).

Despite the information that indicates that males have more attributions compatible with an effective leader, there seems to be a contradiction based on the study reported by Luthar (1996) regarding autocratic vs. democratic leadership styles. This study indicated that individuals favor democratic leaders regardless of their gender, but according to Luthar (1996) & Cioci (1991) males tend to be autocratic leaders. This generally means that they tend to be more production centered, task oriented, and discourage subordinates from participation. Women on the other hand tend to have a more democratic leadership style. They are employee centered, concerned about interpersonal issues, and encourage participation by subordinates. Despite the fact that men tend to be autocratic leaders, research indicates that men are considered to have more attributes of an effective leader. Men also see themselves as leaders more often than women do (Smith et al., 1982).

This may help explain one of the reasons women continue to be underrepresented in upper levels of leadership and have fewer opportunities to share their positive contributions. If society's balance of power were more equitable, then

male and female attributes could be further integrated and could be very complementary of each other. Males and females need increased opportunities to interact with one another in a productive way, and the presence of females in the work force needs to increase in an equitable way. This does not mean that women are present in the work place as a "token" jester of equality. They need to have an active role in important decision making.

Women need an equal voice, not a dominant voice, to ensure their needs and gender specific concerns are addressed adequately by society. If society does not take further steps to change perceptions, women will be less likely to have self confidence to pursue leadership positions and males will continue to be in a position to block females from top management and from attaining the same resources (Cioci, 1991). Since society has an increased number of single parent females as the sole provider for their children, this will place them at a disadvantage to be able to provide adequately for their families.

The review of the literature shows that women continue to be underrepresented in upper administrative roles. The literature also shows that effective leadership characteristics are based on stereotypes that are typically attached to males. Therefore, the research hypothesis for this study is that the gender of the ninth grade students will have a significant impact on perceived leadership effectiveness of adult males and females.

Statement of Problem

The purpose of this study was to determine both the relationship between gender of the 9th grade students at Altoona High School and rating of leadership effectiveness of males and females as measured by the Kapanke-Sproul scale.

Null Hypothesis

There will be no statistically significant difference in perceived leadership effectiveness of males versus females based upon the gender of ninth grade students.

CHAPTER II

REVIEW OF LITERATURE

The review of literature is broken into five sections: 1) socialization, 2) language, 3) media, 4) education, and 5) business. The above topics play an important role in understanding some of the reasons why gender inequality exists and give some clues to what needs to be done to make positive change.

Socialization

Socialization generally begins with parents and immediate family. Parents have different values and attitudes regarding males and females. As children, individuals become aware at an early age about what is gender appropriate. Girls are socialized to take more responsibility and boys are given more leeway (Renzetti & Curran, 1995). Hence the old adage, "boys will be boys".

Even prior to birth, parents have expectations for their child and prefer having boys rather than girls (Renzetti & Curran, 1995). At birth, gender stereotypes begin with what is gender appropriate to wear; pink for girls and blue for boys. Girls are often dressed in hearts and flowers, and in nightgowns for bed. Boys are generally dressed in pants and super hero pajamas for bed (Renzetti & Curran, 1995). The way they are dressed encourages or discourages particular behaviors. The toys that children are encouraged to play with and the activities they are expected to play also have gender messages that indicate what is appropriate and what is not for each gender. Girls are encouraged to play with dolls and participate in quiet activities such as art and are often rewarded for playing sex appropriate activities (Nieland, 1996).

Boys are given more freedom and are given more sports equipment, tools, and encouraged to participate in more physical activities. Fathers are reported to play with sons more frequently than with their daughters (Nieland, 1996). Girls are often perceived as cuter, neater, cuddlier, and more obedient. Renzetti & Curran (1995) reported that by age five girls are taught to be dependent and passive. Girls often learn to be helpless, to underestimate themselves, and have low expectations for themselves. Boys on the other hand, are taught to be independent, problem solvers, assertive and curious. Renzetti & Curran (1995) add that the traits taught to girls are skills not valued in society and those that are valued are the skills taught to boys.

Socialization reinforces and reproduces gender biases. One of the ironies in gender inequality is that women maintain the primary role of socialization of the children. Men have limited significant involvement with children under five years of age (The Consultative Group on Early Childhood Care and Development, 1997). So, why is inequality and discrimination still so prevalent today? One answer might be that generations of women were socialized at a time when the cultural needs and roles of each gender were different. These beliefs are passed on to a new generation that is changing, but has not yet fully been able to overcome these outdated beliefs. In essence, the women maintain the sex-stereotypes just as much as the men do (Smith et al., 1982). Again, it is important to look at what is it about change that makes people resist it.

Language

One of the main ways parents teach their children about themselves and the world is through language; both verbal and written. Although, some might argue that it

is trivial, language shapes and creates our cultural and words are symbols with meaning. Society now understands that the well-known children's rhyme, "sticks and stones may break my bones, but names will never hurt me", is far from accurate. According to Renzetti & Curran (1995), in communication, women are often symbolically ignored, trivialized and condemned. Additionally, they state that language is generally associated negatively with women and positively with men. There are over one thousand words that are derogatory to women, but no where near that many for men.

Linguistic sexism is the way which language devalues members of one sex, generally women (Renzetti & Curran, 1995). There are many ways which the English language puts women in their place or ignores them. Examples of linguistic sexism is when a person uses a job title with a prefix of "Lady" or Women" as in "women" judge or "lady" doctor. Otherwise, the assumption is that the jobholder is a man. The generic "he" is one way that women are ignored in language. Martyna (1978) states that this occurs when the pronoun "he" is used to serve two duties, one as a specifically male term and one as a generically human term. She adds that the generic "he" is ambiguous as to whether a particular "he" includes females or not. She also argues that the generic "he" is neither clear nor equitable, and it seems that it is far from effective in serving its function. Interestingly, young children were likely to use the pronouns appropriate to themselves when referring to the generic other, but as they became aware of the formal language their pronouns became increasingly more masculine (Richmond & Gorham, 1988).

The concept of females being ignored in language goes a step further. Some examples are "one small step for man, one giant step for mankind or man overboard" to

name a few. Just as equally concerning as females being ignored is the fact that these masculine images are believed to perpetuate in men a feeling of dominance over women (Richardson, 1987). The issue of language is believed to be an important one because it is another way that society reinforces the secondary role of women in society. That is why Amy Sheldon's (1990 p. 6) statement, "to improve our language is to improve our society" is so poignant.

Media

Verbal language is not the only form of communication that reinforces the stereotypes of women in our society. The media also plays an important role. Newspapers, magazines, and television all contribute to the inequality. On the news women-centered issues are often reported a "soft" or secondary news, and are often found in back sections of newspapers (Renzetti & Curran, 1995).

Television, often portrays males a "super human", while females have characteristics that are attainable by real people (Dambrot, 1988). Females appear in television more today, but are still typically portrayed in supporting roles and roles that are demeaning, negatively stereotyped, and distorted. The most common roles women depict in advertisement are housewives. Occupational stereotyping by sex is common in advertisements. Males are often in positions of authority and are the so-called experts. Females generally receive advice from males or are shown in traditional female occupations (Renzetti & Curran, 1995).

One area of the media that appears to have made the greatest move towards equality is the newsroom, and in particular the local stations where men and women are

often co-hosts. Despite this progress, in 1992 only ten out of fifty prominent network correspondents were women (Renzetti & Curran, 1995).

All the messages the media gives to individuals and especially children are important because the television is an important part of our lives and is on approximately six hours a day (Gerber, 1993). Children age two to eleven watch approximately twenty-eight hours of television per week and teenagers approximately thirty-three hours per week. The messages they receive are not neutral; they project values and norms.

If the media continues to represent women in a narrow stereotypical way, these imagines will continue to contribute to the attitudes and atmosphere of inequality. Media can have a positive impact on women if approached in a non-stereotypical way.

Education

Education is a very important part of a child's view of the world. Throughout childhood an individual spends the majority of their waking hours in school. The messages they receive at school play an important role in shaping their thoughts and beliefs. That is why it is important to be aware of the ways in which school perpetuates inequality and to take steps to correct those inequities. According to Nieland (1996), teachers praise boys more, help them more, give them more feedback, and have more interaction with them than girls. Teachers often believe that girls are more patient and can wait and don't need as much instruction as the boys do. Although, this may not be a conscious effort by the teacher, the research indicates that teachers allow boys to dominate classroom discussion more and allow them to be more independent. Whether it is positive or negative interaction, as with discipline, the teacher generally gives boys

more of his or her attention. In general, teachers tend to reward sex-role stereotypes and reinforce gender biases.

Another concern in the school system is the fact that curriculum is constructed for males and the vast majority of stories are about males (Nieland, 1996). Girls tend to reach milestones faster than boys do (The Consultation Group on Early Childhood Care and Development, 1997) and therefore may become bored and give up if they are not appropriately challenged. There is also an underlying implied message regarding their value in society. Their presence and their role in society are not important. The attention that boys receive may also lead the girls to believe that boys are smarter and more important (Schneider, 1994), which can lead girls to having lower self-esteem.

The fact that girls have equal achievement to boys in the early grades, but fall behind in many areas by high school, may be one way which their experience may be effecting them (Schneider, 1996). This is not to say it is the educational system that has the major responsibility for all gender inequality in society, but it certainly plays a role. As Schneider (1996) points out, elementary children already have well developed attitudes about gender prior to formal education, however, the educational system may be perpetuating those stereotypes. One step that may improve this problem is to increase the presence of females in the textbooks and curriculum, as well as, providing positive female mentors and role models for girls and boys (Renzitti & Curran. 1995).

Business

After finishing school, the majority of people move on to the business world. The leader of a business is an essential component that greatly influences what the company will focus on and how it will function. Males continue to be in the majority

of top leadership roles in business, despite the fact that females are as capable of filling those roles as males. Since males promote males more than females and females are often given unimportant tasks with low responsibility, it leads to less advancement and lower paying salaries for females (Smith et al., 1992). There are more stumbling blocks for females in a male dominant business (Chliwniak, 1997).

Biases against female leaders perpetuate this cycle. The belief that female attributes are not conducive to good leadership and male attributes are, plays a role in the reason inequalities continue in the business world. One study showed that critics gave a more negative rating to an article when they thought a female had written it than when they thought it was written by a male (Renzetti & Curran, 1995).

Gender differences are important in perceptions of leaders. The perception depends on both the perceptions of the leader and the subordinates. There is a difference in perceptions of males and females even if they exhibit the same behavior (Cioci, 1991). There seems to be a tendency for both sexes to evaluate females negatively when they take on what is considered to be traditional male attributes as in an autocratic leadership style. Male and female managers are also expected to perform differently (Smith et al., 1982).

One-study shows that females felt empowered by female leaders and preferred females as leaders or had no gender preference of the leader. Males on the other hand felt less empowered by female leaders and reacted against female leaders. Males and females assess male leadership almost equally effective (Cioci, 1991).
Based on the differences in perceptions and widely held beliefs about females and males, it does not come as a surprise that females still have a difficult time breaking

through the "glass ceiling" into the upper echelon of business. It will hopefully shed light on the origins of the discrimination and explain, but not justify, some of the reasons females are paid less for the same job or have more barriers placed in the way of entering management in non-traditional fields.

Summary

The fact that males and females are biologically different has brought some to believe that "differences equal weaknesses" or "view people who are different from traditional as being deficient... less competent or less suitable"(Morrison, 1992, p. 234-235). The point of this research has not been to set aside the fact that males and females are different in many ways. Rather it is to point out that these differences do not justify society in discriminating against females or males because of these differences. It also serves to help understand some of the reasons behind the inequality and what we can do as individuals and a society to make positive changes for a better and more equitable society.

Parents, educators, and individuals in authority need to promote student's intellectual development and focus more on collaborative rather than authority driven society. It is important to allow students to do their own thinking and broaden their minds to new ways of thinking (Perry, 1981). If they are able to do this, they may come to the conclusion that an equitable society is a benefit to all people.

CHAPTER III

METHODOLOGY

Subjects

The subjects for this study were 100 of 120 ninth grade students at Altoona High School. The entire population was not included because of absences and incomplete questionnaires. Out of the students participating, there were 17 more males than females. Altoona High School has a population of approximately 6,200 and is in a rural community where the majority of occupations are considered to be both blue and white-collar jobs.

Instrumentation

This study utilized four pictures with written narrative descriptions attached. A picture of a male described as an effective leader was given to half the class, while the other half received a picture of a female with the same written description (See appendix A). Next, half the class was given a picture of a female with the description of an effective leader and the other half was given a male with the same written description. Thirdly, half the class was given a picture of a male with a written description of an ineffective leader, while the other half was given a picture of a female with the same description. Lastly, half the class was given a picture of a female with a written description of an ineffective leader, and the other half was given a picture of a male with the same written description. Along with each description, the student's were given a "Likert scale" and asked to rate their perception of effective leadership ability for each individual (See appendix A).

The research advisor and school guidance counselor reviewed the instrument for bias and confirmed age appropriateness.

Procedure

Prior to the date of administering the instrument, permission was requested from the school administration. The study was conducted in all the 9th grade English classes in March of 2000. The English classes were chosen because all 9th grade students are required to take a course in English.

On the date of the data collection, 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. Students were instructed not to identify themselves on the study to ensure confidentiality. The students were given approximately ten minutes to complete the "Likert scale" questionnaire (See appendix A). Students were instructed to turn their papers over upon completion. The completed questionnaires were collected by the test administrators for data analysis.

Heather Kapanke read the following instructions to all the 9th grade students prior to the administration of the questionnaires:

> I am Heather Kapanke and this is Lisa Sproul. We are graduate students at UW-Stout in the Guidance and Counseling Program. We are completing a study regarding individual perceptions of leadership. We would appreciate your help in completing our questionnaires, however, your participation is strictly voluntary. This study has no impact on your grade. Lisa will be giving each of you a packet with four short scenarios and two questions for each scenario, you have approximately 10 minutes to complete the questionnaire. Please do not put your name on the questionnaire, but please check whether you are male or female and write in your grade level. When you have completed your packet please turn it over 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 Lisa has the packets handed out, you may turn them over and begin.

After the data collection was completed the following was read to the students:

> Thank you for your participation. Does anyone have any questions? After we have tabulated the results we will provide your teacher with a report of our findings.

Data Analysis

The data for this research was derived from the Kapanke-Sproul scale, which was developed by Heather Kapanke and Lisa Sproul. The purpose of the instrument was to measure 9th grade students perceptions of effective leadership based on gender of both the identified leader and the student. Ninth graders at Altoona High School have been chosen because the author had access to students at that school. Six questionnaires were not completed in their entirety and were discarded and not used for analysis purposes.

Analysis of variance statistic was used to test the Null Hypothesis of equality among the conceptual population means represented by the four scenarios. Additionally, for one scenario where the F was significant, a pairwise contrast was made among the scenario means to discover where the significant mean differences lied. When the mean contrasts of the scenarios were completed with the Tukey Honestly Significant Difference test, there was no actual statistical significance found.

CHAPTER IV

FINDINGS

Description of the leaders-

Chris was described as the owner of a company. Chris believes that 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.

Based on the data shown in Tables 1 and 2, at first glance there appears to be a statistically significant difference in how male students perceived the male leader Chris compared to the way the female students perceived the female leader Chris. However, when analyzed more closely with the Tukey's Honestly Significant Difference test as shown in Table 3, there is no actual statistically significant difference in the way either gender perceived the male and female leaders.

Table 1. - Descriptive statistics

Condition	N	Means	Standard Deviation
Male leader/male student	32	7.125	1.340
Female leader/female student	25	8.080	1.197
Female leader/male student	26	7.269	1.830
Male leader/female student	17	8.059	1.474

Table 2. - Analysis of Variance

Source	df	sum of squares	mean square	F	prob
Between group	3	19.243	6.414	2.833	0.4235 *
Within group	96	217.397	2.265		
Total	99	236.640			

* Statistically significant at the .05 level

Table 3. - Mean Contrasts—Tukey's HSD

	Female leader/ female student	Female leader/ male student	Male leader/ female student s
Male leader/male student Chris	n/s	n/s	n/s
Female leader/female student Chris		n/s	n/s
Female leader/male student Chris			n/s

In Tables 4-9, the results indicate that there is no statistically significant difference in how the students rated leadership ability of males versus females based on the student's gender.

Jamie was described as a school administrator. Jamie is a very caring person and wants his employees to be happy, so Jamie checks in with the employees 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 Tables 4 and 5.

Table 4. - Descriptive Statistics

Condition	N	Means	Standard Deviation
Male leader/male student	26	7.077	1.940
Female leader/female student	15	6.467	1.784
Female leader/ male student	32	5.875	1.596
Male leader/female student	23	6.174	1.633

Table 5. - Analysis of Variance

Source	df	sum of squares	mean square	F	prob
Between group	3	21.856	7.285	2.324	0.08006
Within group	92	288.384	3.135		
Total	95	310.240			

Terry was described as a 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 how things are going or if the job has been completed. The data for Terry are shown in Tables 6 and 7.

Table 6. - Descriptive Statistics

Condition	N	Means	Standard Deviation
Male leader/male student	32	4.031	1.845
Female leader/female student	25	3.920	1.468
Female leader/male student	27	3.741	1.646
Male leader/female student	16	3.375	1.218

Table 7. – Analysis of Variance

Source	df	sum of squares	mean square	F	prob
Between group	3	5.016	1.672	0.618	0.60503
Within group	96	259.744	2.706		
Total	99	264.760			

Kelly was described as a large business owner. 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 the employees. The data for Kelly are shown in Tables 8 and 9.

Table 8. - Descriptive Statistics

Conditions	N	Means	Standard Deviation
Male leader/male student	26	7.038	2.261
Female leader/female student	17	7.647	1.453
Female leader/male student	33	7.424	1.826
Male leader/female student	25	7.240	1.750

Table 9. - Analysis of Variance

Source	df	sum of squares	mean square	F	prob
Between group	3	4.397	1.466	0.400	0.75334
Within group	97	355.464	3.665		
Total	100	359.861			

CHAPTER V

CONCLUSIONS

Based on the composite data analysis, the Null Hypothesis is accepted. Please note that the analysis of the Chris scenario indicated a .04235 statistical significance, however, when the Tukey Honestly Statistical Difference test was completed there was no actual statistical significance found. Therefore, the results suggest that the 9th grade student's at Altoona High School have a general perception that males and females have an equal ability to perform as a leader.

The literature review generally found that women continue to be underrepresented in upper administrative roles and effective leadership characteristics are based on stereotypes that are typically attached to males. However, the results of this study seem to indicate that perceptions of 9th grade males and females at Altoona High School are consistent with the belief that both males and females have equal ability to be a leader. It can not necessarily be assumed that the findings are true for all high school students the same age. The Null Hypothesis is accepted, despite the fact that this appears to be contrary to much of the literature. It should also be noted that in Kapanke's (2000) study of 3rd grade students' perceptions of leadership, she also found that 3rd grade boys and girls did not show a statistically significant difference in how they perceived the effectiveness of male or female leaders based on the student's gender.

It may be that the students are actually already receiving positive messages from their parents, school, media, and the business world that are dispelling some of the ingrained stereotypes about how males and females should behave and do behave.

The scenarios given to the students in this study were based on the stereotypes that were found in the review of literature. Those stereotypes alluded to either predominately male or predominately female characteristics. Most of the male characteristics were valued by society and the female characteristics were not.

Secondly, there may have been a shift in beliefs about what is needed, in order, for society to function adequately at the present time. The students may have recognized a need for change, believe it is necessary, and feel the idea of women being more involved in leadership roles is an effective way to deal with the evolving world.

The fact that the results from the 3rd grade students in Kapanke's study (2000) and the 9th grade students in this study seem to indicate a basic belief that both genders have the potential to be a leader is a positive outcome. It is a starting point from which to work from and work on. As more women contribute to the workforce and are in the upper levels of administration, so to will their opportunities to contribute as positive role models continue for future generations of girls and boys.

So what accounts for the continued overall discrepancy in income, status, and positions of authority between males and females in the workforce today? Do the students' perceptions change later in life? Although, both genders perceive males and females as having the similar ability to be a leader, do girls have less confidence to achieve those positions for reasons other than their beliefs? Are girls given less opportunity to attain leadership positions? And if so, why? The real question of inequality in the workforce in our society may not be found in an individual's perception of each other and/or themselves, but rather, as the review of literature alluded to, it may be a combination of issues. Until there is an equal representation of

both genders in leadership roles and equal pay for the same position, there continues to be many questions which future research can focus on answering.

Recommendations for further study-

Based on the findings of this study, it would appear that further research is needed to explore whether perceptions of gender inequality develop differently beyond the secondary school years and whether males and females have different perceptions of leadership if they are the identified leader.

Another suggested study would be to analyze the guidance counselors' approach to career counseling. It may be beneficial to look at whether there is a statistically significant difference in the way they counsel males and females with their career goals.

Additionally, further research could be completed to analyze the hiring practices of businesses to determine if there is a statistically significant difference in the way they hire based on their perceptions of males and females as leaders.

These are just a few suggestions for future research, but with the complexity of this issue, continued awareness and efforts need to be made to make further change. These changes need to start within the family and continue into the schools and the business world in order to educate and encourage males and females to recognize and support what benefits both genders have to offer to society.

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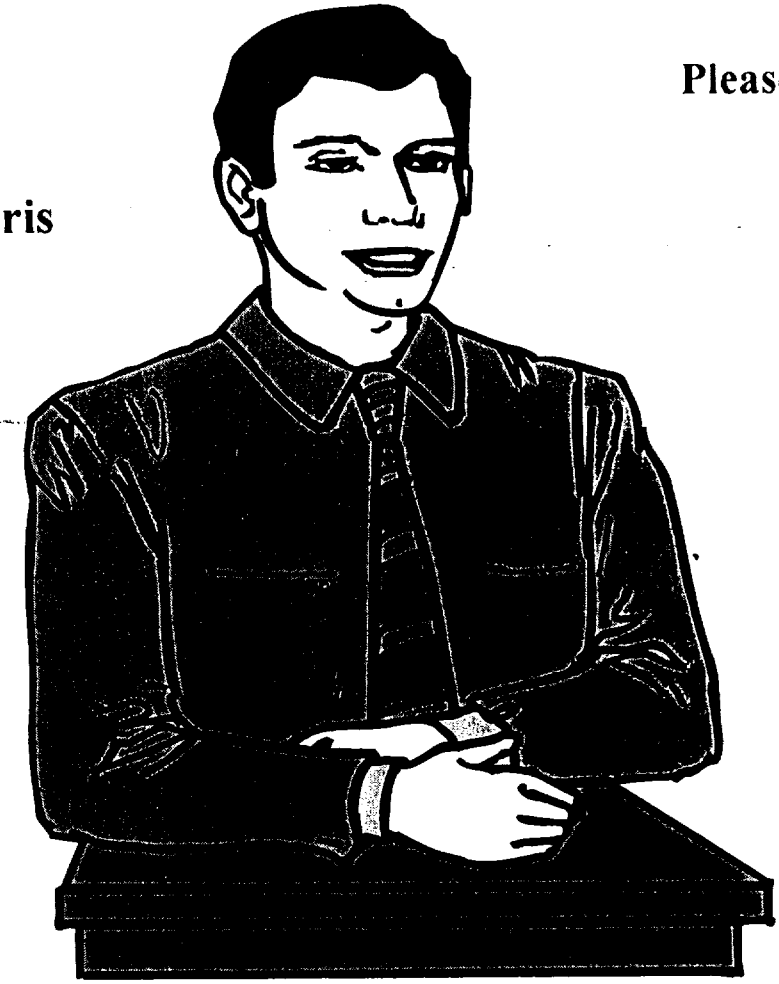
APPENDIX A

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

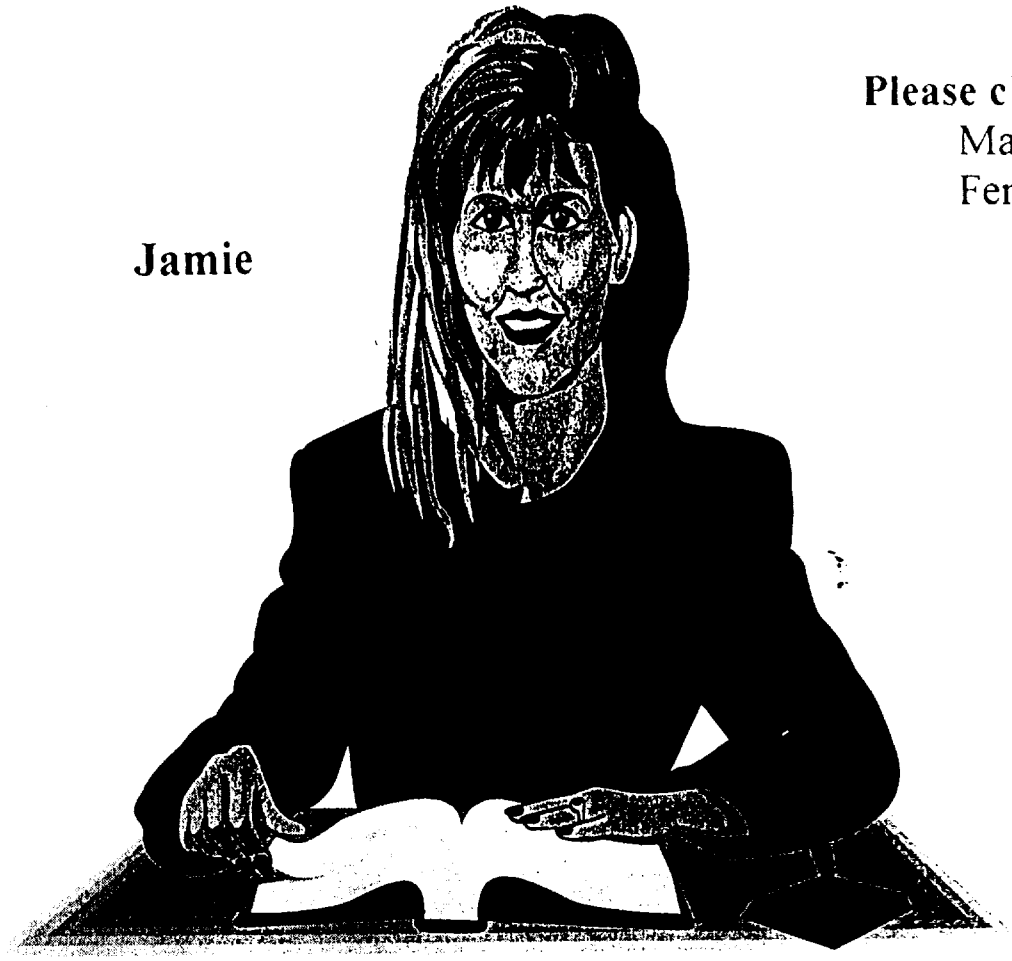
2) How would you like to have Chris as a boss?

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

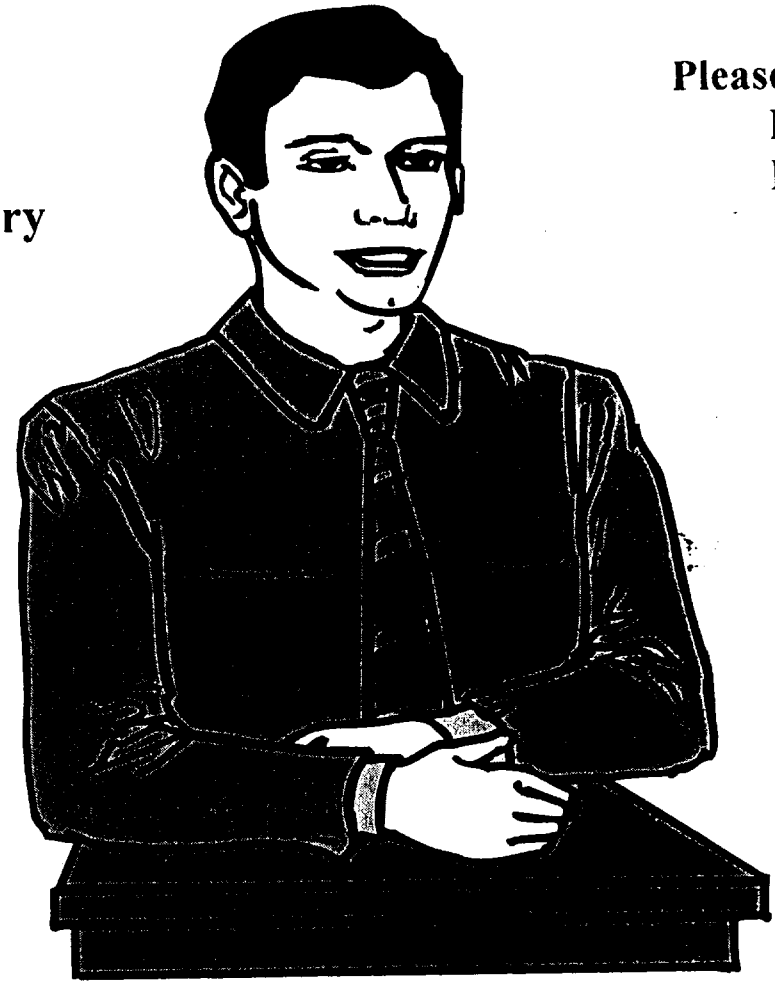
2) How would you like to have Jamie as a boss?

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

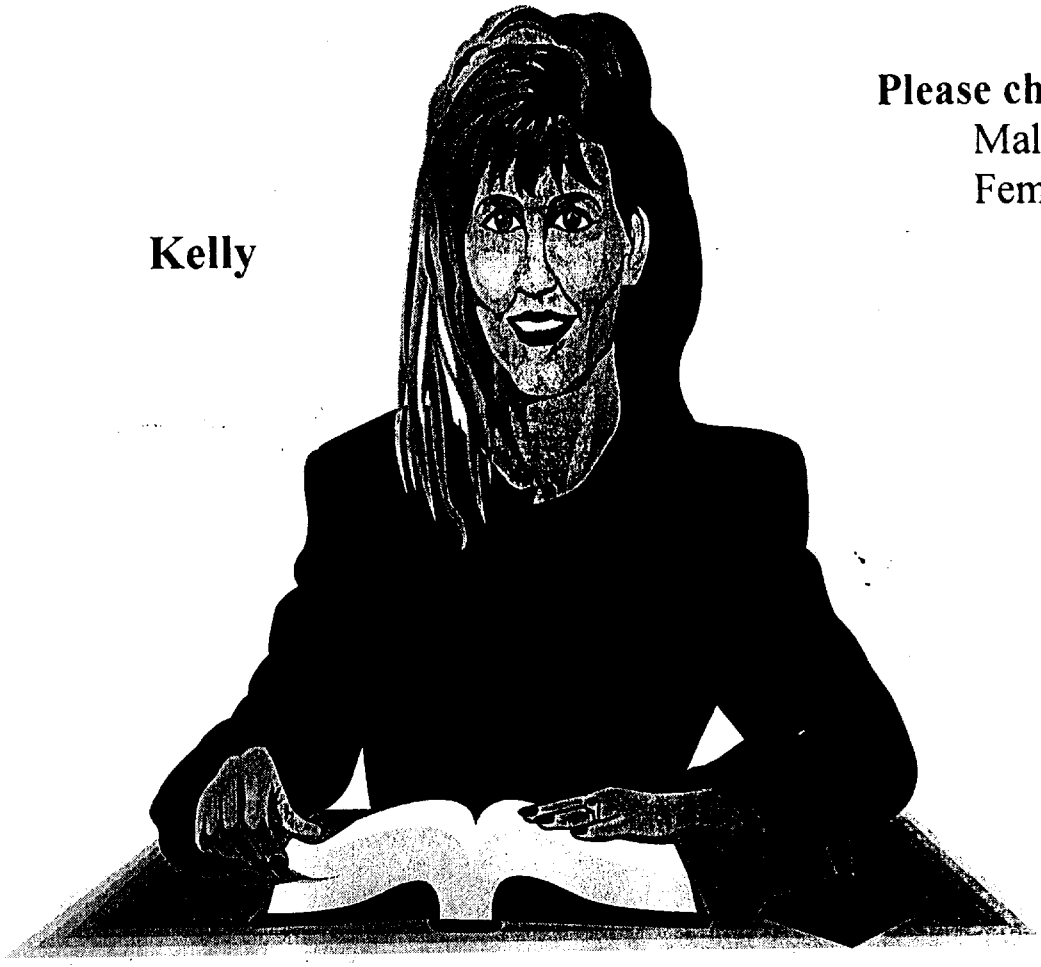
2) How would you like to have Terry as a boss?

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

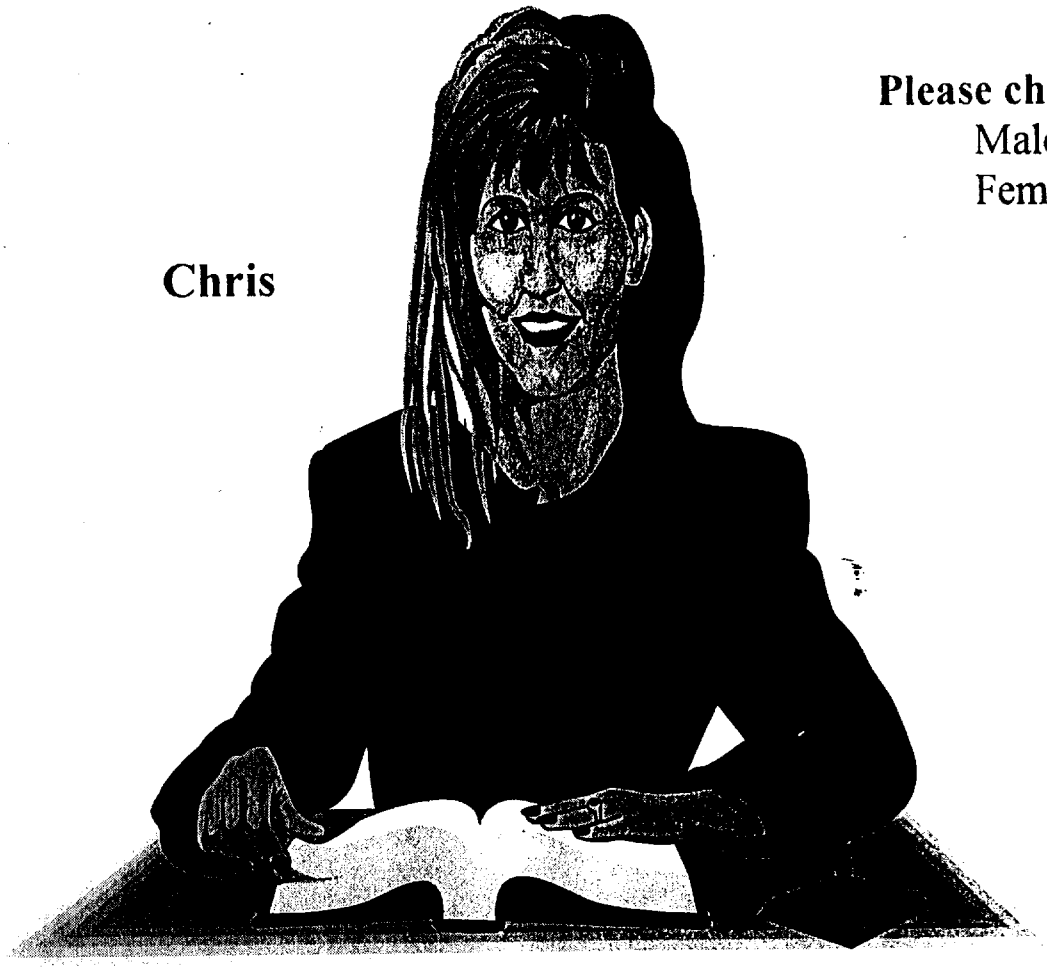
2) How would you like to have Kelly as a boss?

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

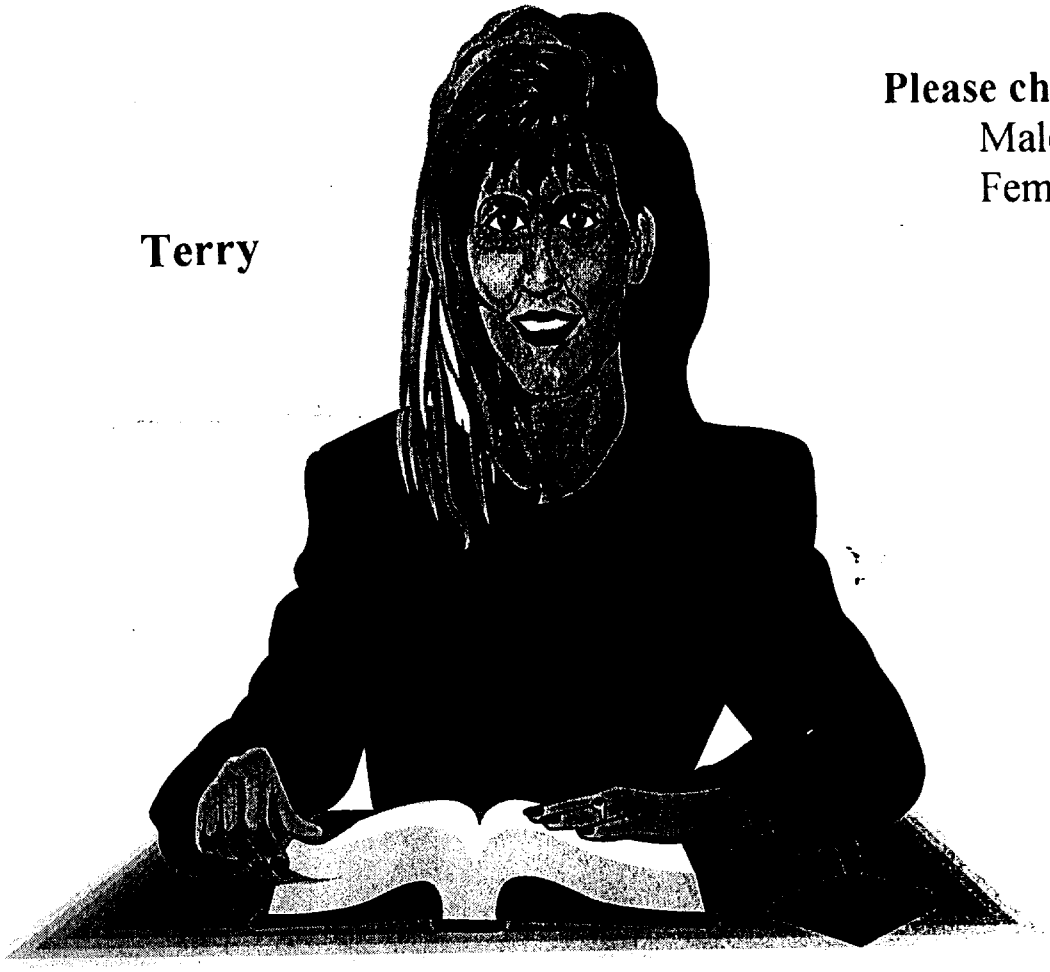
2) How would you like to have Jamie as a boss?

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

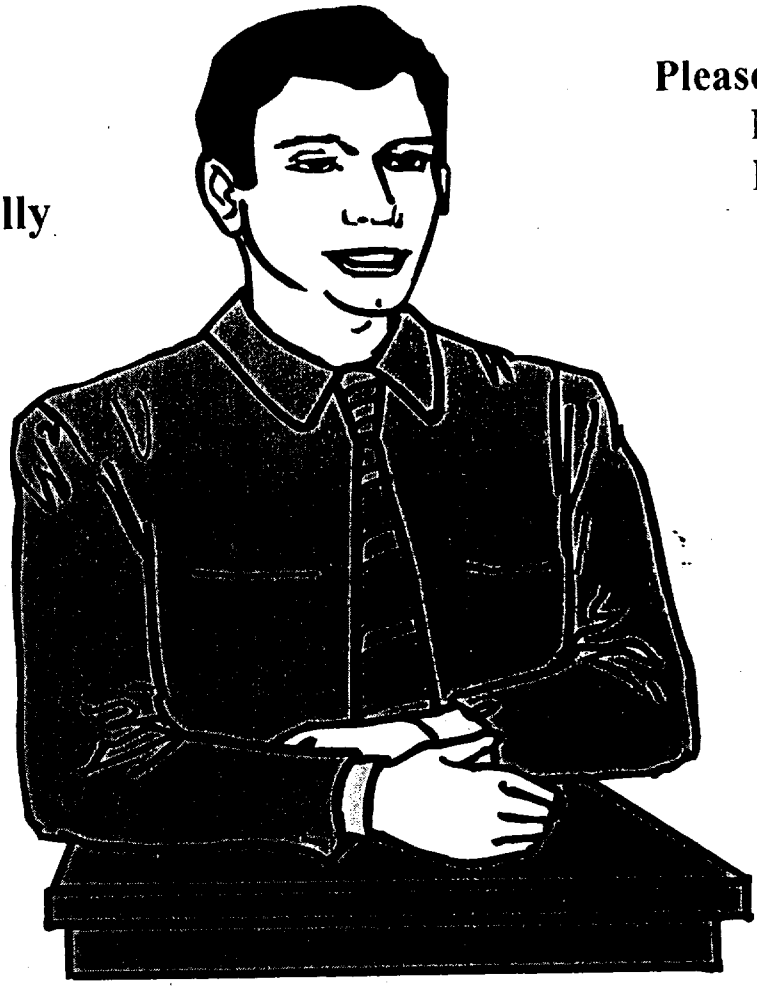
2) How would you like to have Terry as a boss?

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

N=	**Male** leader/**Male** student			**Female** leader/**Female** student			**Female** leader/**Male** student			**Male** leader/**Female** student		
1	5	1	6	4	4	8	5	3	8	2	3	5
2	4	4	8	3	4	7	4	3	7	3	3	6
3	4	3	7	4	3	7	1	1	2	5	4	9
4	4	3	7	5	5	10	4	3	7	3	4	7
5	4	3	7	5	4	9	4	5	9	5	5	10
6	4	3	7	4	4	8	3	5	8	4	4	8
7	4	3	7	4	4	8	4	4	8	5	5	10
8	3	3	6	5	5	10	5	4	9	4	4	8
9	3	4	7	5	4	9	5	4	9	3	3	6
10	3	3	6	4	4	8	4	3	7	4	3	7
11	2	4	6	3	4	7	3	5	8	4	5	9
12	4	3	7	3	3	6	4	4	8	5	4	9
13	4	3	7	5	4	9	4	4	8	4	4	8
14	3	3	6	3	3	6	4	3	7	5	4	9
15	3	3	6	5	5	10	4	4	8	3	4	7
16	4	3	7	4	3	7	4	4	8	5	5	10
17	5	5	10	3	4	7	4	3	7	5	4	9
18	4	4	8	4	4	8	3	3	6			
19	4	4	8	4	4	8	4	3	7			
20	4	4	8	4	3	7	1	2	3			
21	4	4	8	3	5	8	5	5	10			
22	5	5	10	5	4	9	5	5	10			
23	3	3	6	5	4	9	4	3	7			
24	3	4	7	5	5	10	3	1	4			
25	4	3	7	3	4	7	4	3	7			
26	5	5	10				3	4	7			
27	3	4	7									
28	5	3	8									
29	3	4	7									
30	2	1	3									
31	4	4	8									
32	3	3	6									
TOTALS	119	109	**228**	102	100	**202**	98	91	**189**	69	68	**137**
AVERAGES			**3.563**			**4.04**			**3.635**			**4.029**

JAMIE

N=	Male leader/Male student			Female leader/Female student			Female leader/ Male student			Male leader/Female student		
1	4	5	9	3	4	7	1	5	6	3	3	6
2	3	3	6	3	3	6	3	4	7	3	3	6
3	5	5	10	2	3	5	4	4	8	4	2	6
4	4	3	7	1	2	3	2	3	5	2	3	5
5	3	3	6	2	5	7	3	1	4	2	3	5
6	2	5	7	3	3	6	2	1	3	3	3	6
7	2	1	3	2	2	4	4	3	7	3	4	7
8	5	5	10	4	4	8	2	4	6	3	2	5
9	3	3	6	5	4	9	2	5	7	4	4	8
10	3	2	5	3	3	6	2	2	4	3	4	7
11	3	5	8	4	3	7	3	3	6	2	2	4
12	4	5	9	3	3	6	2	3	5	3	3	6
13	3	4	7	2	3	5	3	2	5	3	4	7
14	3	3	6	4	4	8	4	3	7	4	4	8
15	5	4	9	5	5	10	4	5	9	2	3	5
16	3	4	7				2	3	5	2	4	6
17	2	2	4				4	4	8	3	3	6
18	3	3	6				3	3	6	4	4	8
19	3	4	7				1	5	6	1	4	5
20	4	4	8				3	3	6	5	5	10
21	3	1	4				4	4	8	2	2	4
22	5	5	10				3	3	6	4	5	9
23	5	5	10				3	4	7	2	1	3
24	2	3	5				3	2	5			
25	3	4	7				2	2	4			
26	4	4	8				1	1	2			
27							4	4	8			
28							4	3	7			
29							3	4	7			
30							2	4	6			
31							2	2	4			
32							2	2	4			
TOTALS	89	95	184	46	51	97	87	101	188	67	75	142
AVERAGES			**3.5385**			**3.23**			**2.94**			**3.09**

KELLY

N=	Male leader/Male student			Female leader/Female student			Female leader/ Male student			Male leader/Female student		
1	5	5	10	4	4	8	3	3	6	1	1	2
2	4	4	8	3	3	6	4	3	7	3	3	6
3	1	1	2	4	3	7	3	2	5	4	4	8
4	3	3	6	5	4	9	4	3	7	3	3	6
5	1	1	2	4	4	8	3	1	4	4	3	7
6	5	5	10	4	4	8	5	5	10	3	3	6
7	4	3	7	4	4	8	3	2	5	4	4	8
8	4	2	6	3	3	6	4	4	8	5	4	9
9	3	4	7	5	4	9	4	5	9	4	4	8
10	5	4	9	5	5	10	4	3	7	3	3	6
11	4	3	7	3	2	5	5	4	9	5	5	10
12	5	4	9	3	4	7	5	4	9	5	5	10
13	4	3	7	4	4	8	4	3	7	4	4	8
14	4	4	8	5	5	10	3	3	6	4	4	8
15	4	4	8	4	5	9	5	5	10	4	4	8
16	4	4	8	3	3	6	3	2	5	5	4	9
17	4	4	8	3	3	6	3	2	5	5	4	9
18	4	4	8				5	5	10	4	4	8
19	5	4	9				3	4	7	4	4	8
20	5	5	10				5	4	9	4	3	7
21	1	1	2				4	3	7	3	3	6
22	3	3	6				3	3	6	4	4	8
23	3	2	5				3	3	6	3	2	5
24	4	2	6				4	5	9	3	3	6
25	3	3	6				5	5	10	3	2	5
26	5	4	9				5	5	10			
27							4	4	8			
28							4	1	5			
29							4	4	8			
30							4	1	5			
31							4	4	8			
32							4	4	8			
33							5	5	10			
TOTALS	97	86	183	66	64	130	131	114	245	94	87	181
AVERAGES			3.52			3.82			3.71			3.62

TERRY

N=	Male/leader/Male student		
1	1	1	2
2	2	3	5
3	2	4	6
4	2	2	4
5	1	3	4
6	1	5	6
7	3	2	5
8	1	1	2
9	2	3	5
10	1	1	2
11	2	4	6
12	1	1	2
13	3	2	5
14	2	2	4
15	1	1	2
16	1	2	3
17	2	2	4
18	2	2	4
19	1	1	2
20	3	3	6
21	2	1	3
22	2	2	4
23	2	1	3
24	4	5	9
25	1	1	2
26	1	1	2
27	2	2	4
28	4	1	5
29	2	4	6
30	5	3	8
31	1	1	2
32	1	1	2
TOTALS	61	68	129
AVERAGES			2.02

Female leader/Female student		
3	3	6
1	2	3
2	1	3
1	1	2
2	2	4
3	2	5
2	3	5
1	2	3
2	3	5
2	1	3
2	3	5
1	1	2
2	1	3
2	2	4
2	2	4
1	2	3
1	2	3
3	3	6
4	4	8
2	2	4
1	2	3
2	1	3
1	1	2
3	3	6
2	1	3
48	50	98
		1.96

Female leader/Male student		
1	1	2
2	2	4
1	1	2
2	2	4
2	1	3
1	2	3
1	1	2
1	5	6
2	2	4
1	1	2
2	5	7
2	2	4
2	3	5
1	2	3
2	2	4
2	1	3
2	2	4
1	2	3
2	1	3
4	4	8
2	1	3
1	1	2
1	2	3
1	3	4
1	1	2
3	2	5
3	4	7
46	55	101
		1.87

Male leader/Female student		
2	5	7
2	1	3
2	2	4
1	1	2
2	2	4
1	1	2
2	2	4
2	1	3
2	1	3
1	1	2
2	1	3
2	2	4
1	1	2
1	2	3
2	2	4
2	2	4
27	27	54
		1.69