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Androgynous Leadership: A Gender Balanced Approach To School Administration

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ANDROGYNOUS LEADERSHIP: A GENDER BALANCED APPROACH

TO SCHOOL ADMINISTRATION

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BS (Saint Joseph's College of Maine) 2005
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A DISSERTATION

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ANDROGYNOUS LEADERSHIP: A GENDER BALANCED APPROACH

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Abstract

The purpose of the study was to explore the most desirable personality traits for school

administrators, if personality sex-types have changed since 1981, and how school administrators

practice androgynous leadership. Twenty-six school administrators completed the Bem Sex Role

Inventory survey to discover their personality trait make-up and how often they perceived using

60 personality traits. Eight school administrators participated in a virtual one-on-one interview.

The findings from this study concluded that the seven most desirable personality traits for a

school administrator are adaptable, compassionate, reliable, conscientious, truthful, sensitive to

the needs of others, and willing to take a stand. There were 20 personality traits sex-typed neutral

in 1981. There were 34 out of 60 personality traits sex-typed neutral in this study. School

administrators in this study practice androgynous leadership by self-reflecting, creating a culture

of gender acceptance, unconsciously and consciously not conforming to gender stereotypes,

valuing their experience of gender and using it in their practice, consciously not complying with

gender norms when working with students, and being open to self-discovery of gender implicit

biases and how they play out in their leadership. Recommendations from this study are to further

research how to practice androgynous leadership as a school administrator, explore why females

have been progressing as school administrators but not as superintendents, and how to create a

gender sensitive classroom and school.

Key words: *androgyny, desirable personality trait, gender norms, stereotypes, authenticity.*

University of New England

Doctor of Education
Educational Leadership

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A soul can be egoless, lovely, and kind. A person can choose to live authentically by behaving genuinely. When two kind, genuine souls find one another it is magical. Magical like a rare gem. The kind of gem that one would go to the ends of the earth to find. I am blessed to have found the kindest soul and the rarest gem. Christine Brown, thank you.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1: Introduction

A school administrator is the leader of a school. Individuals working as school administrators must be able to balance different leadership responsibilities. A school administrator is required to be student-centered, a coach, a mentor, a student and staff disciplinarian, and the overseer of daily school functioning (Bruens, 2012). A school administrator's masculine and feminine personality traits may affect others' responses to their leadership actions (Taylor, 2017). Research suggests that the utilization of masculine and feminine personality traits may be the best approach to leadership (Srivastava and Nair, 2011). The balance of masculine and feminine personality traits in leadership is defined as androgynous leadership (Northouse, 2016). School administrators may need to balance personality traits to complete responsibilities effectively.

The dichotomy of gender is supported by heteronormative stereotypes that have become societal norms (Taylor, 2017). Heteronormativity is a worldview that characterizes stereotypical masculine and feminine roles as normal (Rodó-De-Zárate, 2016). Historically, the most desirable personality traits for leadership have been masculine (Northouse, 2016). A desirable personality trait is defined as a mood, attitude, and opinion worth having or wanting (Holzman, 2019). Taylor (2017) suggests that to be an effective school leader an individual must have feminine personality traits. Srivastava and Nair (2011) state that an androgynous leader is a person who values and utilizes the most desirable masculine and feminine personality traits. A leader exhibiting desirable personality traits can increase psychological well-being for employees in the workplace (Mawritz et al., 2017). Heteronormative expectations could lead to promoting or demoting leaders based on their gender (Taylor, 2017).

A school administrator uses masculine and feminine personality traits to guide their employees to complete responsibilities (Taylor, 2017). A school administrator may not be aware of how often they use either a masculine or feminine personality trait. Furthermore, they may not know why, when, and how to use a specific personality trait that could benefit the outcome. The number of masculine and feminine personality traits that a person has are collectively called personality trait make-up. A school administrator could have a personality trait make-up of masculine, feminine, androgynous, or undifferentiated (Bem, 1974).

This research explores what the most desirable personality traits are for school administrators in one urban school district. It also uncovered school administrators' personality trait make-up and how school administrators sex-type 60 personality traits. Sex-typing is the act of labeling a personality trait as masculine, feminine, or neutral (Bem, 1974). Thirty-four school administrators in one school district in New England, a region in the Northeastern part of the United States, were asked to participate in this study.

Twenty-six of 34 school administrators participated in the study by completing a survey called the Bem Sex Role Inventory. The Bem Sex Role Inventory revealed a participant's personality trait make-up and how often they perceived utilizing 60 personality traits. Each school administrator understood they might also be asked to participate in a virtual one-on-one interview and eight agreed to do so. The data collected supported the research questions and the hypotheses. This researcher used the findings to examine participant perceptions of gendered leadership traits and the increase of women as school administrators over the past 25 years.

Statement of the Problem

Males have held most school administrator positions in the United States for the past three decades (Taylor, 2017). Females have held school administrator positions, but are

promoted less frequently than males (Superville, 2019). During the years 1987 until 2016,

females have increased their employment as school administrators by 25% (Miller, 2019). More

males were school administrators from 1987 until 2007 (Miller, 2019). Males and females were

equally represented in 2008 (Miller, 2019). Females became the majority in 2012 by 4% (Miller,

2019). The most recent data show males holding school administrator positions at 46% and

females at 54%. Table 1 shows the percentages of male and female school administrators starting

from 1987 until 2016. The table demonstrates the increase of women as school administrators

over 29 years.

Table 1

Educational Leadership, Chronological Gender Gap.

Year	Male	Female
1987-88	75%	25%
1990-91	70%	30%
1993-94	65%	35%
1999-2000	56%	44%
2004-2004	52%	48%
2007-08	50%	50%
2011-12	48%	52%
2015-2016	46%	54%

The reasons for the decrease in the gender gap are not conclusive; however, Northouse

(2016) explains there may be an assumption that societal stereotypes are progressing. This may

mean that citizens are discovering that feminine and masculine personality traits are both

desirable. If males develop feminine personality traits and females develop masculine personality traits it can be argued that rigid stereotypes may be reduced (Selvearajah et al., 2018). This researcher asked school administrators to sex-type 60 personality traits as masculine, feminine, or neutral. The objective of this study was to explore a change in the perspective of school leaders about heteronormative stereotypical personality traits. This study shows a 27% change in sex-typing by leaders since 1981.

Employees are noticing that a leader's personality traits impact their psychological responses and well-being at work (Hackney & Perrewe, 2018). A leader must be able to show excitement and positive energy in order to promote well-being for their employees (Mawritz et al., 2017). Research has shown that if a leader exhibits aggressive behaviors towards their employees it decreases their employees' psychological well-being (Mawritz et al., 2017). Gartzia et al. (2018) explored how utilizing psychological androgyny will lead to healthier responses from leaders, by providing a wider range of emotional competencies to deal with organizational demands. This researcher asked school administrators what the most desirable personality traits are for their profession. Seven desirable personality traits were articulated in this study.

Androgynous leadership is practicing the intrinsic acknowledgement of an individual's masculine and feminine personality traits (Way & Marques, 2013). A school administrator could provide an androgynous leadership approach by acknowledging how often they use masculine and feminine personality traits. Exploring what are the most desirable personality traits for school administrators could reveal that feminine personality traits are as or more desirable than masculine personality traits. This may be one reason why females have been increasing their employment as school administrators over the past 25 years.

Purpose of the study

The purpose of this study is to explore what the most desirable personality traits are for school administrators in one school district in New England, a region in the Northeastern part of the United States. A desirable personality trait is defined as a mood, attitude, and opinion worth having or wanting (Holzman, 2019). The exploration of the most desirable personality traits and their sex-type has illuminated that masculine leadership traits are not currently the most desirable by leaders in this study.

Research questions

Q1) What personality traits do school administrators in one school district in New England describe as most desirable for school administrators?

Q2) How do the school administrators in one school district in New England sex-type personality traits?

Q3) How do school administrators in one school district in New England practice androgynous leadership?

Hypotheses

H1) More female school administrators will have a personality trait make-up of androgynous than male school administrators.

H2) More personality traits will be sex-typed neutral by school administrators when comparing the results to the Bem Sex Role Inventory from 1981.

H3) School administrators will find feminine personality traits more desirable than masculine personality traits.

Conceptual Framework

This research used conceptual frameworks to explain the concept of gender. It used leadership theories to conceptualize the idea of balancing masculine and feminine personality traits as a leadership approach. The gender schema theory and gender socialization model, developed by Bem in 1974 and 1981, was used to conceptualize gender processing. The theories of transactional, transformational, and androgynous leadership were used to support the comparison of full range leadership and androgynous leadership. Androgynous leadership has been researched for the past 10 years (Donnelly & Twenge, 2017). All other frameworks have been researched for 70 years (Donnelly & Twenge, 2017).

Bem's Gender Research

Bem, a gender theorist, thought society constructed the dichotomy of gender. When individuals do not conform to societal norms they may be impacted by rigid stereotypes and biases (Bem, 1981; Donnelly & Twenge, 2017). Societal norms have influenced certain ways that males and females are supposed to behave (Bem, 1981). Males are supposed to behave by using masculine personality traits, and females are supposed to behave by using feminine personality traits (Bem, 1974; Bem, 1981; Donnelly & Twenge, 2017; Lindsey, 2016). When an individual has a balance of masculine and feminine personality traits they are known as androgynous (Bem, 1974). Bem researched the influence of mainstream society on gender and how it is conceptualized in children.

Bem's 1981 conceptual frameworks of gender schema theory and gender socialization inform their model explaining how children conform to their biological sex, and how culturally-based stereotypes determine action and perception (Bem, 1981; Donnelly & Twenge, 2017; Lindsey, 2016). These theories explore how children learn the different masculine and feminine

personality traits from society and culture (Bem, 1974; Donnelly & Twenge, 2017; Lindsey, 2016). Bem (1981) suggested that through the process of gender schema theory, children internalize perceptions and link their biological sex to societal gender expectations (Bem, 1981; Donnelly & Twenge, 2017; Lindsey, 2016). Gender researchers continue to use this theory to explore the influence of society on gender (Donnelly & Twenge, 2017).

Bem supported the sex-typing of personality traits. Sex-typing is when a person labels a personality trait as masculine, feminine, or neutral (Bem, 1974). Masculine is defined as a personality trait most represented by males (Bem, 1981; Donnelly & Twenge, 2017). Feminine is defined as a personality trait most represented by females (Bem, 1981; Donnelly & Twenge, 2017). Neutral is defined as a personality trait equally represented by males and females (Bem, 1981; Donnelly & Twenge, 2017). Bem researched how males and females sex-type personality traits and how frequently they are used. A study was conducted by Bem (1981) at Stanford University to discover how college students sex-type personality traits. The participants sex-typed each personality trait as masculine, feminine, or neutral. The results from the 1981 Bem Sex Role Inventory study are represented in Table 2.

Table 2

Bem Sex Role Inventory Personality Traits.

Masculine items	Feminine items	Neutral items
Acts as a leader	Affectionate	Adaptable
Aggressive	Cheerful	Conceited
Ambitious	Childlike	Conscientious
Analytical	Compassionate	Conventional
Assertive	Does not use harsh language	Friendly
Athletic	Eager to soothe hurt feelings	Happy
Competitive	Feminine	Helpful
Defends own beliefs	Flatterable	Inefficient
Dominant	Gentle	Jealous
Forceful	Gullible	Likeable

Has leadership abilities	Love children	Moody
Independent	Loyal	Reliable
Individualistic	Sensitive to the needs of	Secretive
Makes decisions easily	others	Sincere
Masculine	Soft spoken	Solemn
Self-reliant	Sympathetic	Tactful
self -sufficient	Tender	Theatrical
Strong personality	Understanding	Truthful
Willing to take a stand	Warm	Unpredictable
Willing to take risks	Yielding	Unsystematic

The sex-typed personality traits were then used to create the Bem Sex Role Inventory survey. The Bem Sex Role Inventory survey is an instrument that discovers an individual's personality trait make-up. The survey askes the participant how frequently they use 60 personality traits. The participant uses a Likert scale that ranges from 'never to almost never true' to 'always to almost always true'. A Likert scale is a rating scale to measure attitudes and opinions (Sullivan & Artino, 2013). At the end of the survey the participant receives a masculine score and a feminine score. The results of the survey reveal the participants a personality trait make-up. A participant could have a masculine, feminine, androgynous, or undifferentiated personality trait make-up. The Bem Sex Role Inventory survey is valid and continues to be used in gender research (Donnelly & Twenge, 2017). It is important to note that Bem's research promoted individuality (Bem, 1974).

Transactional and Transformational Leadership

Transactional and transformational leadership theories are two of the most prevalent approaches for school administrators (Bush, 2014). Transactional characteristics are comparable to masculine personality traits, and transformational characteristics are comparable to feminine personality traits (Saint-Michel, 2018). When a leader combines the characteristics from transactional and transformational leadership they are referred to as a full range leader (Marion

& Gonzalez, 2014). Similarly, to a full range leader, an androgynous leader combines two polarizations, masculinity and femininity, to create a gender balanced approach (Northouse, 2016). This research conceptualizes the dichotomy of transactional and transformational leadership to masculine and feminine concepts.

Transactional leadership was conceptualized by Bales, a leadership researcher, in 1951 (Saint-Michel, 2018). Transactional leadership characteristics are contingent rewards, management-by-expectation, directive communication, task-orientated management, and monitoring and controlling employees (Bass, 1999; Bass; 2006; Marion & Gonzales, 2014; Saint-Michel, 2018). Saint-Michel (2018) analysis discovered that masculine individuals were task-orientated and used directive communication. These approaches along with most of the characteristics for transactional leadership can be compared to masculine personality traits (Saint-Michel, 2018).

Transformational leadership theory was established by Burns, a leadership researcher, in 1978 (Marion & Gonzales, 2014). Transformational leadership characteristics are charisma or idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Marion & Gonzales, 2014). Transformational leadership encourages leaders to provide opportunities for individual success through possession and demonstration (Marion & Gonzales, 2014). This strategy promotes the social-emotional well-being of employees (Wolfram & Gratton, 2014). Research suggests that feminine leaders are known as social-emotional leaders (Saint-Michel, 2018). The characteristics of transformational leadership can be compared to feminine personality traits (Saint-Michel, 2018; Wolfram & Gratton, 2014;).

Leaders who combine transactional leadership and transformational leadership are known as full range leaders (Wolfram & Gratton, 2014). Full range leadership is when a leader chooses

to use a transactional or transformational approach to better the situation (Marion & Gonzalez, 2014). This approach may create more opportunities for success (Marion & Gonzalez, 2014). This may be similar to the conscious decision of choosing a masculine or feminine personality trait to improve an expected outcome. Androgynous leadership could be compared to full range leadership.

Androgynous Leadership

Androgyny may be the oldest archetype (Kaylo, 2009). An archetype is a concept of a symbol or idea that is eternal and unchanging (Kaylo, 2009). The archetype of androgyny is a person with a combination of masculine and feminine personality traits (Bem, 1974; Gartzia et al., 2018; Hackney & Perrewe, 2018). An individual's use of masculine and feminine personality traits could change over time. They may be impacted from the influence of cultural expectations or experience (Kaylo, 2009). The influence of society may or may not create more androgynous individuals (Bem, 1974; Kaylo, 2009; Singer, 2000). This study expands on the concept of androgyny. It also explores how a school administrator can practice androgynous leadership.

The act of practicing androgyny is to acknowledge the masculine and feminine personality traits that an individual has (Bissessar, 2018; Selvearajah et al., 2018). They would then communicate them through bi-gendered behavior patterns (Selvearajah et al., 2018). Understandably, androgyny in some forms can be noticeable when an individual does not look like the heteronormative stereotypical female or male. This is known as extrinsic androgyny. This study focuses on intrinsic androgyny. It does not focus on extrinsic androgyny.

Androgynous leadership can be conceptualized as a leader who can consciously oscillate between masculine and feminine personality traits to achieve a desired outcome (Bissessar, 2018; Selvearajah et al., 2018). Twenty-six school administrators discovered their personality

trait make-up in this study. The majority of the school administrators who participated in the study have an androgynous personality trait make-up. Research supports that leaders' ability to utilize both masculine and feminine personality traits supports psychological well-being for their employees (Hackney & Perrewe, 2018; Mawritz et al., 2017).

The concept of androgynous leadership has not been widely studied. This research has discovered school administrator attributes that could be used to help define androgynous leadership. This study may support the importance of an individual leader consciously utilizing masculine and feminine personality traits.

Assumptions, Limitations, and Scope

This research recognizes androgyny as an essence of diversity in the difference of thinking, not the difference in appearance. It is important to note that in this research androgyny is not used to identify sexuality. It does not encompass the expression of bisexuality, transgenderism, or homosexuality. The conceptualization of intrinsic androgyny and not extrinsic androgyny is used for this study.

Eight school administrators in one school district in New England participated in a virtual one-on-one interview. The virtual one-on-one interviews were structured to support psychological safety. There is an assumption that the participants were truthful when completing the Bem Sex Role Inventory survey, how they sex-typed personality traits, and what they feel are the most desirable traits for school administrators.

This study defines school administrators as principals and assistant principals. The scope of the research is the sampling of administrators from one school district in New England. The results may be generalizable to other schools' settings.

Significance

Females have been gradually obtaining greater employment as school administrators over the past 25 years. The reason for the increase in female school administrators has not been fully determined. Researchers do know that males using masculine personality traits have been more rewarded by employees and leaders; however, feminine personality traits are becoming more desirable in some settings (Northouse, 2016; Peterson, 2018). Currently, there are more female school administrators than male school administrators in the United States (Miller, 2019). This study has explored what the most desirable personality traits for school administrators are, if there has been a change in gender stereotypes since 1981, and what a school administrator's personality trait make-up is. This information may provide insight on why females are obtaining employment as school administrators.

The effectiveness of an organization depends on the effectiveness of the people (Srivastava & Nair, 2011). If a leader is aware of the most desirable personality traits for a school administrator, they could choose to use them more frequently. This may improve a leader's effectiveness. Eight school administrators participated in a virtual one-on-one interview. The participants were asked which personality traits are most desirable for school administrators. They also chose from the 60 personality traits from the Bem Sex Role Inventory survey. The most desirable personality traits identified by participants in this study were adaptable, compassionate, reliable, conscientious, truthful, sensitive to the needs of others, and willing to take a stand. The findings in this study suggest that the most desirable personality traits for a school administrator are feminine or neutral.

The Bem Sex Role Inventory survey discovers a participant's personality trait make-up and how often they use 60 personality traits. This study showed that female participants use

desirable personality traits more frequently than their male counterparts. This could provide insight about why female school administrators are obtaining increasing employment as school administrators.

Discussing implicit or explicit gender bias may lead to more acceptance of the opposite gender (Diangelo, 2018). This may increase human authenticity (Diangelo, 2018). Eight school administrators in this study were asked to sex-type 60 personality traits from the Bem Sex Role Inventory survey. They were asked to sex-type the personality traits as masculine, feminine, or neutral. The findings in this study suggest that 27% of personality traits had a sex-type change since 1981. This resulted in 16 personality traits that changed since 1981. The majority of these personality traits were originally sex-typed masculine or feminine. This study showed that these personality traits changed to neutral. This suggests that societal views may be shifting to females and males being able to utilize personality traits that are not stereotypically appropriate for their gender. It may explain that an androgynous individual may be becoming more societally acceptable. Researching personality traits and discussing their gender stereotype could help increase awareness of gender stereotyping and decrease the importance of gender norms.

Twenty-six school administrators completed the Bem Sex Role Inventory survey. The findings in this study suggest that more female school administrators have an androgynous personality trait make-up than males. This means that more females than males are accessing feminine and masculine personality traits more frequently. This could mean that females in this study are able to oscillate between personality traits more frequently than male school administrators. An androgynous personality trait make-up may benefit them in their leadership strategies with staff and students.

The findings from this study suggest one reason why females have been increasing their employment as school administrators. This study found that feminine and neutral personality traits are more desirable than masculine personality traits. The results may suggest a societal change in the perspective of effective leadership. This study found a 27% change in personality trait sex-types since 1981. This may suggest a societal change in the perspective of gender norms. Twenty-six school administrators completed the Bem Sex Role Inventory survey. The results reveal that there are female school administrators that have an androgynous personality trait make-up than males. This could mean that females in this study are able to oscillate between masculine and feminine personality traits more frequently than male school administrators. Overall, feminine and neutral personality traits are most desirable, 27% of personality traits had a sex-type change, and more females than males have an androgynous personality trait make up. These three reasons could explain why females have gradually increased employment as school administrators.

Conclusion

Thirty-four school administrators were asked to participate in this research. Twenty-six school administrators completed the Bem Sex Role Inventory survey. Eight school administrators participated in a virtual one-on-one interview. This study has three research questions and three hypotheses. It explored what personality traits school administrators, in one school district in New England, find most desirable. It also delved into how school administrators sex-type personality traits and what their personality trait make-up is.

This study asked eight school administrators which personality traits are the most desirable for their profession. The most desirable personality traits in this study are adaptable, compassionate, reliable, conscientious, truthful, sensitive to the needs of others, and willing to

take a stand. These desirable personality traits were sex-typed feminine and neutral in this study. This may suggest that some masculine personality traits are no longer desirable.

Men and women are socialized to demonstrate gender-specific personality traits and expectations (Hausmann et al., 2014). These specificities may affect promotion opportunities, salary, interpersonal relationships, number and distribution of working hours, and leadership styles (Purvanova & Muros, 2010). The eight virtual one-on-one interview participants were asked to sex-type 60 personality traits. The results were compared to Bem's research in 1981. Sixteen out of 60 personality traits had a sex-type change since 1981. This may suggest that there is a 27% change in mainstream society's perspective of gender norms.

Twenty-six school administrators completed the Bem Sex Role Inventory survey to discover their personality trait make-up. The researcher concluded that the majority of school administrators in this study have an androgynous personality trait make-up. There are more female school administrators who have an androgynous personality trait make-up than male school administrators. This information may suggest that female leaders are currently utilizing more masculine personality traits than in the past.

The conceptual frameworks of gender schema theory and gender socialization model provide a foundation for this study. Information from the eight virtual one-on-one interviews supported both theories. Most participants discussed their past and current experiences that have shaped their gender perspectives. One theme and three sub-themes emerged from the interviews. The theme that emerged is influence of experience. The three sub-themes are societal, personal, and professional experience.

It has been established that when leadership strategies consider gender it increases growth mindset and progressive movement (Northouse, 2016). Some leaders may have a combination of

masculine and feminine personality traits; however, their willingness to be authentic may be stunted because of societal heteronormative stereotypes (Grinberg, 2018). Considering gender in leadership is a complex process having multiple dimensions (Northouse, 2016). Learning how, when, and why to oscillate from masculine to feminine personality traits may create an androgynous leader (Bem, 1974; Gartzia et al., 2018; Hackney & Perrewe, 2018). The conceptualization of androgynous leadership is still being developed. This study suggests how a school administrator can lead androgynously.

Definition of terms

Androgyny: an androgynous person has a specific way of combining masculine and feminine attributes into a single human being; therefore, attaining the best psychological well-being Singer, 2000).

Authenticity: worthy of acceptance and belief as conforming to or based on fact (Singer, 2000).

Desirable Personality Traits: moods, attitudes, and opinions worth having or wanting (Holzman, 2019).

Emotional androgyny: the ability to regulate emotions in times of need (Gartzia et al., 2018).

Feminine: a personality trait that is mostly represents by females (Bem, 1974).

Gendered: related to people of a specific gender (Short, 2013).

Gender norms: can be understood by a collection of definitions for socially approved conduct, rules and ideals (Bem, 1974).

Heteronormative: Heteronormative is the act of relating to a world view that promotes stereotypical gender norms as normal (Rodó-De-Zárate, 2016).

Individualism: a doctrine stating that the interests of the individual are or ought to be ethically paramount (Lukes, 2016).

Masculine: a personality trait that is mostly represented by males (Bem, 1974).

Neutral: a personality trait that is equally represented by both males and females (Bem, 1974).

Perception: the complex process by which people select and organize sensory stimulation into a meaningful and rational picture of the world (Holzman, 2019).

Psychological well-being: self-acceptance, positive relations, autonomy, environmental mastery, purpose of life, and a sense of personal growth (Henriques, 2015).

Sex-type: the labeling of a personality trait as masculine, feminine, or neutral (Bem, 1974).

Stereotype: something conforming to a fixed general pattern (Bem, 1974).

Chapter 2: Review of Literature

This literature review will provide previous research and conceptual frameworks on gender. It will review Bem's research on androgyny, the Bem Sex Role Inventory, gender schema theory, and gender socialization model. The leadership frameworks that will be discussed are androgynous leadership, transactional leadership, and transformational leadership. Gender and its relation to leadership is widely studied, but the concept of androgynous leadership has been lightly researched (Northouse, 2016).

Androgyny

Androgyny is explained as an individual who can oscillate between masculine and feminine qualities unconsciously or consciously (Selvarajah et al., 2018; Singer, 2000;). Androgyny supports the balance of two opposing ideas, masculinity and femininity. An individual must support this concept in their consciousness (Kaylo, 2009). This takes practicing vigilance (Kaylo, 2009). Two psychological ideas that support the archetype of androgyny are the contrasexual theory and the concept of Yin-Yang.

Swiss psychiatrist and psychoanalyst Carl Jung founded the contrasexual theory (Kaylo, 2009). Contrasexual theory explains that an individual has two opposing archetypes; the anima and animus (Kaylo, 2009). Jung's contrasexual theory describes anima as the feminine part of a man and the animus is the masculine part of a female (Kaylo, 2009). Jung believed that every individual uses the contrasexual construct unconsciously. An individual can consciously practice contra-sexuality. They must be able to acknowledge the anima and animus within themselves (Kaylo, 2009). This creates an opportunity for an individual to develop parts of oneself that were currently unconscious (Singer, 2000). The contrasexual theory is comparable to the concept of androgyny. Androgyny is when an individual can consciously and unconsciously oscillate

between masculine and feminine personality traits (Bem, 1974; Bem, 1981; Selvarajah et al., 2018; Singer, 2000).

The Yin-Yang represents polarized traits that combine to create balance and holistic understanding (Punjabi, 2015). The Yin-Yang has been recognized as a psychological core concept of Chinese philosophy (Punjabi, 2015). Similar to the binary concept of masculinity and femininity, the Yin-Yang are two mutually opposed, yet complementary forces (Punjabi, 2015). The Yin represents a negative, passive and yielding force; the Yang represents positivity, activity, and a strong force (Punjabi, 2015). The characteristics of the Yin-Yang are universal, fundamental, complementary, holistic, dynamic, and harmonious (Punjabi, 2015). The combination of the Yin and Yang is similar to the concept of androgyny. When conceptualizing the Yin-Yang into an androgynous construct the Yin is femininity and the Yang is masculinity (Mou, 2009).

The Yin-Yang is a model used to explain the balance of dualisms. The interaction with the Yin-Yang is a force for forming, developing, altering and changing of everything. They are interdependent and they are united rather than separate from each other. They are in a constant transforming process into each other and they seek balance through cooperation and accord. Western civilizations have rejected the combination of dualisms such as, male and female, aggressive and passive, and individualism and collectivism (Punjabi, 2015). This rejection reflects Western dichotomized thinking (Mou, 2009).

Western civilization has been documenting gender roles since the earliest recorded time (Pessin, 2017). Gender roles are expectations that define the appropriate conduct for men and women within a society and culture (Costa et al., 2001; Pessin, 2017). Cultures assign human roles by ability and need (Pessin, 2017). Previously the intensity to survive outweighed gender

equality. Men were noticed as powerful. They provided food, shelter, and protection for their family (Pessin, 2017; Singer, 2000;). The women gave birth and nurtured their young (Pessin, 2017; Singer, 2000;). Society influenced individuals to fulfill the societal gender norms (Pessin, 2017). Androgynous individuals were seen as different and out of the norm (Pessin, 2017). Research suggests that traditional masculine and feminine personality traits are still recognized by individuals in today's society (Bem, 1974; Donnelly & Twenge, 2017).

The concept of androgyny became illuminated in 1974 with Bem's research. Bem conceptualized androgyny as a balance that an individual can have by oscillating between their masculine and feminine personality traits (Bem, 1974). According to Bem (1974), a person could prevent themselves from being androgynous by suppressing any behavior that would be related to the opposite sex. The act of suppressing certain behaviors would create inauthenticity in an individual (Bem, 1974; Singer, 2000). An androgynous person does not suppress gendered behaviors (Singer, 2000). They value the benefit of having multiple personality traits (Singer, 2000). They also learn to utilize personality traits at the appropriate time (Bem, 1974; Singer, 2000; Srivastava & Nair, 2011). Bem researched sex-type personality traits to explore the dichotomy of masculinity and femininity (Bem, 1974).

The Bem Sex Role Inventory Survey

Bem studied how citizens sex-type personality traits. Bem (1974) led male and female students at Stanford University in completing a survey to sex-type personality traits. The participants used a 7-point Likert scale ranging from 'Not at all desirable' to 'Extremely desirable' to rate each personality trait. A Likert scale is a rating scale to measure attitudes and opinions (Sullivan & Artino, 2013). A personality trait was determined to be masculine when males rated it more desirable than females and a personality trait was determined to be feminine

when females rated it more desirable than males. The outcome of the research revealed 200 masculine personality traits and 200 feminine personality traits (Bem, 1974). Bem (1974) used the identified 400 personality traits to create the Bem Sex Role Inventory survey.

Bem created the Bem Sex Role Inventory survey in 1974. Bem used the 400 masculine and feminine personality traits determined by Stanford students. The survey asked participants how often they utilize each personality trait. The participant answered the questions by using a 7-point Likert scale. The scale ranges from 'always to almost always true' to 'never to almost never true'. The survey would calculate the masculine and feminine scores. The outcome of the masculine and feminine score would reveal a participants' personality trait make-up. A participant could have a masculine, feminine, androgynous, or undifferentiated personality trait make-up. These four outcomes allowed participants to identify themselves along a spectrum of masculinity and femininity (Dean & Tate, 2016). A masculine personality trait make-up is a high masculine/low feminine score. A feminine personality trait make-up is a low masculine/high feminine score. An androgynous personality trait make-up is a high masculine/high feminine score. An undifferentiated personality trait make-up is a low masculine/low feminine score (Bem, 1974). Bem reevaluated the Bem Sex Role Inventory survey and decided to make modifications in 1981.

Bem analyzed the research completed in 1974 and decided to eliminate the personality traits that were undesirable to the participants. The purpose of this change was to create a shorter version of the Bem Sex Role Inventory survey that was both reliable and valid (Dean & Tate, 2016; Donnelly & Twenge, 2017). Bem also added the choice of 'neutral' to the forced choice sex-type options (Bem, 1981). Neutral means a sex-type that is equally represented by both males and females (Bem, 1981). The Bem Sex Role Inventory survey went from having 400

personality traits to 60 personality traits. There are 20 masculine, 20 feminine, and 20 neutral personality traits on the 1981 version of the Bem Sex Role Inventory survey.

The 1981 version of the Bem Sex Role Inventory has been described as the instrument of choice in gender research and used in thousands of gender-related studies (Dean & Tate, 2016; Hoffman & Borders, 2001). Present day gender researchers use the 1981 version of the Bem Sex Role Inventory survey to explore an individual's personality trait make-up. It is also used to discover how often each gender utilizes a personality trait (Dean & Tate, 2016; Donnelly & Twenge, 2017; Factor & Rothum, 2016). This study uses the 1981 version of the Bem Sex Role Inventory survey to explore school administrators' personality trait make-ups.

A cross-temporal meta-analysis of the Bem Sex Role Inventory was completed by Donnelly and Twenge in 2017. They evaluated personality trait changes from 1974-2012. A sample size of 3,358 male participants and 4,669 female participants were asked to sex-type the masculine and feminine personality traits from the 1981 version of the Bem Sex Role Inventory survey (Donnelly & Twenge, 2017). The results were that the female participants' feminine personality traits reduced significantly. Female participants' masculine personality traits did not show a significant change (Donnelly & Twenge, 2017). Male participants' masculine and feminine personality traits did not show a significant change (Donnelly & Twenge, 2017). This research suggested that the number of females utilizing feminine personality traits decreased significantly, and that males still use the same personality traits since 1974 to 2012. This research could explain that females in 2012 were accessing more neutral and masculine personality traits than feminine personality traits.

Factor and Rothblum (2016) used the Bem Sex Role Inventory survey to study the personality traits of transgender and cisgender siblings. Transgender is used as an umbrella term

to define those whose gender identities or gender roles differ from those typically associated with the sex they were assigned to at birth (APA, 2020). Cisgender is used to describe an individual whose gender identity and gender expression align with the sex they were assigned to at birth (APA, 2020). Factor and Rothblum (2016) performed this study to explore gender norms and societal stereotypes.

Factor and Rothblum's (2016) research discovered that self-reported personality traits from the transgender sister were no different than her cisgender sister. The same information resulted from the transgender brother and cisgender brother (Factor & Rothblum, 2016). The cisgender brother rated himself more traditionally sex-typed than the transgender sister and cisgender sister (Factor & Rothblum, 2016). Both transgender and cisgender participants represented the societal-based gender norms. Meaning that the participants conformed to the gender norms that are expected for their identified sex. This provides insight that regardless of biological sex, gender stereotypes are constructed by society (Factor & Rothblum, 2016).

There has been research to explore the inconsistency within Bem's work. Lips (2016) conducted a meta-analysis of Bem's (1981) work to explore discontent from other researchers. Lips (2016) highlights that Spence (1983) challenged Bem's (1974) approach when sex-typing personality traits as masculine or feminine. Spence (1983) believed Bem's (1974) method of forced choice would lead to inaccurate results (Eagly, 2017). The belief was that a forced choice approach may marginalize masculine or feminine personality traits (Lips, 2016). Bem modified the forced choice approach in 1981 and added a neutral category to the Bem Sex Role Inventory survey. This provided an option for a personality trait to be represented by a male and a female.

The Bem Sex Role Inventory survey may need to be updated. This researcher asked eight school administrators to sex-type 60 personality traits from the 1981 Bem Sex Role Inventory. It

still may be true that the traditional masculine and feminine personality traits remain the same as 1981. The assumption that masculinity and femininity are a dichotomy may still be widely accepted (Lips, 2016).

Bem initiated two frameworks to conceptualize the process of gender identification. They are gender schema theory and gender socialization model. The gender schema theory and gender socialization model conceptualize how children learn gender norms (Bem, 1981). The gender schema theory is how children sex-type gender expectations (Bem, 1981). The gender socialization model explains why gender norms are prevalent in the minds of children (Bem 1993). Bem conceptualized these two theoretical frameworks to support a methodology for gender processing.

Gender Schema Theory

Gender schema theory begins with the observation that children learn the appropriate maleness and femaleness from society's cultural definitions (Bem, 1983). It is a process that identifies sex-linked associations in order to categorize behaviors and attributes based on gender (Bem, 1983). Sex-linked means an anatomy, reproductive function, division of labor, and personality attributes that are societally associated with one gender (Bem, 1983). Children create these sex-linked associations by using a gender schema.

A schema is a cognitive structure that organizes and guides an individual's perception (Bem, 1981). Gender schematic processing is when the brain processes information into categories regardless of the existence of other outside stimuli, information, or known facts (Bem, 1983). This occurs quickly from processing information on the basis of sex-linked associations (Bem, 1981). Children and adults sex-link gender by perceiving gender as feminine and masculine categories (Bem, 1983).

Children are gender schematic thinkers that evaluate themselves according to specific gender preferences (Bem, 1983). The gender schema becomes the guide to a child's behaviors (Bem, 1983). They start to conform to their cultures gender expectations (Bem, 1983). Society teaches sex-related attributes, the difference between male and female, and how relevant the gender dichotomy is (Strapko et al., 2016). Research has been conducted to explore why a gender schema occurs.

Boys and girls are found to have gender play differences (Trawick-Smith et al., 2015). When children use gender-schematic thinking they are limited to a range of behaviors that is appropriate for their sex-type (Bem, 1974). This thinking does not allow authentic personality trait fluidity without negative effects from society (Bem, 1974). It unconsciously teaches the child to suppress any behaviors that do not match their biological sex because they are undesirable and inappropriate (Bem, 1974). Trawick-Smith et al. (2015) discovered that when boys and girls were playing with the same toys they engage differently. The quality of play could suggest that the children may have been influenced from adults who inculcate specific gendered play behaviors (Trawick-Smith et al., 2015).

Gender Socialization Model

Gender traditionalism has proven to have a negative impact on environmental concerns for women; however, there is no effect on men (Strapko et al., 2016). Implicit and explicit gender biases occur daily within education, careers, and families. Children internalize those perceptions and link their own sex and selves to the societal gender expectations (Bem, 1981). Additionally, children tend to conform to gender traditionalism (Strapko et al., 2016). They act in a way that their culture expects them to act (Strapko et al., 2016). Gender socialization

emphasizes the rewards and punishments that children receive from sex-appropriate and sex-inappropriate behaviors (Bem, 1983; Lindsey, 2016).

The idea that gender is influenced by socialization is known as the gender socialization model (Bem, 1993). Gender identity is defined as how a child makes connections between themselves and their gender (Bem, 1993). Tobin et al. (2010) suggests that learning gender is complex and that the concept of gender is acquired through social interaction. Social interaction creates thoughts that associate individual and societal experience (Tobin et al., 2010).

Social interaction is a combination of internalizing a gender identity, the assimilation of gender stereotypes, and the child's unique experience with gender (Tobin et al., 2010). Adults influence children in their process of gender assimilation. They do this by imposing their learned gender norms onto developing children (Massey, 2013). All socialization may be influential on a child discovering their gender identity.

The gender socialization model incorporates three hypotheses from the three gender constructs:

1) Children's gender identity motivates them to incorporate same gender stereotypes into their self-concepts.

2) Children's gender identity and self-perceptions influence their gender stereotypes.

3) Children's gender stereotypes and self-perceptions influence their gender identity (Bem, 1993).

Each hypothesis describes a different process that a child may go through. The objective of the model is to incorporate all three hypotheses to focus on the processes occurring within the child's self-system. The model supports the conceptualization that gender is constructed by society (Bem, 1981).

Gender stereotypes are characterizations of males and females as different groups (Bem, 1993; Martin, et al., 2012). Toys, clothing, occupations, hobbies, the domestic division of labor, and even pronouns have a function of gender (Bem, 1983; Eliot, 2010). When a child processes gender the associated categories are masculine and feminine. This involves behaviors and attributes that are consistently associated with each gender. An example of this is categorizing "assertive" and "strong" with masculine and "nurturing" and "loyal" with feminine (Bem, 1974). A neuro-typical child observes parents, teachers, and peers in order to understand how to act like a boy or a girl (Bem, 1983). This process starts at the age of three (Bem, 1981; Liben & Bigler, 2015).

Research supports that teachers have the ability to confirm or negate the concept of boy or girl behaviors (Eckert & McConnell, 2013). Teachers are extremely influential on a child's gender processing (Granger et al., 2017). The process of identifying sex-typed roles can organically occur and can be studied within educational settings (Spruijt et al., 2019). Adults impose their gender expectations on children created by societal norms or preferences (Spruijt et al., 2019). The societal language when using gender undertones highly affects the school climate (Spruijt et al., 2019). Think about when a male student states, "Don't throw the ball too hard. She is a girl." The assumption is that the male student believes the girl student would not be able to catch a ball that is thrown too hard to her. This is an example of a sex-typed behavior that further reinforces gender stereotypes.

Present day continues to provide gender-typing activities in educational settings (Granger et al., 2017). Kindergarten teachers may have expectations based on gender regarding student play, engagement behaviors, and social learning (Lynch, 2015). It is unlikely for a kindergarten teacher to give positive praise to a girl student acting assertive or a boy student acting nurturing

(Lynch, 2015). Preschool teachers who facilitate gender-typed and gender-neutral activities are directly developing skills connected to later academic achievement (Granger et al., 2017).

Hilliard and Liben (2010) conducted research on how labeling gender affects preschool children's peer preferences and behaviors as well as their stereotypical beliefs. The students were separated into an experimental conditioned classroom and a controlled conditioned classroom. The experimental conditioned classroom had opportunities for students to only participate in gender stereotypical activities. The controlled conditioned classroom created opportunities for students to choose whichever activity they wanted, regardless of their gender. After the two-week research children in the experimental group expressed increased gender stereotyping, reported less interest in playing with classmates of the opposite gender, and showed reduced interactions with opposite gender classmates during free play (Hilliard & Liben, 2010). The children who were in the controlled classroom wanted to play with students who liked the same activities that they liked, regardless of gender (Hilliard & Liben, 2010). This research suggests that early exposure to heteronormative activities creates less likelihood for making an individual choice (Granger et al., 2017). Even with this confirming evidence, preschool students are still provided with specific gender-typing activities (Granger et al., 2017).

Lindsey (2016) explored the concept of peer socialization with preschoolers. Lindsey (2016) investigated the effect on peers who spend more time with same sex peers. Lindsey (2016) predicted that girls who engaged in high levels of same-gender peer interaction would express more happiness, sadness, and fear. Boys who engaged in more same-gender peer interaction would express more anger (Granger et al., 2017; Lindsey, 2016; Lynch, 2015). The study took place over two years with video recordings of preschool students' interacting with one another. Overall, the study concluded that same-gender peers showed gender-typed patterns of

emotional expression (Granger et al., 2017; Lindsey, 2016). The findings suggest that children's propensity to interact with same-gender peers may lead to similar expressions of emotions (Lindsey, 2016). This may lead to gender-typed displays of emotion. These emotions may become more channeled over time (Lindsey, 2016; Lynch, 2015).

Bem was a pioneer of gender studies (Donnelly & Twenge, 2017). After 34 years, the gender schema theory and gender socialization model continue to be cited frequently in research (Starr & Zurbriggen, 2017). Bem's conceptualization of how children discover gender is a solid foundation for many other researchers. However, a major limitation of the gender schematic processing is that the antecedents have not been tested empirically (Bem, 1983; Starr & Zurbriggen, 2017). Researchers are not positive that it is completely possible to determine whether or not the differences in gender schematic processing emphasize the gender dichotomy (Bem, 1983). There may always be adults imposing their gender stereotypes and expectations onto children without conscious change (Starr & Zurbriggen, 2017).

Androgynous Leadership

Providing chronological evidence is salient when presenting the evolution of androgyny. Bem (1974) conceptualized the idea of androgyny as the balance of masculine and feminine personality traits. When it pertains to leadership, researchers support Bem's theory of androgyny. Conceptualizing androgynous leadership may be difficult. It has lightly been researched for the past 40 years. This research uses historical evolution, masculine and feminine personality traits, and transformational and transactional leadership to explain androgynous leadership.

Androgynous leaders are positively viewed by their employees (Jurma & Powell, 1994; Lay, 1994). Jurma and Powell (1994) concluded that employees were more satisfied with leaders who possessed both masculine and feminine characteristics. A reason for this finding is that

androgynous leaders resolve conflicts by molding to the situation presented (Jurma & Powell, 1994; Lay 1994). A study completed by Sargent (1981) suggested that both instrumental and expressive behavior (androgyny) are critical for leadership effectiveness. It is not possible to coach and develop an employee without engaging in androgynous leadership and direct mutual communication (Sargent, 1981). Androgynous leaders are perceived as more effective (Jurma & Powell, 1994; Lay, 1994).

Androgynous leadership is a balancing act that continues to be socially constructed rather than biologically determined (Bristor & Fischer, 1993; Lorber, 1994). Research argues that women do not possess the right personality traits to be an effective leader (Bristor & Fischer, 1993; Haavio-Mannila, 1972; Lorber, 1994). Studies indicate that women may need to become more assertive, self-expressive, accepting of power, and effective at communicating (Srivastava & Nair, 2011). Lipinska-Grobelny and Wasiak (2010) proved that when a woman inhabits masculine personality traits it more closely related to an improvement of their psychological well-being (Lipinska-Grobelny & Wasiak, 2010). The socialization of a man or woman exists with the collective perception of many people. The cultural expectations for gender-appropriate behavior has an impact on attraction, visibility and perceived competence of individuals (Srivastava & Nair, 2011). Androgynous women who distribute a combination of masculine and feminine traits are able to respond more appropriately in their leadership role (Lipinska-Grobelny & Wasiak, 2010). Lipinska-Grobelny and Wasiak (2010) concluded that the concept of androgyny is most favorable for women.

The social responsibility of leaders may promote an androgynous approach; however, gender imbalances have forced researchers to continue to study sex-typed differences (Gay-Antaki & Liverman, 2018; Lipinska-Grobelny & Wasiak, 2010; Shinbrot et al., 2019). The

imbalances in allocation of labor limit women's advancement in their careers (Gay-Antaki & Liverman, 2018). An approach to study the gender imbalances in leadership is ecofeminism.

Ecofeminism explicitly addresses the complex relationship between gender, power, and the environment (Shinbrot et al., 2019). Feminist ecologists work to identify environmental actors in politics, gender's role in sustaining ecological knowledge, and power dynamics in sustainable development (Shinbrot et al., 2019). Men who possess a psychological belief system against sexism should be considered as integral allies, partners, and resources for bringing about gender change (Shinbrot et al., 2019). Men who allow themselves to overcome barriers to seeing sexism recognize the unfair treatment of women (Drury & Kaiser, 2014). Therefore, these men are motivated by social responsibility and have the desire to incorporate a relational approach to help others (Shinbrot et al., 2019). Research shows that in order for a man to be socially responsible they need to be more collaborative, less competitive, more open, and more supportive of others (Srivastava & Nair, 2011).

The dominance of female teachers in the United States may provide support for androgynous leadership. Men make up 20.7% of elementary and middle school teachers and 41.5% of high school teachers (National Center for Education Statistics, 2017). Teaching characteristics can be identified with masculine and feminine traits. Teachers who are more masculine use high-achieving students as exemplars, encourage a system of academic rewards, view academic failure as a part of self-image, encourage students to think about their career path, and to choose subjects based on their future career path (Miller, 2013). Teachers who are more feminine praise the average students, commend social adaptation, do not view failure as a negative event, and encourage students to choose subjects based on their interest (Miller, 2013).

This information could suggest to male teachers that in order to be successful they may need to utilize feminine personality traits.

Miller (2013) believes that there are two reasons why there are more female teachers and an increase in female educational leaders. It may be because education is a female populated profession, or that female educational leaders are adapting to more masculine roles (Miller, 2013). Bissessar (2018) completed a study on the advancement of technology, global sharing, industrialization and economic development. Bissessar used Hostafe's (1992) model of Cultural Dimensions to conceptualize paradigm shifts between masculinity and femininity (MAS). The study surveyed school teachers from Jamaica, Lebanon, Canada, and Trinidad on how they sex-typed masculine and feminine personality traits. Jamaica and Lebanon scored the highest on the MAS survey. This means that they view androgynous leadership as the best leadership style (Bissessar, 2018). Canada scored the lowest on the MAS test defining that they view effective leadership as more masculine (Bissesar, 2018). Bissessar's study (2018) concluded that the best approach to educational leadership is an androgynous leadership style.

A 2019 study surveyed participants on their perspectives about gender and leadership. Griffiths et al. (2019) conducted a study on how people view women and how they view effective leaders. This would highlight if females are viewed as leaders (Griffiths et al., 2019). This study measured 2224 employees from 25 companies in Australia between 2012 and 2015 (Griffiths et al., 2019). Overall, people discriminated between genders on a wide range of attributes (Griffiths et al., 2019). Figure 1 shows how the participants sex-typed 27 personality traits.
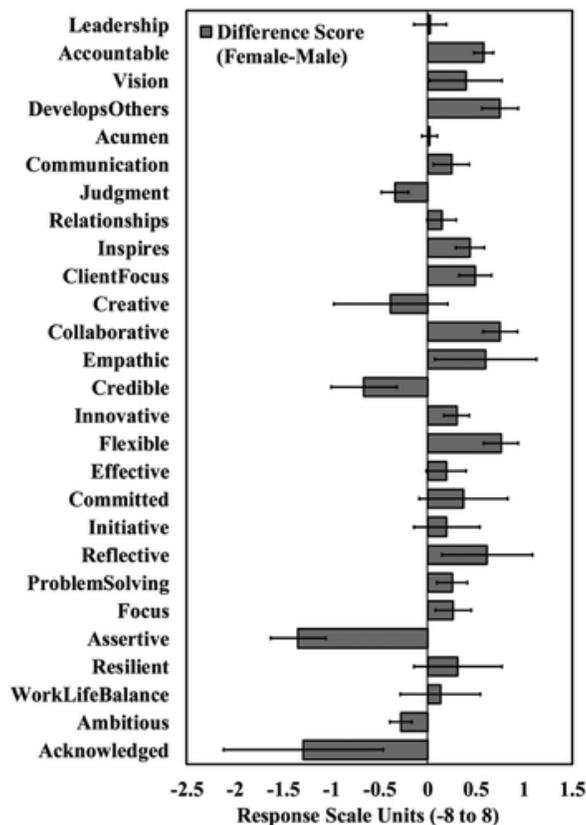
Figure 1. Attribute Scores Based on Gender. Figure 1 shows the results from the data collected. If the personality trait was rated feminine the bar stacks right. If the personality trait was rated masculine the bar stacks left (Griffiths et al., 2019).

Men were strongly associated with the personality traits acknowledged, ambition, assertiveness, credibility, and judgement (Griffiths et al., 2019). The study concluded nine neutral personality traits. A neutral attribute is defined as no significant differences in the degree to which the respondents associated each attribute with men or women (Griffiths et al., 2019). The neutral attributes were commitment, creativity, effectiveness, initiative, leadership, relationships, resilience, and work-life balance (Griffiths et al., 2019).

The second portion of the study pertains to whether the gender of the respondent influences the degree to which they associated the particular personality trait (Griffiths et al., 2019). Griffiths et al. (2019) determined the bias score by the difference in ratings given to

women and men. A positive score indicated bias towards women (Griffiths et al., 2019). Figure 2

shows the responses from the male and female participants. Overall, female respondents gave a

more favorable rating to females than male respondents regarding accountability, develops

others, and problem solving (Griffiths et al., 2019). Both genders rated women as more

accountable and more likely to develop others than men (Griffiths et al., 2019). Male

respondents did not show bias towards women in problem-solving attributes, whereas female

respondents associated problem-solving more with women than with men (Griffiths et al., 2019).

Cumulatively, there was no significant difference in the difference of gender and their bias

towards the dichotomy.
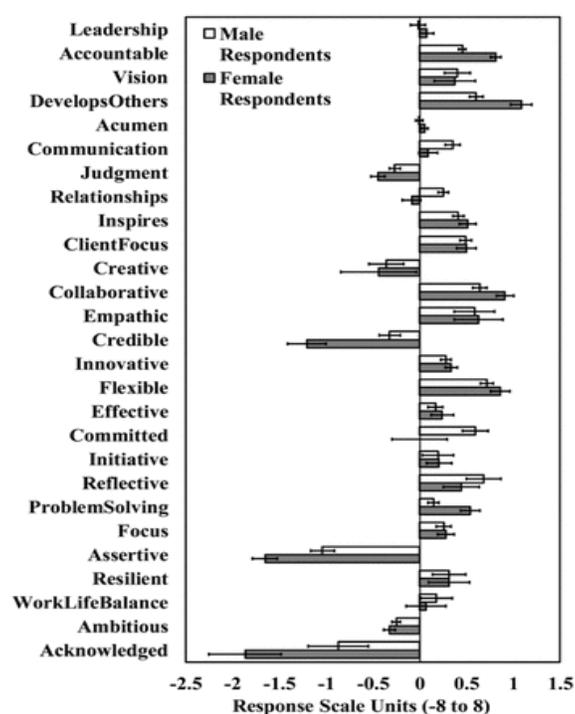
Figure 2. Bias Scores. This figure illustrates the difference in male and female bias scores for

personality trait (Griffiths et al., 2019).

The third hypothesis that Griffiths et al. (2019) wanted to discover explore was what

were the most desirable leadership attributes. The top 10 leadership attributes were leadership,

accountable, vision, develops others, acumen, communication, judgement, relationships, inspires others, and client focus (Griffiths et al., 2019). All 10 of these traits were identified as being seen in female leaders and that female leaders are utilizing desirable personality traits.

Current research is proving the importance of gender equality and androgynous leadership. It could be argued that organizations should look at the descriptions they are using when creating job expectations. Peterson (2018) conducted a study in Sweden that decoded job descriptions in a gendered way. The purpose of the study was to explore a correlation between the increase in female vice-chancellors and the description of the job expectations and advertisements over a period of time (Peterson, 2018). Peterson (2018) gathered gendered leadership traits from research articles and books from eight researchers ranging from 1994-2013. These articles and books conceptualized masculine and feminine leadership traits. Table 3 describes the results of Peterson's search for masculine and feminine leadership traits. There are 48 masculine traits and 42 feminine traits (Peterson, 2018).

Table 3

Gendered Leadership Traits.

Masculine Leadership Traits	Feminine Leadership Traits
dominant, aggressive, strong, tough, authoritative, direct, straightforward, gutsy, brave, bold, daring, charismatic, powerful, courageous, natural leader, consensus builder, driven, ambitious, decisive, competitive, hardworking, logical, analytical, competent, objective, rational, independent, autonomous, self-reliant, assertive, confident, progressive, distinctive, innovative, dynamic, forceful, focused, determined, career oriented, restrained, resilient, enduring, persistent, perseverance results-driven, challenge-orientated, goal-oriented	flexible, adaptable, reasonable, cooperative, collaborative, community oriented, team player, friendly, supportive, involved, encouraging, good listener, selfless, perceptive, reliable, dependable, trustworthy, build trust, committed, passive, helpful, social, sincere, conscientious, imaginative, open to new ideas, creative, down to earth, humble, honest, loving, nurturing, sensitive, poised, patient, understanding, emotional, expressive, articulate, empathetic, socially responsible

Peterson's (2018) next step in exploring the correlation between nomenclature used in job descriptions and female advancement as vice-chancellor was to analyze job descriptions. Peterson qualitatively coded job descriptions to discover masculine and feminine personality traits. Forty-eight words used to define masculine leadership traits were used when reviewing job descriptions. The results were that 37 masculine words appeared in 85 documents. Peterson repeated the process using 42 words used to define feminine leadership traits. There were 15 feminine words that appeared in 85 documents.

Peterson (2018) concluded that words to define masculine leadership traits were used more often in job descriptions. There was no clear conclusion for why female vice-chancellors are on the rise. This study does lead to an interesting discussion about what traits a successful leader utilizes. Peterson (2018) notes that transactional leadership is becoming less popular. Organizations are choosing to go with a transformational approach, which resembles feminine leadership traits (Peterson, 2018).

Transformational and Transactional Leadership

A gender balanced leader has the qualities of a transformational and transactional leader (Jenson et al., 2019; Marion & Gonzales, 2014). Transformational and transactional leadership theories are among the most prevalent leadership styles in the field of education administration (Bush, 2014). The combination of both leadership styles is called full range leadership. The effectiveness of full range leadership is unknown (Jenson et al., 2019).

Transactional leadership is a higher-order construct focusing on a components-contingent reward and management-by-expectation (Bass, 1999). Bales developed the leadership theory called Transactional Leadership in 1951 (Marion & Gonzales, 2014). Transactional leadership behaviors monitor and control employees through rational or economic means (Marion &

Gonzales, 2014). It focuses on exchanges with followers and rewards for performance (Marion & Gonzales, 2014). Contingent reward refers to leadership behaviors focused on exchange or resources. Leaders provide tangible or intangible support and resources to followers in exchange for their efforts and performance (Bass, 1999; Marion & Gonzales, 2014). Transactional leadership is a negotiation between manager and employee to exchange services for rewards.

Management by exception refers to monitoring performance and taking corrective action as necessary. It is setting standards and monitoring deviations from standards. This management style is a passive approach. Leaders only intervene when problems become serious (Bass, 1999; Marion & Gonzales, 2014). More characteristics of transactional leadership include: task based, rule-driven compliance, outcome based behavior, utilitarianism, and a manager like style (Marion & Gonzalez, 2014). Transactional leadership focuses on the exchanges that occur between leaders and their followers (Northouse, 2016).

Transformational leadership theory promotes individual success through possession and demonstration (Marion & Gonzales, 2014). Transformational leadership theory began with the political sociologist, James MacGregor Burns, in 1978. Burns (1978) promoted that leaders can motivate their followers to reach organizational goals. These leaders find the motives of their followers in order to better reach individual and organizational goals (Burns, 2010; Northouse, 2016).

There are four major elements that are mandatory expectations when practicing transformational leadership: charisma or idealized influence, inspirational motivation, intellectual stimulation and individualized consideration/attention (Marion & Gonzales, 2014). Idealized influence refers to leaders who have high standards of moral and ethical conduct, who are held in high personal regard, and who engender loyalty from followers (Jenson et al., 2019).

Inspirational motivation refers to leaders with a strong vision for the future based on values and ideals. These behaviors are stimulating enthusiasm, building confidence, and inspiring followers using symbolic actions and persuasive language (Koppensteiner & Siegle, 2017). Intellectual stimulation refers to leaders who challenge organizational norms, encourage divergent thinking, and push followers to develop innovative strategies (Koppensteiner & Siegle, 2017). Individual consideration refers to recognizing the unique growth and developmental needs of followers as well as coaching followers and consulting with them (Bono & Judge, 2004; Koppensteiner & Siegle, 2017). The four major elements of transformational leadership may transform manager and employee relationships.

Transformational leadership behaviors foster a shared understanding among followers. Followers of the organization should contribute to the desired outcomes (Jenson et al., 2019). This leadership style seeks to make employees transcend their self-interests and work towards achieving the organizational vision (Antonakis, 2012). Leaders do this by creating material rewards to target employees' self-interests and control their behavior through incentives (Antonakis, 2012). Transformational leaders stimulate innovative behavior through expressing an inspiring vision that stimulates followers to question the status quo (Antonakis, 2012; Basu & Green, 1997). This allows for individual development and growth (Antonakis, 2012; Basu & Green, 1997). Leaders align their followers' needs and desires with the interests of the organization (Bass, 1999).

The dichotomy of masculinity and femininity and transformational and transactional leadership are similar concepts. The combination of transactional and transformational leadership is known as a full range leader (Antonakis, 2012). Research suggests that transformational leadership positively adds to transactional leadership and creates a better

outcome when influencing followers (Antonakis, 2012). Bass proved that transformational leaders are more innovative, have more novel ideas, and can bring about major changes (Bass, 1999). Transformational leadership focuses on the processes of transformation and change (Antonakis, 2012). Transactional leadership may be perceived as controlling and demotivating, causing less innovative behavior (Jenson et al., 2019). Transformational leadership style represents more feminine gender-typed characteristics, while transactional leadership supports masculine gender-typed undertones (Wolfram & Gratton, 2014).

An androgynous person combines masculine and feminine personality traits and a full range leader combines transformational and transactional leadership traits (Marion & Gonzalez, 2014). Saint Michel's (2018) analysis led to a further determination that masculine individuals were task-orientated (transactional) and feminine individuals were social-emotional leaders (transformational). Androgynous leaders were found to have the capacity for both task-orientated or social-emotional leadership roles. Androgynous leaders use the appropriate trait for the situation (Saint-Michel, 2018). Full range leadership and androgynous leadership are similar constructs.

Conclusion

It is evident that throughout the last 10 years leadership has developed to favor feminine personality traits rather than masculine personality traits. Leaders in educational settings are acknowledging that feminine personality traits are more desirable than masculine. This could suggest one reason there has been a gradual increase of female school administrators over the past 25 years. Females are transcending gender stereotypes and becoming something like a super-leader (Muhr, 2010). They are striving for recognition and success (Muhr, 2010). Females may lead androgynously in order to obtain or remain in their position. Androgynous leadership is

when an individual can oscillate between masculine and feminine personality traits (Marion &

Gonzalez, 2014). This study and supporting research show that desirable personality traits are

being more frequently utilized by female leaders.

Chapter 3: Methodology

The research of Androgynous leadership: A Gender Balanced Approach to School Administration is a mixed methods study that explored the most desirable personality traits for school administrators. An explanatory sequential design was used to combine quantitative and qualitative research to inform the research questions and confirm the hypotheses. The guiding question was: What personality traits do school administrators find most desirable for school administration? The qualitative research questions are:

Q1) What personality traits do school administrators in one school district in New England describe as most desirable for school administrators?

Q2) How do the school administrators in one school district in New England sex-type personality traits?

Q3) How do school administrators in one school district in New England practice androgynous leadership?

A desirable personality trait is defined as a mood, attitude, and opinion worth having or wanting (Holzman, 2019). Thirty-four school administrators were asked to participate in the Bem Sex Role Inventory survey. Eight agreed to participate in a virtual one-on-one interview. Twenty-six school administrators completed the Bem Sex Role Inventory survey. Four females and four males completed the virtual one-on-one interview.

Hypotheses

A hypothesis is a prediction about what the researcher expects to find (Creswell & Creswell, 2017). This researcher used a mixed methods approach. Quantitative studies use a hypothesis to state the expectations of the researcher concerning the relationship between

variables (Roberts, 2010). This researcher used confirming and disconfirming evidence to support the three hypotheses below:

H1) More female school administrators will have a personality trait make-up of androgynous than male school administrators.

H2) More personality traits will be sex-typed neutral by school administrators when comparing the results to the Bem Sex Role Inventory from 1981.

H3) School administrators will find feminine personality traits more desirable than male personality traits.

H1) More female school administrators will have a personality trait make-up of androgynous than male school administrators.

During the years 1987 until 2016, females have increased their employment as school administrators by 25% (Department of Education, 2019). Males obtained 46% of the school administrator positions in the United States and females obtained 54%, in 2016. That is an additional increase for females of 2% from 2012 to 2016 (Department of Education, 2019). The reason for an increase in female school administrators may be that females are utilizing more masculine personality traits than in the past (Northouse, 2016; Peterson, 2018). Masculine personality traits have been more desirable for previous leaders, but a female exhibiting masculine personality traits has not been characterized as societally appropriate (Diangelo, 2018; Northouse, 2016).

Twenty-six school administrators completed the Bem Sex Role Inventory survey. The survey revealed each participant's personality trait make-up. It also uncovered what personality traits female and male school administrators use and how often they use them. The findings of

this study suggest that more female than male school administrators have an androgynous personality trait make-up more.

H2) More personality traits will be sex-typed neutral by school administrators when comparing the results to the Bem Sex Role Inventory survey from 1981.

This study used eight one-on-one interviews to explore how participants sex-type 60 personality traits. The 60 personality traits were read aloud to each participant. The participants were asked to sex-type them as masculine, feminine, or neutral. The findings suggest that in this study more personality traits were sex-typed neutral than in 1981.

H3) School administrators will find feminine personality traits more desirable than male personality traits.

Eight school administrators participated in a virtual one-on-one interview. Four females and four males completed the interview. Interview participants were asked to choose five personality traits that are most desirable for a school administrator. Each participant was given the Bem Sex Role Inventory Unlabeled List. The Bem Sex Role Inventory Unlabeled List was shared with the participant through the virtual interview. The list showed all 60 personality traits, but did not reveal their 1981 sex-type. The Bem Sex Role Inventory Unlabeled List can be found in Appendix A. After the participant chose their five most desirable personality traits for a school administrator they were then asked to sex-type them as masculine, feminine, or neutral. The sex-type results were compared to the Bem Sex Role Inventory survey from 1981. The findings suggest that in this study the most desirable personality traits are either neutral or feminine.

This study confirmed all three hypotheses by deriving results from 26 Bem Sex Role Inventory surveys and eight virtual one-on-one interviews. This research used the Bem Sex Role Inventory survey to confirm the number of school administrators who have a personality trait

make-up of masculine, feminine, androgynous, or undifferentiated. The findings suggest that more female school administrators have an androgynous personality trait make-up than males. There were more personality traits sex-typed neutral in this study than in 1981, and the most desirable personality traits are either neutral or feminine.

Site Selection

The school site is located in New England, a region in the Northeastern part of the United States. The student population is 6725. The district is comprised of three high schools, three middle schools, 10 elementary schools, one day treatment program, one adult education program, and one arts and technology high school. Ten elementary schools serve students in kindergarten through fifth grade. Three middle schools serve students from sixth grade through eighth, and three high schools serve ninth through twelfth grades. The day treatment program serves students kindergarten through twelfth grade. The adult education program serves individuals who are 18 or older, and the arts and technology high school services ninth through twelfth grade students.

There are 34 school administrators and 1,252 staff members. The student population has 3,621 students who receive free and reduced lunch, 1,624 English language learners, and 1,066 identified Special Education students. There are 199 students experiencing homelessness. Sixty-one world languages are spoken by 33.9% of the students. The superintendent of the school district received a Research Proposal letter via email. The letter described the purpose of the study and what to expect from the process. The superintendent approved the research proposal. See Appendix B for the complete letter.

Participants and Stakeholders

This study defines a school administrator as a principal or assistant principal. The candidates that were asked to participate in the study are elementary, middle, and high school

administrators. One elementary school has three teacher leaders who act as co-principals. The three teacher leaders were considered school administrators in this study. Thirty-four school administrators were asked to complete the Bem Sex Role Inventory survey. They were sent a letter of consent to participate via email. The consent to participate described the purpose of the study and the participation requirements. The letter was e-signed or signed and emailed back to the researcher. A participant who did not sign a letter of consent could not participate in the study. See Appendix C for the complete consent to participate. Twenty-six school administrators completed the consent to participate and the Bem Sex Role Inventory survey. There were eight school administrators that participated in a virtual one-on-one interview. Eight school administrators did not participate in the study.

Data Method Selection

Participants explored what the most desirable personality traits are for school administrators. All participants were asked to complete the Bem Sex Role Inventory survey. There were eight participants asked to participate in a virtual one-on-one interview. The eight interview participants were four female and four male school administrators.

All research was conducted virtually. The Bem Sex Role Inventory survey was created with REDCap. REDCap is a secure database for managing online surveys (REDCap, n.d.). It is specifically used for research studies and operations (REDCap, n.d.). The survey can be found in Appendix D. The one-on-one interviews were facilitated using Zoom. Zoom is a leader in modern enterprise communications. It is a secure virtual platform with end-to-end encryption, role-based user security, and password protection (Zoom, 2020). The one-on-one interviews were transcribed using the Zoom audio transcript option. Each one-on-one interview needed a password in order to access the meeting. All recordings were saved on a flash drive and stored in

a locked cabinet. After the data were collected and documented all recorded information was destroyed.

There are advantages and disadvantages to conducting research virtually. The advantages for conducting research virtually are increased speed of data collection, lower cost, and improved opportunity for participation. A disadvantage to virtual one-on-one interviews is that the participants and the facilitator may miss expressions of emotions. Reading emotions could be beneficial to the facilitator as they are leading the interview (Kite & Phongsavan, 2017).

The ability to produce synchronous connections using voice and video has caused it to become more popular with qualitative research. Voice over Internet Protocol (VoIP) technologies such as Zoom, Skype, and Facetime are becoming increasingly important for data collection (Iacono et al., 2016). VoIP increases qualitative research by allowing researchers to contact participants worldwide, while considering time efficiency and affordability (Iacono et al., 2016). VoIP may decrease the interviewer's ability to build rapport and read non-verbal cues (Archibald et al., 2019). Depending on the interview structure, this may create limitations to more robust interpretations in an interview (Iacono et al., 2016). Additional barriers to VoIP interviewing may include dropped calls, pauses, and poor audio or video quality (Archibald et al., 2019). These barriers may lead to increased frustration and a participant's unwillingness to participate (Archibald et al., 2019).

A study, investigating Zoom video interviewing, was conducted in 2019. The study interviewed 16 nurses. It explored the participants' perspectives on the ability to build rapport, convenience, simplicity, and user-friendliness while virtual interviewing (Archibald et al., 2019). The results concluded that 69% of participants found Zoom to be useful when forming and building relationships. Additionally, 44% of participants spontaneously cited the usefulness of

screen and file sharing options (Archibald et al., 2019). Over half, 56% of the participants, found Zoom calls to be convenient; however, participants frequently expressed frustration with technical issues, especially, when those issues lasted several minutes (Archibald et al., 2019). After the initial startup of the Zoom platform, 25% of participants still discovered technical issues relating to video or audio quality (Archibald et al., 2019). Overall, the study found that collecting data with Zoom outweighed the challenges encountered (Archibald et al., 2019).

The ability to conduct in-person one-on-one interviews was compromised due to Covid-19. COVID-19 is a respiratory disease that can quickly spread from person-to-person (Fox, 2020). The disease was first identified in an investigation into an outbreak in Wuhan, China (Fox, 2020). COVID-19 has had a tremendous impact on many countries, including the United States (Fox, 2020). The Division of Disease Surveillance (2020) outlined the following guidelines: The residents that live in the state of the participating school district have been asked to stay home and only leave their house for essential items or to exercise. All non-essential stores have been mandated to close. Individuals are advised to remain six feet apart, wear masks, do not touch their face, cover their cough and sneeze, and to wash their hands frequently. The school district where participants worked was shut-down from March 2020 to September 2020 (Division of Disease Surveillance, 2020). It is currently open in a hybrid model. This means that half of the students are going two days a week and the other half are going two days a week. Some parents have chosen to have their children learn remotely full time. The above concerns have mandated the use of virtual interviewing for the one-on-one interviews.

Eight virtual one-on-one interviews were completed. The participants were chosen by purposive sampling. Purposive sampling is strongly used in qualitative research (Davis, 2016). It is a sampling method in which people are chosen with certain characteristics to highlight the

study (Davis, 2016). Out of the 26 participants who completed the Bem Sex Role Inventory survey there were four females and four males who were chosen to participate in the virtual one-on-one interviews.

Participants were asked open ended questions in a collaborative manner to encourage deep discussion. The virtual one-on-one interviews lasted between 30-45 minutes (Stewart & Shamdasani, 2015). The interviews were conducted and recorded using Zoom. There were no participants recruited from the 26 survey completers that declined a one-on-one interview.

Qualitative research is used to inform decision making (Creswell & Creswell, 2017). All information communicated by the participants was recorded and documented as it was stated. Information was not skewed in order to provide more insight for the desired outcome. There were no leading questions or deviation from the questions during the virtual one-on-one interviews. The researcher refrained from placing personal opinions within the questions and responded with open ended questions. Each participant was aware that all statements recorded would be used as they were said and that the researcher would strive to interpret them in an unbiased way.

Bem Sex Role Inventory Survey

Twenty-six school administrators completed the Bem Sex Role Inventory survey. Bem Sex Role Inventory survey is commonly used in gender characteristics research and is used in thousands of gender-related studies (Hoffman & Borders, 2001). The Bem Sex Role Inventory survey is comprised of 20 masculine, 20 feminine, and 20 neutral questions. When taking the survey, the participants rated themselves on each personality trait. They used a Likert scale of 1 to 7, ranging from 'never to almost never true' to 'always to almost always true'. The survey

calculated a masculine and feminine score. This score revealed their personality trait make-up. A Likert scale is a rating instrument that measures attitudes directly (Sullivan & Artino, 2013).

REDCap was used to distribute the Bem Sex Role Inventory survey to the participants. REDCap is a secure website application for building and managing online surveys (REDCap, n.d.). Participants were asked to disclose their gender identity. The personality trait answers were added up and then divided by 20. The participants received a masculine and feminine personality trait score. The results revealed the participants' personality trait make-up and how often each personality trait is used. A participant may have a personality trait make-up of masculine, feminine, androgynous, or undifferentiated.

A masculine and feminine score can range from 1 to 7. A masculine score of 4.1 or over and a feminine score of 4 or under is a masculine personality trait make-up. A masculine score of 4 or under and a feminine score of 4.1 or over is a feminine personality trait make-up. A masculine score of 4.1 or over and a feminine score of 4.1 or over is an androgynous personality trait make-up. A masculine score of 4 or under and a feminine score of 4 or under is an undifferentiated personality trait make-up. Table 4 provides a visual for the explanation above.

Table 4

Personality Trait Make-up Score Guide.

Personality trait	Masculine score	Feminine score
Masculine	>4	< 4
Feminine	<4	>4
Undifferentiated	<4	<4
Androgynous	>4	>4

The results of the Bem Sex Role Inventory survey were not linked to a participant. The survey results had a number identification and not a participant name. This protected participant anonymity. The school administrators that participated in the virtual one-on-one interview were asked to disclose their results of the Bem Sex Role Inventory survey. When reporting the results, each interview participant was labeled as Interview A-H, their gender, and their personality trait make-up. The Bem Sex Role Inventory survey was used for quantitative data. The interview questions regarding the Bem Sex Role Inventory survey was used for qualitative data.

One-on-One Interview

Eight participants completed a virtual one-on-one interview. The participants were chosen with purposive sampling. The 26 who completed the Bem Sex Role Inventory were informed that they may be asked to participate in a one-on-one interview. There were four females and four males asked to participate.

The eight virtual one-on-one interviews were semi-structured and lasted 30-45 minutes. A semi-structured interview is a flexible and powerful tool to capture the participant voice (Jamshed, 2014). Jamshed (2014) recommends that a semi-structured interview have in-depth questions so the respondents have to answer open-ended questions. These types of interviews are conducted only once and cover a duration of 30-45 minutes (Jamshed, 2014).

All participants were willing to discuss their results of the Bem Sex Role Inventory survey in their interview. The nine questions that were asked to the participants were consistent throughout the eight interviews. The nine one-on-one interview questions can be found in Appendix E. Participants were not asked additional questions; however, some of the participants were asked to elaborate. This helped increase accurate reporting and decrease bias. The interview was recorded and transcribed using Zoom.

This study used decreasing bias strategies to create a psychologically safe interview process for the eight participants. This study focused on gender stereotypes; therefore, participants' gender identity was disclosed. Gender bias was decreased by taking precautionary steps. The American Psychological Association suggests to respect people's preferences by calling people what they prefer to be called. This was supported by asking each participant what pronoun they would like to be referred as. When the participants completed the Bem Sex Role Inventory survey they were asked to disclose their gender identity. Eight interview participants were asked what pronoun they would like the researcher to use in the study. Male was coded as he/his/him. Female was coded as her/hers/she. Non-binary was coded as they/their/them. APA style writing supports the choice of communities to determine their own descriptors (Lee, 2015).

Another step was taken to decrease bias in this study. Some participants felt uncomfortable when sex-typing the 60 personality traits. The researcher reassured them of a judgement free approach and that the data collected was purely for science. These words created a safe environment for the participants to be truthful with their responses (APA, 2020).

Data Collection

This research used an explanatory sequential design to collect and interpret data. Explanatory sequential design may be the most popular mixed methods approach in educational research (Creswell & Creswell, 2017). It has two-phases of data collection that follow and inform the other (Creswell & Creswell, 2017). The benefit of explanatory sequential design is that there are clearly defined quantitative and qualitative parts (Creswell & Creswell, 2017). During phase one of this study, the researcher collected quantitative data from the Bem Sex Role Inventory survey. During phase two, the researcher completed eight virtual one-on-one interviews and analyzed the results. The information gathered from the Bem Sex Role Inventory

survey was used to explore the qualitative results from the eight one-on-one interviews. This is an advantage for readers and also researchers (Creswell & Creswell, 2017).

Thirty-four school administrators were asked to participate in the Bem Sex Role Inventory survey. Four females and four males were asked to participate in a virtual one-on-one interview. The interviews were conducted with Zoom. Zoom has newer artificial-intelligence-based services that promise high-accuracy text at a much lower-cost than human-performed transcription (Veritone, 2019). The interview transcriptions were analyzed using Excel. The Bem Sex Role Inventory survey was distributed through REDCap. REDCap is a secure database for managing online surveys (REDCap, n.d.). It is specifically used for research studies and operations (REDCap, n.d.). The Bem Sex Role Inventory survey results were used to uncover a participants' personality trait make-up. A personality trait make-up can be either masculine, feminine, androgynous, or undifferentiated.

There will be no impact from the results of this study on administrators' employment. The intention of the study was to collect school administrators' perspectives on the most desirable personality traits, if they lead androgynously, and how they sex-type personality traits. There were no administrators who were identified or linked to a school site in any way. The participants were given a pseudonym to hide their identity. All printed material was stored in a locked cabinet. All typed information was on word documents and stored on a flash memory device. The flash memory device was secured in a locked cabinet. All printed material was shredded and all information was deleted.

Data Analysis and Validation Strategies

Methods may lead to superior results when combining quantitative and qualitative approaches (Brannan, 2015). The combination of quantitative and qualitative approaches is

called mixed methods research. A mixed methods study is a methodological and design approach that can ensure the research questions are answered appropriately (Brannan, 2015). Benefits to a mixed methods approach are reduction in biases, better interpretation, validation, outcome research, and under researched populations (Brannan, 2015).

Qualitative data was collected with eight virtual one-on-one semi-structured interviews. Participants were asked to engage in open-ended questions, make definitive decisions on desirable personality traits for school administrators, and use their own perspectives on sex-typing personality traits as masculine, feminine, or neutral. There were nine questions asked in the semi-structured interviews. The questions can be found in Appendix E. Themes were used to gather, sort, and summarize the data from the eight interviews (Creswell, 2007). Tables and graphs were used to show the results from the Bem Sex Role Inventory survey and the eight virtual one-on-one interviews.

Member checking is a process used to inform the participants of the results and then asking them to review, check, comment on, or approve this researcher's data interpretation. The objective of this strategy is to consider the participants' viewpoint as a meaningful source of information (Iivari, 2018). Each interview participant was asked to review their results from their one-on-one interview. They were asked to provide feedback of accuracy or inaccuracy of the results.

Conclusion

The purpose of this study was to explore what personality traits school administrators find most desirable for a school administrator. Thirty-four school administrators were asked to participate in the study. Twenty-six school administrators completed the Bem Sex Role Inventory survey. Eight school administrators completed a virtual one-on-one interview.

This study used an explanatory sequential design mixed methods approach. The Bem Sex Role Inventory survey uncovered the participants' personality trait make-up. The survey provided qualitative data for this research. Eight participants were asked to pick five personality traits that are most desirable for school administrators. They were also asked to sex-type 60 personality traits. This information provided qualitative data.

Member checking occurred when results from the one-on-one interviews were collected and analyzed. The eight interview participants were asked to reflect on the results of the Bem Sex Role Inventory survey. They were asked if the results provided an accurate depiction of their personality trait make up. Each interview participant was sent information about their interview that was used in this study. This provided an opportunity for participants to give input and engage in the study.

Three research questions and three hypotheses were used for this study. The information presented reveals quantitative and qualitative data from twenty-six participant survey results and eight virtual one-on-one interviews. The findings from the study suggest that more female school administrators than male school administrators have an androgynous personality trait make-up, that neutral and feminine personality traits are desirable for school administrators, and more personality traits were sex-typed neutral in this study when compared to 1981. Further explanation of the three research questions and three hypotheses will be discussed in chapter four and five.

Chapter 4: Data Analysis

As stated in chapter one, the study reported here examined in detail the most desirable personality traits for leaders as perceived by school administrators. This study also explored how school administrators sex-type 60 personality traits and what a school administrator's personality trait make-up is. The findings in this study provide one explanation for the gradual increase of female school administrators over the past 25 years.

This researcher released the Bem Sex Role Inventory survey to 34 school administrators to discover their personality trait make-up. The Bem Sex Role Inventory survey also revealed how often they utilize 60 personality traits. Twenty-six school administrators completed the survey. The Bem Sex Role Inventory survey askes participants to answer 60 personality trait questions with a Likert scale. The Likert scale ranges from 'never to almost never true' to 'always to almost always true'. When completed each participant received a masculine and feminine score. The two scores determined the participants' personality trait make-up. A participant could have a masculine, feminine, androgynous, or undifferentiated personality trait make-up. Twenty-two school administrators in this study have an androgynous personality trait make-up. Six have a masculine personality trait make-up. Twenty-six school administrators completed the survey.

Purposive sampling was used to choose eight one-on-one interview participants. Out of the 26 participants who completed the Bem Sex Role Inventory survey there were four females and four males that participated in an interview. Most of the questions were open ended to create in depth discussion. Each participant was asked nine questions. There were two questions that asked participants to sex-type personality traits. The participants were asked to sex-type 60 personality traits and sex-type the five personality traits that they stated were the most desirable

for a school administrator. The sex-typing results were compared to Bem's results from 1981 in this chapter. Participants choose five personality traits that are most desirable for a school administrator. Their answers were discussed to explore their reasoning. Themes emerged within the eight one-on-one interviews. One overarching theme and three sub-themes emerged from analysis of the data. The overarching theme is influence of experience. The three sub-themes are societal, personal, and professional experience.

Chapter four presents the key findings from the Bem Sex Role Inventory survey. The eight one-on-one interviews provide confirming and disconfirming evidence for the three hypotheses stated in chapter three. The three hypotheses are:

H1) More female school administrators will have a personality trait make-up of androgynous than male school administrators.

H2) More personality traits will be sex-typed neutral by school administrators when comparing the results to the Bem Sex Role Inventory in 1981.

H3) School administrators will find feminine personality traits more desirable than masculine personality traits.

The remainder of this chapter will be organized by the three hypotheses. Qualitative and quantitative data will be presented and explained. Quantitative data from the Bem Sex Role Inventory survey will be disclosed and explored. Supporting interview data will be embedded in each section. These data include quotes from the eight virtual interviews to provide qualitative evidence for the hypotheses. The key findings from the eight one-on-one interviews will be discussed in this chapter. The overarching theme of influence of experience and the three sub-themes of societal, personal, and professional will be reviewed.

H1) **More female school administrators will have a personality trait make-up of androgynous than male school administrators.**

There were 26 school administrators who completed the Bem Sex Role Inventory survey. The individual results were calculated immediately and electronically reported to the participant on completion. The identity of the participant was not linked to the specific survey results. The results were tracked using REDCap. REDCap is a secure database for managing online surveys (REDCap, n.d.). The participant reported how often they used 60 personality traits. They rated themselves using a Likert scale that ranged from 'never to almost never true' to 'always to almost always true'. There were 20 masculine, 20 feminine, and 20 neutral personality traits that were answered. Only the masculine and feminine personality traits were used to calculate the participants' personality trait make-up. A participant could have a personality trait make-up of a masculine, feminine, androgynous, or undifferentiated.

A personality trait make-up is calculated by comparing the participant's masculine and feminine scores. A seven is the highest score a participant could receive for each score. If the masculine score is over 4.1 and the feminine score is four or less than the participant has a masculine personality trait make-up. If the feminine score is over 4.1 and the masculine score is four or less than the participant has a feminine personality trait make-up. If the masculine score and feminine score are both four or less than the participant has an undifferentiated personality trait make-up. If both the masculine score and feminine score are over 4.1 then a participant has an androgynous personality trait make-up.

Twenty-two school administrators have an androgynous personality trait make-up. There are 14 females and eight males with an androgynous personality trait make-up. There are two

females and two males who have a masculine personality trait make-up. There are no school administrators who have a feminine or undifferentiated personality trait make-up. Table 5 shows the scores for the 26 participants. It explains their gender, masculine and feminine scores, and personality trait make-up results.

Table 5

Participants' Personality Trait Make-up Results.

Personality Trait Make-up Results					
Female			**Male**		
Make-up	**Masculine score**	**Feminine Score**	**Make-up**	**Masculine score**	**Feminine Score**
Androgynous	4.9	4.85	Androgynous	4.2	4.2
Androgynous	5.55	4.3	Androgynous	5.3	5.1
Androgynous	5.2	4.9	Androgynous	5.35	5.1
Androgynous	4.35	4.85	Androgynous	5.45	4.8
Androgynous	4.95	4.55	Androgynous	5.15	4.9
Androgynous	5.2	4.7	Androgynous	5.85	4.55
Androgynous	5.15	4.7	Androgynous	4.9	4.8
Androgynous	5.5	5	Androgynous	4.65	4.85
Androgynous	5.45	5.7	Masculine	5.5	4
Androgynous	4.1	5.05	Masculine	5.05	3.7
Androgynous	5.65	5.4			
Androgynous	5.75	4.7			
Androgynous	5.3	6.1			

Androgynous	5	5.7			
Masculine	5	3.6			
Masculine	4.5	3.6			

Confirmation of Bem Sex Role Inventory Results

Eight school administrators agreed to participate in a virtual one-on-one interview. Four males and four females participated in the semi-structured interview. Three female and three male interview participants have an androgynous personality trait make-up. One female and one male have a masculine personality trait make-up. The participants are school administrators at one high school, three middle schools, and four elementary schools. Out of the eight participants there are five assistant principals and three principals. All participants are Caucasian. Their age ranges from mid 30s to 50s. The participants were asked if the Bem Sex Role Inventory survey provided and accurate depiction of their personality.

The Bem Sex Role Inventory survey remains the instrument of choice for gender trait researchers (Dean & Tate, 2016; Hoffman & Borders, 2001). The participants expressed their confirmation about the accuracy of the Bem Sex Role Inventory survey. Interview A is a female with an androgynous personality trait make-up. Interview C is a female with a masculine personality trait make-up. Interview E is a male with an androgynous personality trait make-up, and Interview H is a male with a masculine personality trait make-up. They expressed their confirmation in the following ways:

Interview A – Yes, it is accurate. I think I have never felt either masculine or feminine very strongly. There are times where I feel more masculine than feminine and other times I feel more feminine than masculine.

Interview C - I had to have predicted that that's exactly what it would have said.

Interview E - Me outwardly, I look like a tough guy and stuff, but I also have a side of me that I guess you could say that is more sensitive and intuitive.

Interview H - I kind of anticipated that I might fall more squarely in the androgynous world, but I do have some masculine tendencies.

All participants agreed with their results from the Bem Sex Role Inventory survey. Participants expressed confirming evidence to support their reasoning. They expressed societal, personal, and professional experiences that have shaped their personality trait make-up. This will be discussed in the key findings from the interviews in this chapter.

Personality Trait Make-up Range

There were 16 females and 10 males who completed the Bem Sex Role Inventory survey. There are 14 females and eight male participants who have an androgynous personality trait make-up. A female participant with an androgynous personality trait make-up has a masculine score that spans from 5.75 to 4.1. Their masculine score range is 1.65. A female participant with an androgynous personality trait make-up has a feminine score that ranges from 6.1 to 4.3. Their feminine score range is 1.8. A male participant with an androgynous personality trait make-up has a masculine score that spans from 5.85 to 4.2. Their masculine score range is 1.65. A male participant with an androgynous personality trait make-up has a feminine score that spans from 5.1 to 4.2. Their feminine score range is 0.9. Table 6 shows the data described above.

Table 6

Range of Androgynous Scores.

	Feminine Score	Range	Masculine Score	Range
Female	6.1-4.3	1.8	5.75-4.1	1.65
Male	5.1-4.2	0.9	5.85-4.2	1.65

The results show a 1 point difference between a female feminine score and a male feminine score. This suggests that female participants scored themselves higher on the feminine personality traits within the Bem Sex Role Inventory survey than the males. This means that female participants use feminine personality traits more often than male participants.

The results show that there is a 0.1-point difference between female and male masculine score. These results confirm that there was minimal difference on how females and males scored themselves on the masculine personality traits in the Bem Sex Role Inventory survey. This means that females and males use masculine personality traits at equal frequency.

There were two males and two females with a masculine personality trait. The males had a masculine score of 5.5 and 5.05 and a feminine score of 4 and 3.7. The females had a masculine score of 5 and 4.5. Both females had a feminine score of 3.6. These scores indicate that the males with a masculine personality trait make-up use masculine and feminine personality traits more frequently than their female counterparts.

The data show that females and males use masculine personality traits with equal frequency. Females utilize feminine personality traits more frequently than their male counterparts. Males with a masculine personality trait make-up utilize masculine and feminine personality traits more frequently than their female counterparts. The next section will explain which personality traits are utilized most frequently by female and male participants.

Utilization of Personality Traits

The participants rated themselves on how often they utilize each personality trait. They did so with a Likert scale ranging from 'never to almost never true' to 'always to almost always true'. The higher the score the participant gave themselves, the more frequently they believe

they use that personality trait. The neutral personality traits are not used in the final calculation for a personality trait make-up. This study has incorporated the neutral personality traits to evaluate their frequency. This data suggest which personality traits the participants in this study use most often.

This study revealed that female participants utilize 29 personality traits more often than male participants. Male participants utilize 23 personality traits more often than female participants. Both males and females use seven personality traits at the same frequency. Table 7 lists the personality traits most frequently used by both males and females. It lists all 60 personality traits from the Bem Sex Role Inventory survey. The frequency total was calculated by adding up the points from both genders. The mean was calculated by adding up the points that reflect how each gender rated themselves and then dividing that number by the number of female or male participants. The mode was calculated by looking at the most reoccurring score reflecting how each female or male participant rated themselves for each personality trait. The numbers represent: 1 – never or almost never true, 2 – rarely true, 3 – less than half the times true, 4 – neutral, 5 – more than half the times true, 6 – often true, 7 – always or almost always true. Table 7 lists the most frequently used personality trait to the least.

Table 7

Frequency of Personality Traits.

Personality Trait	1981 Label	Frequency Total	Female Mean	Male Mean	Female Mode	Male Mode
Truthful	N	169	6.6	6.4	7	7
Self-reliant	M	168	6.6	6.3	7	7
Loves children	F	167	6.5	6.3	7	7

Personality Trait	1981 Label	Frequency Total	Female Mean	Male Mean	Female Mode	Male Mode
Independent	M	165	6.4	6.2	7	6
Friendly	N	165	5.9	6.4	7	7
Reliable	N	164	6.3	6.3	7	7
Helpful	N	164	6.1	6.7	7	7
Sincere	N	163	6.4	6.1	7	6
Loyal	F	162	6.3	6.2	7	6
Self-sufficient	M	161	6.4	5.2	7	6
Acts as a leader	M	160	6.2	6.1	6	6
Conscientious	N	159	6	6	6	7
Has leadership abilities	M	156	5.9	6.1	6	6
Cheerful	F	155	6	6	6	7
Happy	N	155	5.9	6	7	5
Compassionate	F	154	6.1	5.7	7	6
Sensitive to the needs of others	F	152	5.9	5.7	7	6
Adaptable	N	152	5.8	6	6	5
Defends own beliefs	M	150	5.8	5.8	6	6
Understanding	F	150	6.1	5.2	6	5
Analytical	M	149	5.9	5.5	6	6

Personality Trait	1981 Label	Frequency Total	Female Mean	Male Mean	Female Mode	Male Mode
Tactful	N	149	5.9	5.6	6	6
Sympathetic	F	147	5.8	5.5	5	6
Warm	F	147	5.6	5.8	6	6
Likable	N	147	5.6	5.7	6	6
Willing to take a stand	M	145	5.8	5.3	6	6
Assertive	M	139	5.4	5.2	5	5
Makes decisions easily	M	138	5.2	5.5	6	6
Eager to soothe hurt feelings	F	136	5.1	5.5	3	6
Ambitious	M	136	5.6	5.7	6	4
Willing to take risks	M	135	5.2	5.2	6	6
Strong personality	M	131	5	5.1	4	6
Gentle	F	127	4.8	5.1	6	5
Athletic	M	126	4.4	5.6	6	5
Affectionate	F	123	5.1	4.1	5	3
Does not use harsh language	F	121	4.8	4.5	6	6

Personality Trait	1981 Label	Frequency Total	Female Mean	Male Mean	Female Mode	Male Mode
Individualistic	M	120	4.8	4.4	6	5
Competitive	M	119	4.4	4.8	5	6
Tender	F	118	4.8	4.1	5	4
Feminine	F	112	5.1	3.1	6	4
Flatterable	F	111	4.4	4.1	4	4
Yielding	F	107	3.9	4.4	3	5
Forceful	M	103	4.1	3.8	3	5
Dominant	M	102	4	3.8	4	5
Conventional	N	102	3.8	4.2	4	4
Masculine	M	94	2.5	5.4	2	5
Theatrical	N	91	3.8	3.1	4	2
Solemn	N	78	3	3	4	2
Shy	F	77	2.9	3	2	3
Soft-spoken	F	74	2.7	3.1	2	2
Gullible	F	72	3.3	2	2	2
Moody	N	71	2.6	3	2	2
Jealous	N	68	2.9	2.2	3	3
Secretive	N	65	2.5	2.5	2	2
Inefficient	N	64	2.3	2.8	2	3
Unsystematic	N	64	2.3	2.7	2	2
Childlike	F	62	2.3	2.6	1	1

Personality Trait	1981 Label	Frequency Total	Female Mean	Male Mean	Female Mode	Male Mode
Aggressive	M	62	2.5	2.2	2	2
Unpredictable	N	61	1.9	2.3	2	5

Table 7 explains that female participants rated themselves higher in 29 personality traits. Male participants rated themselves higher in 23 personality traits. Both males and females rated themselves equally in seven personality traits.

Females utilize 11 masculine personality traits and 13 feminine personality traits more often than the male participants. Males utilize seven masculine personality traits and six feminine personality traits more often than the female participants. The seven personality traits that males and females utilize equally are: reliable, conscientious, cheerful, defends own beliefs, willing to take risks, solemn, and secretive. Table 8 shows feminine and masculine personality traits and if male or female participants utilize them more frequently.

Table 8

Gender Personality Trait Frequency.

	Masculine	Feminine	Neutral
Female Participant	Self-reliant	Loves children	Truthful
	Independent	Loyal	Sincere
	Self-sufficient	Compassionate	Tactful
	Acts as a leader	Sensitive to the needs of	Jealous
	Analytical	others	
	Willing to take a stand	Understanding	

	Assertive	Sympathetic	
	Individualistic	Warm	
	Forceful	Affectionate	
	Dominant	Does not use harsh	
	Aggressive	language	
		Tender	
		Feminine	
		Flatterable	
		Gullible	
Male Participant	Has leadership abilities	Eager to soothe hurt	Friendly
	Makes decisions easily	feelings	Helpful
	Ambitious	Gentle	Happy
	Athletic	Yielding	Adaptable
	Competitive	Shy	Likeable
	Strong personality	Soft-spoken	Conventional
	Masculine	Childlike	Moody
			Inefficient
			Unsystematic
			Unpredictable

The data explain that female participants use feminine personality traits more frequently than males. Females and males use masculine personality traits at the same frequency. This may explain that female school administrators are using more masculine personality traits than in the

past. Female leaders may be utilizing more masculine personality traits because research has supported the success of masculine leaders.

Thirty-four school administrators were asked to participate in this study. Twenty-six school administrators completed the Bem Sex Role Inventory survey and discovered their personality trait make-up. According to this study, 87.5% of female school administrators and 80% of male school administrators have an androgynous personality trait make-up. There were 14 females and 8 males with an androgynous personality trait make-up. There were two female and two male participants with a masculine personality trait make-up. These results confirm that more female school administrators have an androgynous personality trait make-up. All eight one-on-one interviews confirmed that the Bem Sex Role Inventory survey results provided and accurate depiction of their personality trait make-up.

H2) More personality traits will be sex-typed neutral by school administrators when comparing the results to the Bem Sex Role Inventory in 1981.

The eight school administrators that participated in the virtual one-on-one interviews were asked to sex-type all 60 personality traits from the 1981 Bem Sex Role Inventory. Each personality trait was stated by the researcher. The participants were expected to respond with a sex-type of masculine, feminine, or neutral.

The Bem Sex Role Inventory survey has 20 masculine, 20 feminine, and 20 neutral personality traits. The sex-typing results from the eight interviews were 14 masculine, 22 feminine, and 34 neutral personality traits. There were 10 personality traits that were double sex-typed. Double sex-typed means that a personality trait is equally represented by two different sex-types. These totals include the double sex-typed personality traits. If these personality traits were removed from the neutral category, it would not change the outcome that there are more

neutral personality traits than masculine and feminine personality traits. Below are Figures 3, 4, 5. The graphs disclose how the eight school administrators sex-typed masculine, feminine, and neutral personality traits.

The 20 masculine personality traits are shown in Figure 3. The gray bar represents neutral. The orange bar represents feminine. The blue bar represents masculine. Feminine was the least used sex-type to represent the 1981 masculine personality traits. Neutral was the most used sex-type to represent the 1981 masculine personality traits.
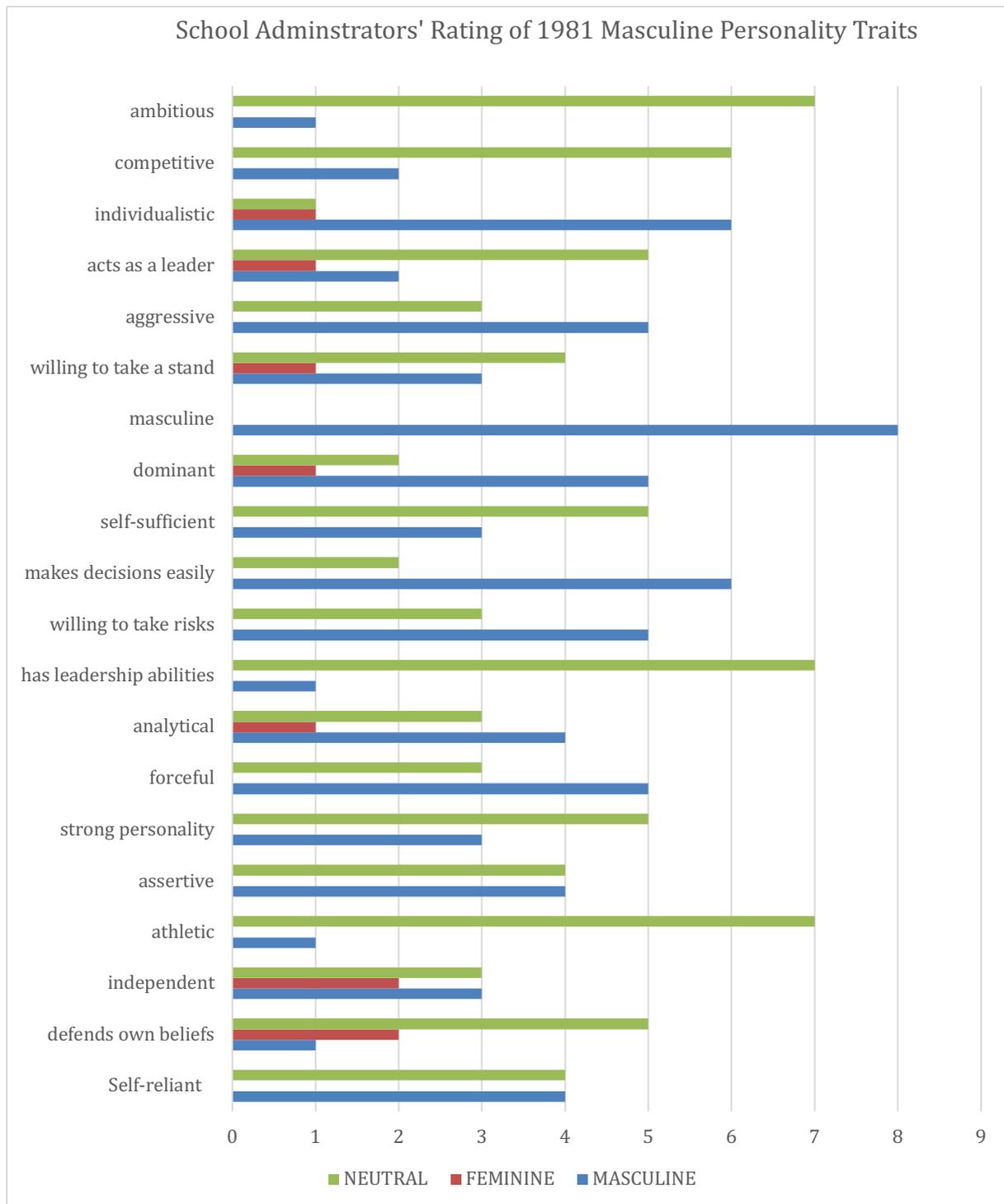
Figure 3. School Administrators' Rating of 1981 Masculine Personality Traits.

The 20 feminine personality traits are shown in Figure 4. The gray bar represents neutral.

The orange bar represents feminine. The blue bar represents masculine. Masculine was the least

used sex-type to represent the 1981 feminine personality traits. Feminine was the most used sex-type to represent the 1981 feminine personality traits.

School Administrators' Rating of 1981 Feminine Personality Traits
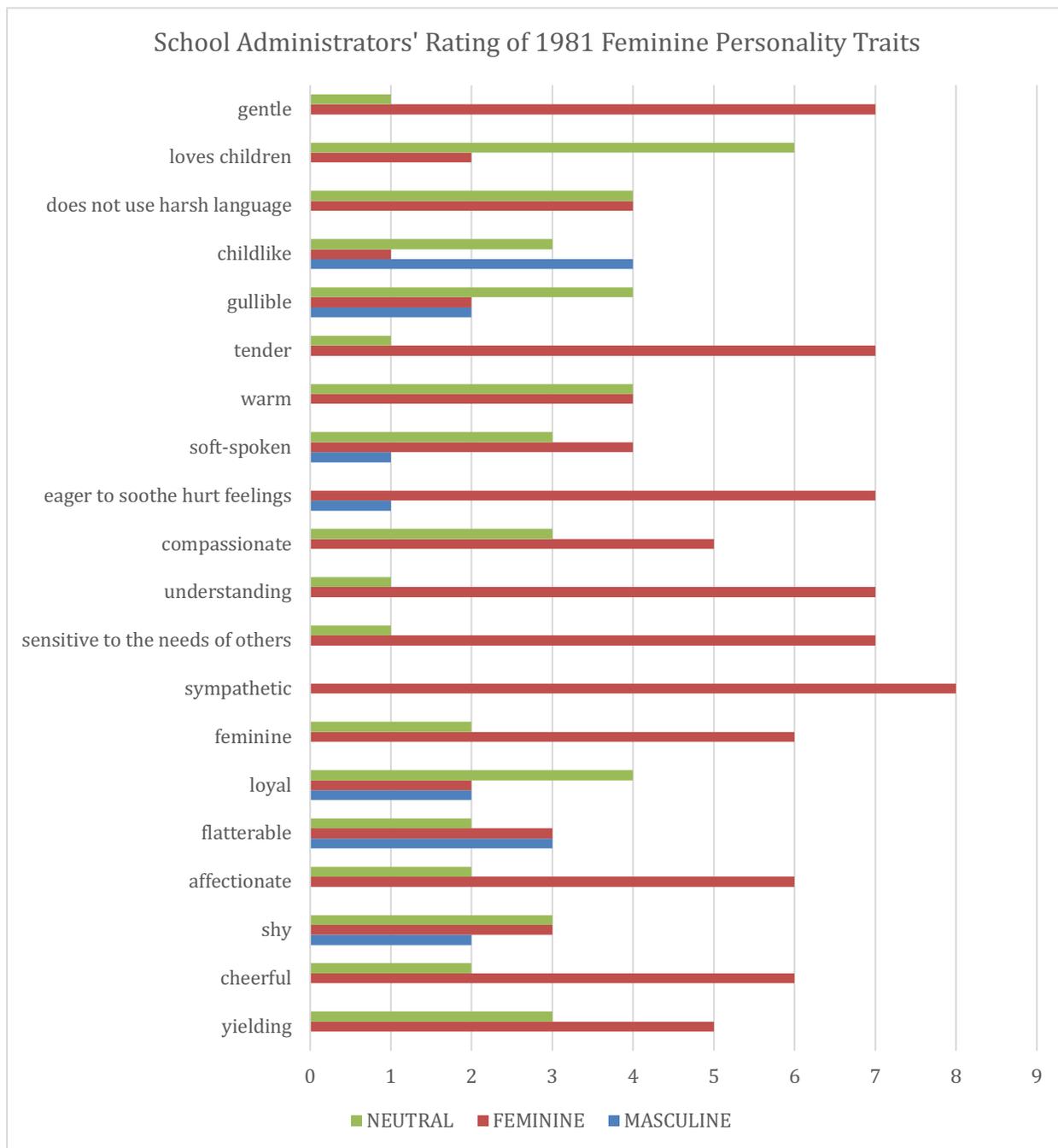
Figure 4. School Administrators' Rating of 1981 Feminine Personality Traits.

The 20 neutral personality traits are shown in Figure 5. The gray bar represents neutral. The orange bar represents feminine. The blue bar represents masculine. Masculine was the least

used sex-type to represent the 1981 neutral personality traits. Neutral was the most used sex-type to represent the 1981 neutral personality traits.
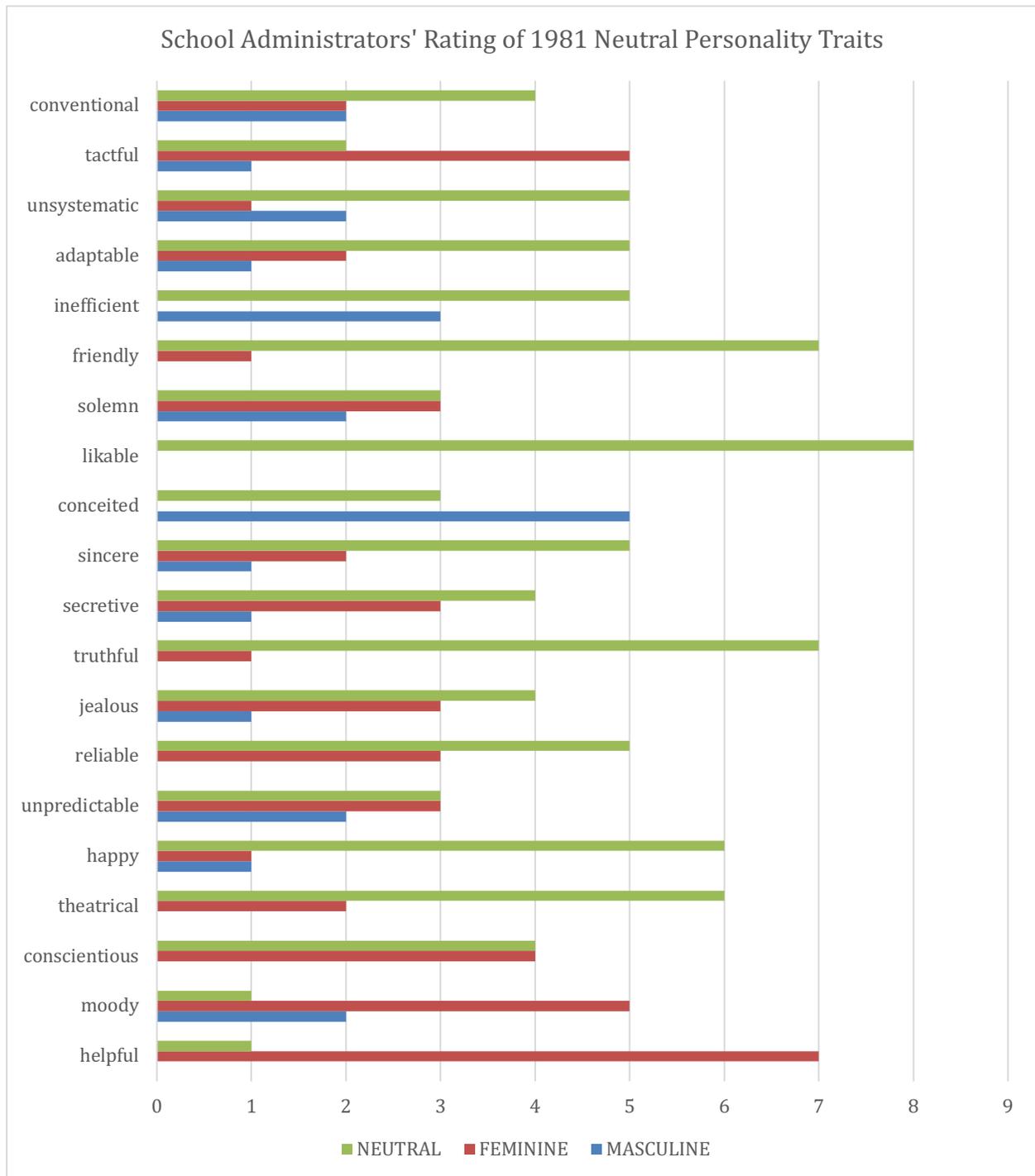

Figure 5. *School Administrators' Rating of 1981 Neutral Personality Traits.*

The school administrators in this study sex-typed personality traits as 15 feminine, 10

masculine, and 25 neutral. There were 10 personality traits that were equally represented by two sex-types. The 15 feminine personality traits are yielding, cheerful, affectionate, feminine, sympathetic, sensitive to the needs of others, understanding, compassionate, eager to soothe hurt feelings, soft-spoken, tender, gentle, helpful, moody, and tactful. The 10 masculine personality traits are forceful, analytical, willing to take risks, makes decisions easily, dominant, masculine, aggressive, individualistic, childlike, and conceited. The 10 personality traits that have two sex-types are self-reliant, independent, assertive, flatterable, shy, warm, does not use harsh language, conscientious, unpredictable, and solemn. 'Self-reliant', 'independent', and 'assertive' had sex-types of masculine and neutral. 'Flatterable' had the sex-types of masculine and feminine. 'Shy', 'warm', 'does not use harsh language', 'conscientious', 'unpredictable', and 'solemn' had the sex-types feminine and neutral. Table 9 represents these results. The words that are bolded are the 10 personality traits that have two sex-types. Table 9 represents the final results from the school administrators 2020 sex-typing of 60 personality traits.

Table 9

Final Sex-typing Results for 2020 School Administrators.

Masculine	Feminine	Neutral
self-reliant	yielding	**self-reliant**
independent	cheerful	defends own beliefs
assertive	**shy**	**independent**
forceful	affectionate	athletic
analytical	**flatterable**	**assertive**
willing to take risks	feminine	strong personality
makes decisions easily	sympathetic	has leadership abilities
dominant	sensitive to the needs of others	self-sufficient
masculine	understanding	willing to take a stand
aggressive	compassionate	acts as a leader

individualistic	eager to soothe hurt feelings	competitive
flatterable	soft-spoken	ambitious
childlike	**warm**	**shy**
conceited	tender	loyal
	does not use harsh language	**warm**
	gentle	gullible
	helpful	**does not use harsh language**
	moody	loves children
	conscientious	**conscientious**
	unpredictable	theatrical
	solemn	happy
	tactful	**unpredictable**
		reliable
		jealous
		truthful
		secretive
		sincere
		likable
		solemn
		friendly
		inefficient
		adaptable
		unsystematic
		conventional

There were 16 personality traits that had a sex-type change from 1981. There were nine personality traits that were equally represented by two labels. There were 34 personality traits that were sex-typed the same as 1981. The masculine personality traits that did not change from 1981 are: forceful, analytical, willing to take risks, makes decisions easily, dominant, masculine, aggressive, and individualistic. The feminine personality traits that did not change from 1981

are: yielding, cheerful, affectionate, feminine, sympathetic, sensitive to the needs of others, understanding, compassionate, eager to soothe hurt feelings, soft-spoken, tender, gentle, and tactful. The neutral personality traits that did not change from 1981: competitive, theatrical, reliable, jealous, truthful, secretive, sincere, likable, friendly, inefficient, adaptable, unsystematic, and conventional. Table 10 shows the personality traits that have changed since 1981. It also explains the personality traits that were equally represented by two sex-types.

Table 10

Changed Personality Traits and Equally Represented Personality Traits.

Personality Trait	**1981 Sex-type**	**2020 Sex-type**
Childlike	Feminine	Masculine
Conceited	Neutral	Masculine
Helpful	Neutral	Feminine
Moody	Neutral	Feminine
Defends own beliefs	Masculine	Neutral
Athletic	Masculine	Neutral
Strong personality	Masculine	Neutral
Has leadership abilities	Masculine	Neutral
Self-sufficient	Masculine	Neutral
Willing to take a stand	Masculine	Neutral
Acts as a leader	Masculine	Neutral
Ambitious	Masculine	Neutral
Loyal	Feminine	Neutral
Gullible	Feminine	Neutral

Loves children	Feminine	Neutral
Sincere	Feminine	Neutral
Self-reliant	Masculine	Masculine and neutral
Independent	Masculine	Masculine and neutral
Assertive	Masculine	Masculine and neutral
Flatterable	Feminine	Masculine and feminine
Shy	Feminine	Feminine and neutral
Warm	Feminine	Feminine and neutral
Does not use harsh language	Feminine	Feminine and neutral
Conscientious	Neutral	Neutral and feminine
Unpredictable	Neutral	Neutral and feminine
Solemn	Neutral	Neutral and feminine

Neutral was the most used sex-type from the eight one-on-one interviews. The eight

interviews sex-typed a personality trait masculine 111 times. They sex-typed a personality trait

feminine 153 times, and they sex-typed a personality trait neutral 216 times. Figure 6 shows the

balance of masculine, feminine, and neutral sex-typing per interviewee. Interviews A, B, D, E, F,

and G are male and female participants with an androgynous personality make-up. Interviews C

and H are female and male participant with a masculine personality trait make-up.
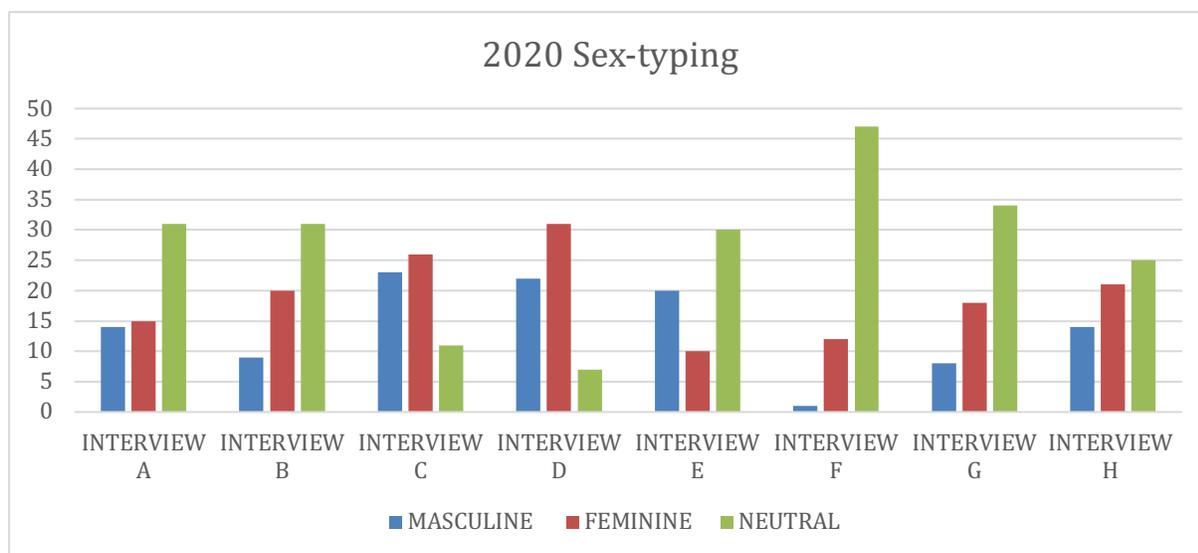
Figure 6. 2020 Sex-typing.

The data shows that the male participants sex-typed more personality traits neutral than the female participants. Interview C is a female with a masculine personality trait make-up. Interview D is a female with an androgynous personality trait make-up. They sex-typed most of their personality traits feminine. Interview E is a male with an androgynous personality trait make-up. He is the only participant that sex-typed more personality traits masculine than feminine. There are no patterns with this qualitative data that are associated with how school administrators sex-type personality traits. This illuminates the emerging them of the influence of experience.

Each participant was asked if they think their school district school administrators will show a change in personality trait sex-type perspectives from 1981. All eight participants expressed that they think there will be some level of change within personality sex-type perspectives from 1981. Below are two comments from Interview A and Interview C. Interview A is a female with an androgynous personality trait make-up, and Interview C is a female with a masculine personality trait make-up.

Interview A - I think it's changing so much. I think the way my kids see gender and roles are very different than what I grew up with. It's much more fluid and healthier. I think there are some gender roles that have shifted to be more neutral since 1981. Even parenting has changed quite a bit. I wasn't a parent in 1981, but loving children and caring for children was a seen as feminine. I think that it has changed.

Interview C - I think things evolve. I think human nature, generally speaking, doesn't necessarily change. So, I think we become more accepting of things as people. I think we have a growth mindset and we change and evolve. It's probably genetic. That would be my guess, that genetically speaking there's a reason why females operate a certain way and men operate a certain way. I also think your upbringing might affect your perspectives.

The eight participants sex-typed 60 personality traits as 14 masculine, 22 feminine, and 34 neutral personality traits. There were 10 personality traits that were equally represented by two sex-types. There were 16 personality traits that changed since 1981 and 34 that remained the same. Together, participants sex-typed personality traits as 111 masculine, 153 feminine, and 216 neutral. This data confirms the hypothesis that more personality traits were sex-typed neutral by school administrators when compared to data from 1981. The theme of societal, personal, and professional experience continued throughout data collection and thematic coding. Personal experiences were expressed by participants to have an influence on their perspective of gender stereotypes.

H3) School administrators will find feminine personality traits more desirable than masculine personality traits.

A desirable personality trait is defined as a mood, attitude, and opinion worth having or wanting (Holzman, 2019). After the participants completed sex-typing 60 personality traits, they were then asked to choose the five most desirable personality traits for school administrators. Each participant was provided with a list containing the 60 personality traits from the 1981 Bem Sex Role Inventory survey. This list contains 20 masculine, 20 feminine, and 20 neutral personality traits. It did not disclose the 1981 sex-type. The Bem Sex Role Inventory survey list can be found in Appendix A.

Eight participants nominated 17 personality traits to be the most desirable personality traits for school administrators. The final results from the participants determined seven most desirable personality traits. There were seven instead of five because some personality traits had the same number of participant votes. The most desirable personality traits are adaptable, compassionate, reliable, conscientious, truthful, sensitive to the needs of others, and willing to take a stand. Personality traits that were named, but did not have enough votes to make the top seven most desirable personality traits are independent, assertive, helpful, sincere, acts as a leader, analytical, self-sufficient, tactful, has leadership abilities, and loves children.

Figure 7 lists all the desirable personality traits named in the interviews. It also shows how many participants named each personality trait.
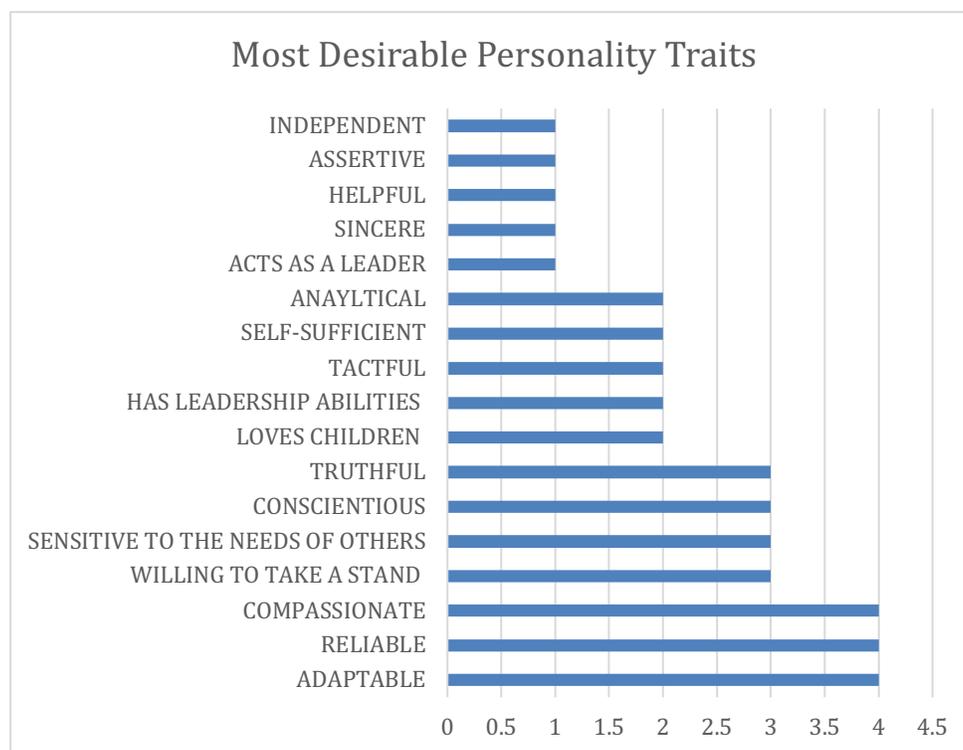
Figure 7. *Most Desirable Personality Traits.*

Sex-typing with the Context of a Desirable Personality Trait for a School Administrator

Participants were asked to sex-type the personality traits that they nominated as the most desirable for a school administrator. When asked to complete this task, participants stated "didn't I already do that" and there were five participants that expressed their interest in the different context. The interested participants stated, "ah I see what you are doing here", or "interesting" or "that's fascinating". Six out of the eight participants had a sex-type change with some of their desirable personality traits.

Two participants had no change in perspective including a female with a masculine personality trait make-up and a male with an androgynous personality trait make-up. The six participants who had a change in perspective were three females and two males with an androgynous personality trait make-up and one male with a masculine personality trait make-up.

Tables 11-18 explain the eight participants five most desirable personality traits and what

they originally sex-typed them, and if their perspective changed with the context of leadership. It also shows the 1981 sex-type and narratives from the participants supporting their reasoning for the change in their perspective.

Table 11

Interview A. Female with an Androgynous Personality Trait Make-up.

Most desirable personality traits	Original	Leadership	1981 sex-type
Loves children	Neutral	Neutral	Feminine
adaptable	Neutral	Feminine	Neutral
Willing to take a stand	Neutral	Neutral	Masculine
Sensitive to the needs of others	Neutral	Feminine	Feminine
Reliable	Neutral	Neutral	Neutral

She first said that 'adaptable' was a neutral personality trait. When placed in the context of a desirable personality trait for a school administrator she said that 'adaptable' was a feminine personality trait. She first said that 'sensitive to the needs of others' was neutral. When placed in the context of desirable personality trait for a school administrator she said that 'sensitive to the needs of others' was a feminine personality trait. When she was asked about her observations of the change she responded, "Yeah, I mean, I think there are some gender roles that have shifted to neutral since 1981. Yeah, I guess I do think of adaptability and flexibility as a feminine trait."

Table 12

Interview B. Male with an Androgynous Personality Trait Make-up.

Most desirable personality traits	Original	Leadership	1981 sex-type
Has leadership abilities	Neutral	Neutral	Masculine
Acts as a leader	Neutral	Neutral	Masculine
Sensitive to the needs of others	Feminine	Neutral	Feminine
sincere	Masculine	Masculine	Feminine
Tactful	Feminine	Feminine	Neutral
He first said that 'sensitive to the needs of others' was feminine personality trait. When placed in the context of a desirable personality trait for a school administrator he said that 'sensitive to the needs of others' was neutral. When he was asked about his observations of the change he responded, "I think we have gotten a lot more acculturated to the idea that women are leaders and even that they might be better leaders. I think a woman's social strategies are more tactful and less sincere. Like more acculturated to soft power and manipulation, and male power is more guileless."			

Table 13

Interview C. Female with a Masculine Personality Trait Make-up.

Most desirable personality traits	Original	Leadership	1981 sex-type
Adaptable	Masculine	Masculine	Neutral
Willing to take a stand	Masculine	Masculine	Masculine
Self-sufficient	Masculine	Masculine	Masculine
Analytical	Masculine	Masculine	Masculine

Helpful	Neutral	Neutral	Neutral
There was no change in her sex-type perspectives from originally stated to the context of a desirable personality trait for school administrators. Below are her observations. "There is a process that goes along with being adaptable. It's not to say females are not adaptable. It's just not a trait that I think of woman has. Women are not very adaptable. I think they can be over time. They just are not quickly adaptable."			

Table 14

Interview D. Female with an Androgynous Personality Trait Make-up.

Most desirable personality traits	Original	Leadership	1981 sex-type
Assertive	Masculine	Masculine	Masculine
Analytical	Masculine	Masculine	Masculine
Compassionate	Feminine	Feminine	Feminine
Loves children	Feminine	Feminine	Feminine
Independent	Masculine	Neutral	Masculine
She first said that 'independent' was a masculine trait. When placed in the context of a desirable personality trait for a school administrator she said that 'independent' was a neutral personality trait. When asked about her observations she used an example of a fellow school administrator. She explained that she felt that she probably has a similar personality trait make-up and leadership style as a male co-worker. She stated, "You know independence right. Well, you know, this male co-worker can say his idea and everyone thinks it's so great and brilliant. I can say the same idea and people will ask me to play nice with everyone."			

Table 15

Interview E. Male with an Androgynous Personality Trait Make-up.

Most desirable personality traits	Original	Leadership	1981 sex-type
Conscientious	Neutral	Neutral	Neutral
Adaptable	Neutral	Masculine	Neutral
Reliable	Neutral	Neutral	Neutral
Sensitive to the needs of others	Feminine	Feminine	Feminine
Willing to take a stand	Neutral	Masculine	Masculine
He first said 'adaptable' was a neutral trait. When placed in the context of a desirable personality trait for a school administrator he said 'adaptable' was a masculine personality trait. When he was asked about his observations of the change he responded, "It is better to decouple leadership from any type of masculine or feminine approach."			

Table 16

Interview F. Female with an Androgynous Personality Trait Make-up.

Most desirable personality traits	Original	Leadership	1981 sex-type
Truthful	Neutral	Neutral	Neutral
Conscientious	Neutral	Masculine	Neutral
Reliable	Neutral	Neutral	Neutral
Willing to take risks	Neutral	Neutral	Masculine
Compassionate	Neutral	Feminine	Neutral

She said 'compassionate' was a neutral personality trait. When placed in the context of a

desirable personality trait for a school administrator she said that 'compassionate' was a

feminine personality trait. She explains, "At first I put conscientious, reliable, has leadership

abilities, willing to take risks, and compassionate, but then I really wanted to include truthful.

But that would make six. So, I thought, has leadership abilities for me includes all of those

other things. So, I am going to take out has leadership abilities and I'm going to put truthful

in." She goes on to explain, "women leaders have gotten criticized for showing leadership

traits that are typically masculine. Like willing to take risks or things that show strength or

things that show authority. That's the biggest criticism of women in leadership roles. That

she gets called a bitch because she is forceful. And when a man is forceful, people are like,

hey, he's a real leader."

Table 17

Interview G. Male with an Androgynous Personality Trait Make-up.

Most desirable personality traits	Original	Leadership	1981 sex-type
Self-sufficient	Neutral	Neutral	Masculine
Conscientious	Feminine	Feminine	Neutral
Truthful	Neutral	Neutral	Neutral
Compassionate	Feminine	Feminine	Feminine
Has leadership abilities	Neutral	Neutral	Masculine

There was no change in sex-type perspectives from originally stated to the context of a desirable personality trait for school administrators. Below are his observations. "I think 'truthful' is probably the most important. Just because that's how you either get staff buy in, or your families can trust you with their child, or when you have to make a tough decision. They know you've at least been truthful in the past. So, I think 'truthfulness' is probably the most important."

Table 18

Interview H. Male with a Masculine Personality Trait Make-up.

Most desirable personality traits	Original	Leadership	1981 sex-type
Reliable	Feminine	Neutral	Neutral
Compassionate	Feminine	Feminine	Feminine
Adaptable	Neutral	Neutral	Neutral
Tactful	Feminine	Neutral	Neutral
Truthful	Neutral	Neutral	Neutral

He first said 'tactful' was a feminine personality trait. When placed in the context of a desirable personality trait for a school administrator he said that 'tactful' was a neutral personality trait. He explains, "I am surrounded by strong women in my life. I work with a female principal, and my wife is super reliable. She's kind of the rock in the relationship. Similarly, with my mom. I'm thinking like, okay, the ideal leader has these qualities and I have a lot of experience with male and female leaders. And so maybe that shifted my

thinking more towards the neutral. Just as I was contextualizing it in my experience with a lot

of leadership styles and a lot of different leaders."

Desirable Personality Traits are Feminine and Neutral

The purpose of this data is to provide confirming evidence that school administrators find

feminine personality traits more desirable than masculine. The seven most desirable personality

traits were sex-typed as neutral or feminine. The data explain that more females than males used

masculine to sex-type a desirable personality trait. There was one male who sex-typed 'willing to

take a stand' a masculine personality trait. There were two females who sex-typed 'willing to

take a stand' masculine. There was one female who sex-typed 'adaptable' as a masculine

desirable personality trait. All four male participants sex-typed 'sensitive to the needs of others'

as feminine. All four male participants sex-typed 'truthful' as neutral. There were two male and

two female participants that sex-typed 'conscientious' as feminine and two male and two female

that sex-typed it as neutral. The final calculated results reveal that the seven most desirable

personality traits were sex-typed as neutral or feminine. Table 19 shows the seven most desirable

personality traits and how male and female participants sex-typed them.

Table 19

Sex-typed Most Desirable Personality Traits.

	Male			Female		
Trait	Masculine	Feminine	Neutral	Masculine	Feminine	Neutral
Adaptable		X	XXX	X	X	XX
Compassionate		XXX	X		XX	XX

Reliable		XX	XX		XX	XX
Conscientious		XX	XX		XX	XX
Truthful			XXXX		X	XXX
Sensitive to the needs of others		XXXX			XXX	X
Willing to take a stand	X		XXX	XX	X	X

Five out of the seven most desirable personality traits were sex-typed the same as 1981. The personality traits that were sex-typed the same as 1981 are adaptable, compassionate, reliable, conscientious, truthful, and sensitive to the needs of others. Adaptable remains neutral, compassionate remains feminine, reliable remains neutral, truthful remains neutral, and sensitive to the needs of other remains feminine. 'Conscientious' was a neutral personality trait, in this study it was equally sex-typed as feminine and neutral. 'Willing to take a stand' was originally sex-typed masculine in 1981; however, in this research the participants sex-typed it neutral.

The seven most desirable personality traits identified by these participants for a school administrator are adaptable, compassionate, reliable, conscientious, truthful, sensitive to the needs of others, and willing to take a stand. All personality traits were sex-typed feminine or neutral in this study. These data concluded that 2020 school administrators sex-typed four desirable personality traits neutral and two feminine. They provide confirming evidence to support the hypothesis that school administrators find feminine personality traits more desirable than masculine personality traits.

Key Findings from the Interviews

The most reoccurring theme discovered in this study was the influence of societal, personal, and professional experience. Participants disclosed their experience that may have swayed their perspectives on gender, or kept them the same as the stereotypical gender norm. Participants expressed their influence from their parents growing up, current and past leadership influence, and cultural norms. Some participants discussed the women that have changed their perspective on females in leadership. A couple participants disclosed that they appear as their biological sex, but on the inside they feel more gender fluid. Experience held a large part of the interviews, even when thinking about how to eliminate gender-based stereotypes when practicing as a school administrator. Most participants expressed their upbringing as the major influence on their perspectives of gender.

Societal Experience

The first two things that people notice about others are gender and race (Diangelo, 2018). Gender stereotypes are still implicitly and explicitly invading an individual's daily lives. If a boy wears pink, he must be gay. If a girl has short hair, she is a lesbian. Men take out the trash, women wash the dishes. Men go to work and women stay home and raise the family. Men are leaders and women are followers. Male students are better at math than female students. Female students are better at writing than male students. These examples are labeled stereotypes, but unfortunately most are accepted as gender norms. Gender norms can be understood as a collection of definitions for socially approved conduct, rules and ideals (Diangelo, 2018).

Gender Fluidity

Society and the citizens in it create stereotypes. Gender norms are created for females and males in order to comply with cultural expectations. The topic of gender fluidity has become

more available for discussion. Parents are raising non-gender conforming children by allowing them to be their authentic selves. They do this by allowing their child to choose things of interested rather than imposing gender-specific activities or things on them. Some expecting parents are choosing not to have gender reveal parties due to the gender stereotypes and expectations. A baby boy may receive toy trucks, and a baby girl may receive dolls. This is an example of adults imposing their gender bias onto the unborn child.

Some participants commented on their gender fluidity. Interview A is a female with an androgynous personality trait make-up. She stated,

> I think I have never felt like either sex very strongly. There are times where I feel more feminine and other times I feel more masculine. I think at certain times in my life I was put into certain buckets. I was made to feel that I need to act a certain way because of my gender. I think the older I get the more I can be who I am. I feel more comfortable expressing my real self and being androgynous. Hmmm. I've never admitted that before.

Interview D is a female with an androgynous personality trait make-up. She explained,

> I've always kind of felt that it's really hard for me to identify as either gender. When I was a Junior in high school I really struggled. Then I think there are a lot of situations where I feel like I could fit into both genders perfectly. Ultimately, I feel like I don't fit in either category, particularly, which is why I feel like this study is pivotal for education.

Interview E is a male with an androgynous personality trait make-up. He said,

> Me, outwardly people think I am a tough guy, but I also have a side of me that I guess you could say is more sensitive and intuitive. Maybe that is sexist. I don't know. But there's more sides to me. There's two different sides. Whoever I am is not a hyper-masculine jock person. I am reflective. I think that sometimes I can be masculine.

All three participants who expressed their gender fluidity had an androgynous personality trait make-up. A person presenting their authentic selves and understanding gender stereotypes may create more androgynous leaders.

Gender Implicit Bias

A school administrator may need to partake in self-discovery to illuminate their gender implicit biases. When interviewing participants, some used stereotypical words to describe each gender. These words are not included in the 60 personality traits from the Bem Sex Role Inventory survey. Words used to describe females were emotional, grandiose, empathetic, drama, sensitive, intuitive, soft-power, manipulative, reflective, problem-solver, good communicator, strong leaders, listen to feelings, over process events, can't remove personal bias from situations, caring, consider feelings and emotions, affectionate, unnoticed, a feminist, and a bitch. Words used to describe males were guileless, a cold fish, can deal with facts, unemotional, hyper-masculine, tough guy, poor listeners, loud, obnoxious, bad leader, masculine, and forceful. These words are generalizations and stereotypes about gender. What adults think about their gender and the opposite sex may be the antithesis for children conforming to societal gender norms.

Gender Equality

School administrators have mixed reviews when discussing the progression of gender equality. Interview A, who is a female with an androgynous personality trait make-up states, "I think the way my kids see gender and roles is very different than what I grew up with. It's much more fluid and much healthier. There's less pigeonholing". Interview B, who is a male with an androgynous personality trait make-up says, "I think we have gotten a lot more acculturated to the idea that women are leaders and that they might be better leaders." Interview C, who is a female with a masculine personality trait make-up thinks, "As a society, we still expect females

to do certain things. I don't think that has changed a lot. I think we allow women to be leaders".

Interview D, who is a female with an androgynous personality trait make-up reports, "Let's face it, there's definitely a different reaction to men and women. It's not because men have been in the business a little bit longer than females have. It is the way we operate around gender and the way we respond to gender". Interview F, who is a female with an androgynous personality trait make-up says, "In 1981 women started wearing shoulder pads and pant suits. Society is still emerging". The results show that most participants feel like there has been some change towards decreasing gender stereotypes; however, the research does not show a significant change in gender perspectives.

Gender-blindness

Gender-blindness is prevalent in today's society. Gender blindness refers to the lack of awareness about how men and women are differently affected by a situation due to their different roles, needs, status and priorities in their societies (Madsen & Andrade, 2018). Interview E, who is a male with an androgynous personality trait make-up said, "It is better to decouple leadership from any type of masculine or feminine approach." The idea to decouple leadership from gender is similar to the concept of color-blindness. Color-blindness is a concept that racial ideologies go unmarked and unchallenged creating racists inequities and is a blatant form of racism (Turner & Nilsen, 2019). Not acknowledging gender stereotypes, the current and past gender gap, and the inequities that women have to and continue to have to overcome only increases the perspective of male leadership as being desirable. This research could provide insight on gender-blindness and how it is blatant sexism. Education and gender sensitivity training should be embedded into a school administrator's growth plan.

Societal experience specifically impacts marginalized groups. Learning from experiences and education will raise awareness of gender stereotypes and gender blind-ness. School administrators may need to look at their views on gender to not impose their perspectives onto other adults and students.

Personal and Professional Experience

Most participants expressed a personal or professional experience that has influenced their gender perspectives for themselves and others. Some participants discussed a family experience having influence on their perspectives today. Other participants expressed their professional experience as impacting their perspectives.

Participants disclosed personal and professional experiences that have impacted their gender stereotypes. The transcriptions of the interviews below are insightful, vulnerable, and brave. The participants were not asked explicitly to disclose confidential experiences that have impacted them negatively or positively. The experiences that were shared are very much appreciated and respected.

Interview A

Interview A is a female with an androgynous personality trait make-up. She disclosed a family experience that she feels shaped who she is today. She explains how children are put in gender buckets and how she felt that way as a child. She states,

I'd say there are a variety of buckets even as a child. Being from a really big family there were certain things that females or males were allowed to do more than the other. Like it was more acceptable for a female to do certain things and a male to do certain things. I have very clear memories of this. But, then I had a Dad who felt like I was his boy. You know, it was kind of a joke in the family. I liked playing softball and doing other active

things with him. I was maybe five or six years old, and all I wanted was a train set for

Christmas. My female cousins were opening their gifts and receiving dolls. I got a train

set and I just burst out into tears and everyone pointed their finger at my father. My Dad

told the family that I wanted a train set. My other family members told him that I wanted

dolls. It really was a conflict. I did want the train set, but I did not want to seem different.

Interview A describes a pivotal time in her life where she had to conform to gender

norms. She could not be her authentic self because of the stereotypes that society and adults

imposed on her. She states that she liked to play softball and do other active things with her Dad.

The gender stereotype that only boys play sports impacted her childhood and her perception of

herself. Interview A explains, "I was made to feel that I need to act a certain way because of my

gender. I think the older I get the more I can be who I am. I feel more comfortable expressing my

real self and being androgynous."

Interview A discussed how she thinks her personal experience has affected her as a

school administrator. She states,

> I think I feel like I'm still a very new leader. I feel like being a leader in a school is
>
> different than what I thought it was. I don't want to be a student's mother, which at first I
>
> thought I had to do. But that's not who I want to be or who I want to be as a leader. What
>
> is helpful, is having an androgynous lens so that students can be who they want to be and
>
> staff can be who they are. And not putting people in buckets. I do think it's super
>
> important. And I think having some experience myself with that is helpful.

Interview A's implicit bias for a female school administrator was to be a Mother. A

mother, with stereotypical feminine personality traits, is nurturing and loves children (Bem,

1974). Interview A interpreted her working with children at a leadership level to be motherly. As

Interview A gains more professional experience she feels that leading androgynously is helpful. She believes that having an androgynous lens allows students and staff to be who they want to be. It may be true that Interview A is self-reflecting on herself as an individual and creating a culture of gender acceptance in her leadership style. This is androgynous leadership.

Interview A expressed personal and professional experience that has affected her perspectives today. She explained how she felt like she had to conform to gender norms as a child, and as an adult she is more comfortable defying gender norms. This has allowed her to be her authentic self. Interview A is learning how to be a leader in a polarized world. She expressed her understanding of how a school administrator should lead. This is changed due to her experience. Interview A is a female with an androgynous personality trait make-up.

Interview F

Interview F expresses how her Mother defied gender norms and how it has impacted her perspectives. Interview F is a female with an androgynous personality trait make-up. Out of the eight interviews she sex-typed more personality traits neutral than any other participant. She sex-typed 47 personality traits neutral out of 60. She sex-typed one personality trait masculine and 11 personality traits feminine. The one personality trait that she sex-typed masculine was 'masculine'. She is the only participant to sex-type the personality trait 'feminine' as neutral. Her response to sex-typing 'feminine' as neutral was, "I think 'feminine' is neutral, because, I mean, gosh, there's so many men who get shit because they're called feminine. And they can be feminine." Interview F expressed the least amount of gender stereotypes in her interview than the other participants. This may be because she was raised by a feminist Mother.

Interview F's described her Mother as a smart, intelligent, and powerful woman. Interview F states that she grew up with the book "Free to Be You and Me" as her bible. She said

it was on the coffee table in the living room for as long as she can remember. During the interview, she spoke very highly of her Mother and her success. She said, "my mom was a Dean at a medical school. She got married when she was 19. She went to college and got her bachelors and then gave birth to me in the 70's. She went back to school to get her master's degree in the early 80s." Interview F was excited to explain that her Mother use to wear shoulder pads and power suits. She seemed very confident that her Mother defied gender norms and raised her to be a feminist.

Interview F strongly expressed her opinion with gender inequities in leadership. She states,

> There are different characteristics that have been valued in men as leaders versus women as leaders. Women leaders have gotten criticized for showing leadership traits that were typically masculine. Like willing to take risks or things that show strength or things that show authority. That's the biggest criticism of women in leadership roles, that she gets called a bitch because she is forceful.

It may be true that Interview F has experienced a situation like this or has seen a female leader experience this stereotypical discrimination. Interview F expressed her disapproval for separating her feminism from being a school administrator. She explains, "I'm bringing my backpack of experience and my way of perceiving the world and gender. I feel like I can't separate out my persona of being a feminist". It seemed as though she is not willing to sacrifice her beliefs to be in leadership. This information supports that Interview F unconsciously and consciously does not conform to gender stereotypes. This is androgynous leadership.

Interview F grew up with a strong female figure. She expressed her Mother's presence as a pivotal experience towards her perspectives on gender. Interview F sex-typed 47 out of 60

personality traits neutral. This is more than any other interview participant. She expressed her discontent with how female leaders are respected compared to male leaders. She feels as though there is an unfair double-standard that prevents females from leading authentically. Being a feminist, personally and professionally, is salient to Interview F. She is a female with an androgynous personality trait make-up.

Interview G

Interview G and Interview F both had strong Mothers. Interview G is a male with androgynous personality trait make-up. He said that his Mother was a great role model for him to watch growing up. He explained that his Mother did not follow stereotypical gender norms. Interview G said that when he was growing up the men were the head of the household and made the money. He explained that his Father was often times away at work and his Mother worked as a full time Registered Nurse and took care of the household. Interview G explains, "I've always had strong women around me. My Mother was a very strong female figure for me. My Mom was a RN. She hired women that would take care of me because she worked. She would hire female students to watch after me. I had women teach me how to problem solve and talk through things." Interview G expressed the importance of learning from women as a positive aspect on how he views gender today.

Interview G expressed the impact of gender stereotypes on children. As a school administrator, he has seen staff treat boys and girls stereotypically. He has seen boys treated differently for their emotional responses than girls. He stated, "I think men and boys are programmed to not show emotions and to be in charge". Interview G goes on to state, "My Mother was pretty good about telling me not to be like a typical guy. She told me and to listen to people. Unfortunately, those soft skills are not always conveyed to our young men." Interview G

may value his experience as a boy and practice what he has learned as a school administrator. He may take a softer more understanding approach with boys to defy the gender norms. He may see girls as leaders. This is androgynous leadership.

Interview G acknowledges that his Mother provided valuable experiences for him as a child. He feels his Mother and other women in his life taught him how to listen, problem solve, and show emotions. Interview G thinks these qualities are feminine. Professionally, he promotes helping boys express their emotions appropriately. He is conscious of the societal gender norms and notices them within his school setting. Interview G is a male with an androgynous personality trait make-up.

Interview H

There were two interview participants that had a masculine personality trait. Interview H is a male with a masculine personality trait make-up. He reports that he had a masculine score of 5.5 and a feminine score of 4. This means he was .1-point shy of having an androgynous personality trait make-up. When the scoring was explained, he stated that he thought he would have been androgynous. He stated, "I went into this interview feeling like my leadership is probably a blend in the middle, but that masculine piece probably rubs off into my leadership style." He thinks that his personal experience may play into his professional life.

Interview H grew up in a masculine dominated household. He explains that his Dad was in charge, but his Mom was the reliable one. Interview H states, "I think I have more masculine tendencies. Honestly, I think they show up in my leadership style but more in my home life. I think I grew up in a very masculine dominated family." This personal experience may have affected his reluctance towards sex-typing 60 personality traits.

Interview H struggled with sex-typing the personality traits from the Bem Sex Role Inventory survey. When the question and directions were read to him, his response was, "oh great. Now you are going to know all my gender biases." This researcher informed him that it was a judgement free zone and the information gathered was purely for research. Interview H understood the objective; however, he continued to struggle when sex-typing the personality traits. He showed is trepidation by sighing, making facial expressions, having long pauses, laughing, asking the researcher not to judge him, and second guessing his first answer. During the process, he stated, "I hate giving neutral answers. I feel like I should be more black and white than that." When he completed sex-typing the 60 personality traits he was relieved and stated, "thank god". Further in the interview he discussed why he thinks he feels the way he does about gender. He explained, "So many of my biases come from my experiences in the past."

Interview H explained that his mother, wife, and the female leader he works for have impacted his gender perspectives. He states, "I am surrounded by strong women in my life. You know, I work with a female principal, my wife is super reliable and she's kind of the rock in the relationship. Similarly, with my mom." Interview H states that this is the first time he has worked with a female school administrator. He explained that she is a strong leader and its impactful to be around.

Interview H's participation was unlike other interviews. He seemed as though he struggled with being his authentic self and what he thought this researcher wanted to hear. Interview H stated, "well this interview was very insightful and challenging". He seems to be open to self-discovery of his gender implicit biases and how the play out in his leadership. This is androgynous leadership.

Interview H was the youngest participate of the eight interviews. This could provide insight that age is not a factor with gender stereotypes. It could be that experience is more influential. Interview H grew up in a masculine dominated household with stereotypical gender norms. He struggled with accepting his understanding of his implicit biases about gender. His professional experience has helped change his perspectives on women as leaders. He expressed this change as a positive experience. Interview H is a male with a masculine personality trait make-up.

Conclusion

This study conceptualizes androgyny as an individual who can oscillate between masculine and feminine personality traits (Bassisseur, 2018; Selvearajah et al., 2018). The act of practicing androgyny is to acknowledge the masculine and feminine personality traits that an individual has and communicate them through bi-gendered behavior patterns (Selvearajah et al., 2018). Research supports that an individual's ability to have both masculine and feminine personality traits supports psychological well-being (Bem, 1974). This study uses the archetype of androgyny to support the approach of androgynous leadership.

All three hypotheses have supporting evidence to confirm their truth. The findings are below:

H1) More female school administrators will have a personality trait make-up of androgynous than male school administrators. Female school administrators are 87.5% androgynous compared to males at 80%. Female participants use feminine personality traits more frequently. Females and males use masculine personality traits at the same frequency.

H2) More personality traits will be sex-typed neutral by school administrators when

comparing the results to the Bem Sex Role Inventory in 1981. There were 20 personality traits that were labeled neutral in 1981. School administrators in this study sex-typed 34 personality traits neutral.

H3) School administrators will find feminine personality traits more desirable than masculine personality traits. Leaders identified seven desirable personality traits. The most desirable personality traits chosen by participants were adaptable, compassionate, reliable, conscientious, truthful, willing to take a stand, and sensitive to the needs of others. The participants sex-typed all seven of these desirable personality traits as neutral or feminine.

Chapter five will explore the three research questions stated in chapter one. It will describe what personality traits school administrators in one school district in New England describe as most desirable for school administrators, how do the school administrators' sex-type personality traits, and how school administrators' practice androgynous leadership. Chapter five will explain how the literature reveals itself in this study. Recommendations for further research on how to be an androgynous leader and other recommendations will be discussed in chapter five.

Chapter 5

Conclusions and Recommendations

The purpose of this study is to explore which personality traits are most desirable for school administrators in one school district in New England, a region in the Northeastern part of the United States. This study explores the most desirable personality traits, how school administrators sex-type them in 2020 compared to Bem's research in 1981, and how school administrators practice androgynous leadership. This research provides confirming evidence to support the conceptual frameworks of gender schema theory, a gender socialization model, and androgynous leadership.

Thirty-four school administrators were asked to complete the Bem Sex Role Inventory survey. The Bem Sex Role Inventory is survey is an instrument to discover an individual's personality trait make-up and how often the use 60 personality traits (Bem, 1974). Twenty-six school administrators consented to participate and completed the survey. Eight school administrators were asked to participate in a virtual one-on-one interview. They were asked to sex-type 60 personality traits and nominate five personality traits that are most desirable for school administrators. The interview participants were asked open-ended questions that provided in-depth discussion. The questions used in the interviews can be found in Appendix E. The survey along with eight virtual one-on-one interviews provided confirming evidence for this study's three hypotheses. The hypotheses and their findings are below:

H1) More female school administrators will have a personality trait make-up of androgynous than male school administrators. Female school administrators are 87.5% androgynous compared to males at 80%.

H2) More personality traits will be sex-typed neutral by school administrators when

comparing the results to the Bem Sex Role Inventory in 1981. There were 20 personality traits that were sex-typed neutral in 1981. School administrators in this study sex-typed 34 personality traits neutral.

H3) School administrators will find feminine personality traits more desirable than masculine personality traits. The most desirable personality traits in this study are sex-typed feminine and neutral.

Four males and four females were chosen to participate in a virtual one-on-one interview. The participants were asked nine questions. Most questions were open ended to create in-depth discussion. The interview questions were based on the research questions:

Q1) What personality traits do school administrators in one school district in New England describe as most desirable for school administrators?

Q2) How do the school administrators' in one school district in New England sex-type personality traits?

Q3) How do school administrators' in one school district in New England practice androgynous leadership?

This study determined seven personality traits that are most desirable for school administrators. They are adaptable, compassionate, reliable, conscientious, truthful, sensitive to the needs of others, and willing to take a stand. Six out of the seven most desirable personality traits were sex-typed neutral or feminine in this study and in 1981. 'Willing to take a stand' was sex-typed masculine in 1981. Participants in this study sex-typed it neutral. The eight interview participants expressed their reasoning for their determinations of the most desirable personality traits as influence from society, personal experience, and professional experience.

A purpose of this study was to discuss gender stereotypes to explore if there has been a

change since 1981. The findings of this study confirmed 16 personality traits that had a sex-type change. There were 34 out of 60 personality traits that were sex-typed the same as 1981. The participants in this study expressed a change in stereotypes with discussion and forced choice personality trait sex-typing.

Androgynous leadership is the balance of masculine and feminine personality traits (Bem, 1974). The more personality traits that are societally changed to neutral may promote the debunking of gender stereotypes. This may increase gender equality. Information from the eight interviews was used to uncover how school administrators in this study practice androgynous leadership.

The interview participants expressed an overarching theme of the influence of experience. This study thematically coded three sub-themes from the overarching theme of experience. The three sub-themes are societal, personal, and professional. This chapter will review the three research questions proposed for this study, and the overarching theme of experience.

Q1) What personality traits do school administrators in one school district in New England describe as most desirable for school administrators?

There was a total of seven personality traits that were deductively chosen as the most desirable personality traits for school administrators. A desirable personality trait is defined as a mood, attitude, and opinion worth having or wanting (Holzman, 2019). The seven most desirable personality traits for school administrators are adaptable, compassionate, reliable, conscientious, truthful, sensitive to the needs of others, and willing to take a stand. All of these personality traits were sex-typed feminine or neutral in this study.

There were 10 other personality traits that were nominated; however, they did not get

repeated enough to make the top five. These personality traits were: independent, assertive, helpful, analytical, self-sufficient, tactful, sincere, acts as a leader, has leadership abilities, and loves children. Independent and assertive are sex-typed masculine and neutral in this study. Analytical is sex-typed masculine. Helpful and tactful are sex-typed feminine in this study. Self-sufficient, sincere, acts as a leader, has leadership abilities, and loves children are all sex-typed neutral in this study.

Gender and Leadership

The eight interviews led to some commonalities amongst participants. There were two feminine, seven masculine, and seven neutral most desirable personality traits for school administrators nominated throughout the eight interviews. More female than male interview participants nominated a masculine personality trait that thought was most desirable.

Females found masculine personality traits more desirable than the males did. This information could suggest that females think that masculine traits are more desirable. They may value their use in their role as a positional leader. Research provides evidence that masculine traits have been most desirable in leadership positions (Northouse, 2016). Data gathered on the patterns of gender in promotion prove that leaders who are male move up the hierarchal ladder quicker than their female counterparts. Also, that males who exhibit masculine traits are the most desirable leader (Northouse, 2016). Researchers from earlier decades argue that women do not possess the right personality traits to be an effective leader (Bowman et al., 1965; Northouse, 2016). Females may feel like they need to modify their incumbent personality traits in order to obtain leadership positions.

The four females interviewed for this study expressed similar points of view on gender in leadership. There were three females with an androgynous personality trait make-up and one

with a masculine personality trait make-up. All four females stated that their results from the Bem Sex Role Inventory survey revealed that their masculine score was higher than their feminine score.

A female with an androgynous personality trait make-up stated that she and a male counterpart can have the same idea and present in the same way, but only the male counterpart would be taken seriously and rewarded for their independence. Another female with an androgynous personality trait make-up compared the personality trait 'forceful' to men and women. She stated, "That's the biggest criticism of women in leadership roles is that she gets called a bitch because she is forceful. And when a man is forceful, people are like, hey, he's a real leader." Studies indicate that women may need to become more assertive, self-expressive, accepting of power, and effective at communicating (Srivastava & Nair, 2011). Srivastava and Nair's (2011) study indicated that females may need to have more masculine personality traits. However, the females in this study have expressed when they use a masculine personality trait they are criticized by females and males.

A female with a masculine personality trait make-up had similar perspectives as the females with an androgynous personality trait make-up; however, it manifested in a different way. The female with a masculine personality trait make-up stated, "I kind of call myself a cold fish. I try to take the drama and the emotion out of it. I try to deal with the facts and what's in front of me. I try not to make things grandiose if they're not. I feel like I say something and then I'm done and I move on. I don't hold grudges. I feel very much like that is what guys do." The female with a masculine personality trait make-up expressed stereotypical feminine leadership. She communicated that females have an increased emotionality compared to men who are not emotional.

When analyzing the comments from the four females in this study they seem to have one commonality. Women are perceived by others and themselves as weak, unnoticed, emotional, and grandiose when they elicit feminine personality traits. Research conducted in 2010 by Grobelny and Wasiak proved that when a woman inhabits masculine personality traits it more closely related to an improvement of their psychological well-being (Lipinska-Grobelny & Wasiak, 2010). This study and past research explains that when a female leader utilizes feminine personality traits they are not taken seriously.

The concept of androgyny is most favorable for women (Lipinska-Grobelny & Wasiak, 2010). Androgynous women who distribute a combination of masculine and feminine traits are able to respond more appropriately in their leadership role (Lipinska-Grobelny & Wasiak, 2010). The cultural expectations for gender-appropriate behavior has an impact on attraction, visibility and perceived competence of individuals (Srivastava & Nair, 2011). Most participants expressed their professional experience as a major source of their perspectives on gender in leadership.

'Truthful'

A male with a masculine personality trait make-up and a female and male with an androgynous personality trait make-up communicated the importance of being 'truthful'. 'Truthful' is one of the seven most desirable personality traits for a school administrator. A male with a masculine personality trait make-up stated, "I think there are a few personality traits that might be non-negotiable. I can't imagine being a leader that's not truthful." A female with an androgynous personality trait make-up says, "At first I put 'conscientious', 'reliable', 'has leadership abilities', 'willing to take risks', and 'compassionate', but then I really wanted to include 'truthful'. But that would make six. So, I thought, well, 'has leadership abilities' for me includes all of those other things. So, I am going to take out 'has leadership abilities' and I'm

going to put 'truthful' in." A male with an androgynous personality trait make-up stated, "I think 'truthful' is probably the most important. Just because that's how you either get staff buy in or you get families to trust you with their child when you have to make a tough decision. They know you've at least been truthful in the past. So, I think 'truthfulness' is probably the most important."

Crum et al., (2010) conducted a study on the best practices for successful school leaders. Crum discovered that honesty was important for building positive relationships with staff and families (Crum, 2010). School administrators in this study expressed that direct communication is important, and that indirect communication is a disservice to the school culture (Crum, 2010). Others practices that successful school leaders utilize are leadership with data, fostering ownership and collaboration, and instructional awareness and involvement. This study and Crum's study show that truthfulness is a quality that school administrators should incorporate in their practice. Albeit, 'truthful' was not rated one of the highest of the final seven most desirable personality traits, it was the only trait that was specifically talked about in detail of its importance. This study showed that the personality trait 'truthful' is the most frequently utilized personality trait by all 26 school administrators. The Bem Sex Role Inventory survey uncovers how often a participant uses 60 personality traits. This study showed that females utilize being 'truthful' more often than males do.

Frequency of Desirable Personality Traits

When comparing the seven most desirable personality traits to the seven most frequently utilized personality traits they do not fully align. This study discovered how frequently used 60 personality traits are by twenty-six school administrators in one school district in New England. The Bem Sex Role Inventory survey provides data on how often the participants use each

personality trait. The seven most frequently used personality traits are truthful, self-reliant, loves children, independent, friendly, reliable, and helpful. The most desirable personality traits for school administrators ranked within the 1st to the 26th on the list of 60 personality traits. Truthful is 1st, reliable is 6th, conscientious is 12th, compassionate is 16th, sensitive to the needs of others is 17th, adaptable is 18th, and willing to take a stand is the 26th. This means that the seven most desirable personality traits are not the most frequently used; except 'truthful'. 'Truthful' was the most frequently utilized personality trait by all 26 school administrators.

The data reveal that females utilize more of the most desirable personality traits than males. Females use 'compassionate', 'sensitive to the needs of others', 'willing to take a stand', and 'truthful' more frequently. Males utilize 'adaptable' more frequently. Both males and females utilize 'conscientious' and 'reliable' equally.

Amongst the top seven most frequently used personality traits, females access the top four personality traits more frequently than males. The top four are 'truthful', 'self-reliant', 'loves children', and 'independent'. Males utilize 'friendly' and 'helpful' more often than females do. Both males and females utilize reliable equally.

The seven most desirable personality traits for a school administrator are adaptable, compassionate, reliable, conscientious, truthful, sensitive to the needs of others, and willing to take a stand. The most desirable personality traits were sex-typed either feminine or neutral in this study. The most desirable personality trait 'truthful' was highlighted by three participants of its importance to being a desirable school administrator. The most frequently used personality trait in this study is 'truthful'. This study shows that females utilize more desirable personality traits than males do.

Q2) How do the school administrators' in one school district in New England sex-type personality traits?

The eight participants interviewed in this study were asked to sex-type 60 personality traits as masculine, feminine, or neutral. The 60 personality traits are the same as the Bem Sex Role Inventory created in 1981. There were 34 personality traits that were sex-typed the same as 1981. Six-teen personality traits had a sex-type change since 1981. There were nine personality traits that were equally represented by two sex-types.

Sex-typing Controversy

The most controversial part of the interviews was when the participants were asked to sex-type 60 personality traits. The question to answer was read by the researcher as follows: "I am going to say a personality trait. Please answer if you think it is a masculine, feminine, neutral personality trait. Masculine is defined as a personality trait most represented by males. Feminine is defined as a personality trait most represented by females. Neutral is defined as equally represented by both males and females. There is no right or wrong answer. I will read through the list at a moderate pass. I will have a short pause in between each trait. Are you ready?" There wasn't one participant who didn't have a comment or clarifying question. One participant said, "well now you are going to know all my gender biases." Another participant asked, "so, I sex-type them on how I view them or how I feel society views them?" "oh god" another participant said. This researcher validated their experience and assured the participant of a judgement free approach. It may or may not have been a benefit that this researcher has a professional relationship with all eight interview participants.

Sex-Typing Results

The results from sex-typing of 60 personality traits were 15 feminine, 10 masculine, and

25 neutral personality traits. There were 10 personality traits that were equally represented by two sex-types. The 15 feminine personality traits are yielding, cheerful, affectionate, feminine, sympathetic, sensitive to the needs of others, understanding, compassionate, eager to soothe hurt feelings, soft-spoken, tender, gentle, helpful, moody, and tactful. The 10 masculine personality traits are forceful, analytical, willing to take risks, makes decisions easily, dominant, masculine, aggressive, individualistic, childlike, and conceited. The 10 personality traits that have two sex-types are self-reliant, independent, assertive, flatterable, shy, warm, does not use harsh language, conscientious, unpredictable, and solemn. 'Self-reliant', 'independent', and 'assertive' had sex-types of masculine and neutral. 'Flatterable' had the sex-types of masculine and feminine. 'Shy', 'warm', 'does not use harsh language', 'conscientious', 'unpredictable', and 'solemn' had the sex-types feminine and neutral.

Comparing to Past Research

Peterson (2018) conducted a study in Sweden that decoded job descriptions in a gendered way. The purpose of the study was to explore a correlation between the increase in female vice-chancellor's and the description of the job expectations and advertisements over a period of time (Peterson, 2018). Peterson (2018) gathered gendered leadership traits from research articles and books from eight researchers ranging from 1994-2013. There are 48 masculine traits and 42 feminine traits (Peterson, 2018). The full list of masculine and feminine leadership traits from Peterson's research can be found in Table 3 in chapter two. When comparing this study to Peterson's research in 2018 some personality traits align.

The masculine personality traits from this research and Peterson's research that align are dominant, aggressive, natural leader, analytical, independent, self-reliant, assertive, and forceful. The feminine personality traits from this research and Peterson's research that align are helpful,

conscientious, loving, nurturing, and understanding. Personality traits that were sex-typed neutral in this study, but considered masculine or feminine in Peterson's research are ambitious, competitive, adaptable, friendly, reliable, conscientious, and honest. This study mostly compares and supports the stereotypes from 2018. This information may show that there has been minimal change in societal gender stereotypes.

There were 34 out of 60 personality traits that were sex-typed the same as 1981. There were 16 personality traits that changed since 1981. Two out of the seven most desirable personality traits had a sex-type change from 1981. 'Willing to take a stand' was sex-typed masculine in 1981 and in this study, it changed to neutral. 'Conscientious' was sex-typed neutral in 1981 and in this study, it changed to feminine and neutral. This could mean that masculine personality traits are no longer seen as desirable leadership. According to this study, neutral and feminine personality traits are the most desirable and the most frequently used.

Q3) How do school administrators' in one school district in New England practice androgynous leadership?

A purpose of this study was to explore the concept of androgynous leadership, a gender balanced approach to school administration. The act of practicing androgyny is to acknowledge the masculine and feminine personality traits that an individual has (Selvearajah et al., 2018). Employees are noticing that a leader's personality traits impact their psychological responses and well-being at work (Hackney & Perreue, 2018). A school administrator who knows their personality trait make-up may be able to adjust how often they use masculine or feminine personality traits. This could provide a gender balanced approach.

Practicing Androgynous Leadership

It could be determined that a person with an androgynous personality trait make-up can

oscillate consciously between masculine and feminine personality traits. If a school administrator with an androgynous personality trait make-up is practicing androgynous leadership they could consciously oscillate between masculine and feminine personality traits. It could be determined that a person with a masculine, feminine, or undifferentiated personality trait make-up could still consciously oscillate between masculine and feminine personality traits. This may be more challenging for them. The practice of using masculine and feminine personality traits to improve an outcome is androgynous leadership.

School administrators in this study unconsciously and consciously practice androgynous leadership. All eight interview participants did not know what androgynous leadership was; however, there was evidence of school administrators practicing androgynous leadership. This research shows that school administrators express androgynous leadership as self-reflecting on oneself, creating a culture of gender acceptance, unconsciously and consciously not conforming to gender stereotypes, valuing their experience of gender and using it in their practice, consciously not complying with gender norms when working with students, and open to self-discovery of gender implicit biases and how that play out in their leadership.

The Influence of Experience

There were four females and four males that participated in a virtual one-on-one interview. There were three females and three males with an androgynous personality trait make-up. There was one female and one male with a masculine personality trait make-up. There were more participants with an androgynous personality trait make-up that shared their non-gender conforming experiences than the two participants with the masculine personality trait make-up. The two participants with a masculine personality trait make-up shared more gender stereotypical views of their gender and the opposite gender than the participants with an

androgynous personality trait make-up. This research provides support that this is a result of a participants societal, personal, and professional experience.

The eight interviews produced one emerging theme with three sub-themes. The emerging theme is influence of experience and the three sub-themes are societal experience, personal experience, and professional experience. All eight participants discussed experiences that have influenced them as adults. Some participants discussed childhood events that have impacted them. A few participants stated how they feel about their gender fluidity. They commented on how they look like the stereotypical male or female, but intrinsically they feel masculine and feminine. Most participants discussed a female school administrator that has changed their perspective on women in leadership. The participants shared societal experiences, personal experiences, and professional experiences that have impacted their perspectives on gender and gender in leadership.

<div align="center">**Alignment of Findings with Literature**</div>

The conceptual frameworks used to support this study were gender schema theory, gender socialization model, and androgynous leadership. This research recognizes androgyny as an essence of diversity in the difference of thinking, not the difference in appearance. It is important to note that in this research androgyny is not used to identify sexuality. It does not encompass the expression of bisexuality, transgenderism, or homosexuality. The conceptualization of intrinsic androgyny and not extrinsic androgyny is used for this study.

Gender Schema Theory and Gender Socialization Model

Schools may be a catalyst for the gender schema theory and gender socialization model. Gender schema theory begins with the observation that children learn the appropriate maleness and femaleness from society's cultural definitions (Bem, 1983). It is a process that identifies sex-

linked associations in order to categorize behaviors and attributes based on gender (Bem, 1983).

Gender socialization emphasizes the rewards and punishments that children receive from sex-appropriate and sex-inappropriate behaviors (Bem, 1983; Lindsey, 2016). This process starts at the age of three (Bem, 1981; Liben & Bigler, 2015).

Implicit and explicit gender biases occur daily within education, careers, and families. Children internalize these perceptions and link their own sex and selves to the societal gender expectations (Bem, 1981; Liben & Bigler, 2015). Additionally, children tend to conform to gender traditionalism (Strapko et al., 2016). They act in a way that their culture expects them to act (Strapko et al., 2016).

Gender stereotypes are characterizations of males and females as different groups (Bem, 1993; Martin, et al., 2012). Toys, clothing, occupations, hobbies, the domestic division of labor, and even pronouns have a function of gender (Bem, 1983; Eliot, 2010). When a child processes gender the associated categories are masculine and feminine. This involves behaviors and attributes that are consistently associated with each gender. An example of this is categorizing "assertive" and "strong" with masculine and "nurturing" and "loyal" with feminine (Bem, 1974). A neuro-typical child observes parents, teachers, and peers in order to understand how to act like a boy or a girl (Bem, 1983).

A classroom may have boy name tags that are blue and girl name tags that are pink. When walking around a school you may see an adult telling a boy to act like a man, and a girl to not run to fast she may get hurt. School administrators are the leaders of their school and pave the path for authenticity and gender equality. Interview G is a male with an androgynous personality trait make-up. He stated, "I think men and boys are programmed to not show emotions and to be in charge." If this perspective is accurate, then a school administrator may

need to create a gender sensitive school culture that provides equal opportunities for girls to be leaders and for boys to show emotion.

The participants' personal experiences revealed comparisons to the gender socialization model. Interview A, a female with an androgynous personality trait make-up discussed wanting toy trains as a child, but not wanting to seem different. Interview G, a male with an androgynous personality trait make-up discussed his Mother raising him to not be like a typical guy. Interview H, a male with a masculine personality trait make-up explained how he grew up in a masculine dominated household and how his views are stereotypical. The overarching theme of experience supports the gender schema theory and gender socialization model. The participants described how they were impacted by societal gender norms as children.

Adults implicitly and explicitly impose their gender biases onto children (Bem, 1974; Strapko et al., 2016). When interviewing participants, some used stereotypical words to describe each gender. These words are not included in the 60 personality traits from the Bem Sex Role Inventory survey. Words used to describe females were emotional, grandiose, empathetic, drama, sensitive, intuitive, soft-power, manipulative, reflective, problem-solver, good communicator, strong leaders, listen to feelings, over process events, can't remove personal bias from situations, caring, consider feelings and emotions, affectionate, unnoticed, a feminist, and a bitch. Words used to describe males were guileless, a cold fish, can deal with facts, unemotional, hyper-masculine, tough guy, poor listeners, loud, obnoxious, bad leader, masculine, and forceful. These words are generalizations and stereotypes about gender. What adults think about their gender and the opposite gender may be the antithesis for children conforming to societal gender norms.

Androgynous Leadership

Androgyny may be the oldest archetype (Kaylo, 2009). An archetype is a concept of a symbol or idea that is eternal and unchanging (Kaylo, 2009). The archetype of androgyny is a person with a combination of masculine and feminine personality traits (Bem, 1974; Gartzia et al., 2018; Hackney & Perrewe, 2018). The amount of masculine and feminine personality traits that an individual has could change overtime. They could change because of the influence of cultural expectations (Kaylo, 2009).

An androgynous leader can oscillate consciously between masculine and feminine personality traits (Marion & Gonzales, 2014). Androgynous leaders are perceived as more effective and positively viewed by their employees (Jurma & Powell, 1994; Lay, 1994). Jurma and Powell (1994) concluded that employees were more satisfied with leaders who possessed both masculine and feminine characteristics.

The seven most desirable personality traits for school administrators are adaptable, compassionate, reliable, conscientious, truthful, sensitive to the needs of others, and willing to take a stand. These personality traits were sex-typed neutral or feminine in this study. This reveals that school administrators, in this study, do not think that masculine personality traits are most desirable. A study in 2019 supports these findings.

Griffiths et al. study (2019) discovered feminine personality traits are becoming more desirable. The research discovered the top 10 attributes for leadership. They were accountable, vision, develops others, acumen, communication, judgement, relationships, inspires others, and client focus (Griffiths et al., 2019). All 10 attributes were identified as feminine traits. The results of this study show a progressive movement of feminine personality traits being most desirable for leaders.

You do not have to have an androgynous personality trait to practice androgynous leadership; however, women who distribute a combination of masculine and feminine traits are able to respond more appropriately in their leadership role (Lipinska-Grobelny & Wasiak, 2010). This research has revealed that more females than males have an androgynous personality trait make-up. This may be because females are utilizing more masculine personality traits than in the past.

This study supports the concept of gender schema theory, gender socialization model, and androgynous leadership. Participants in this study revealed societal, personal, and professional experiences that have formed their gender perspectives. Some participants shared experiences that have impacted a change in their perspective. All participants, unknowingly, shared their implicit gender biases that may impact students and other adults. Androgynous leadership is a balancing act that continues to be socially constructed rather than biologically determined (Bristor & Fischer, 1993; Donnelly & Twenge, 2012).

Androgynous leadership has been minimally researched over the past 25 years. It has been established that when leadership strategies take gender into consideration it increases growth mindset and progressive movement (Hackney & Perreue, 2018). All of the participants did not know what androgynous leadership was; however, some are practicing the approach. They are doing so by self-reflecting, gender acceptance, not conforming to gender norms, discovering their implicit biases, and consciously not complying with gender norms when interacting with students.

Recommendations for Action

Androgynous leadership has been researched for the past 10 years. There is little research on how to practice androgynous leadership. Most research explains the innate ability to oscillate

between masculine and feminine personality traits. This study promotes that all individuals can be androgynous leaders regardless of their personality trait make-up.

Proposed Descriptors

This research has revealed that in this study more females than males have an androgynous personality trait make-up. This may be because females are utilizing more masculine personality traits than in the past. The data provided in this research could provide additional descriptors of how to practice androgynous leadership. The proposed descriptors are:

1) a leader who practices utilizing desirable personality traits for any situation at any time.

2) a leader who acknowledges their own explicit and implicit gender biases.

3) a leader who is not gender-blind. They see gender and respond non-stereotypically to remove gender bias.

Androgynous leadership should be further explored to provide additional research on the theory of androgynous leadership.

Gender Sensitive Training for School Administrators

School administrators should be more informed about gender stereotypes, gender-blindness, and non-conforming gender strategies to create a gender sensitive school. This study revealed that female participants are perceived by others and themselves as weak, unnoticed, emotional, and grandiose when they elicit feminine personality traits. Words used in this study to describe females were emotional, grandiose, empathetic, drama, sensitive, intuitive, soft-power, manipulative, reflective, problem-solver, good communicator, strong leaders, listen to feelings, over process events, can't remove personal bias from situations, caring, consider feelings and emotions, affectionate, unnoticed, a feminist, and a bitch. Words used to describe males were

guileless, a cold fish, can deal with facts, unemotional, hyper-masculine, tough guy, poor listeners, loud, obnoxious, bad leader, masculine, and forceful. These words are stereotypes and can be harmful to an individual and a school culture. Gender sensitivity training and education should be embedded into a school action plan.

Gender-blindness is prevalent in today's society (Madsen & Andrade, 2018). Gender blindness refers to the lack of awareness about how men and women are differently affected by a situation due to their different roles, needs, status and priorities in their societies (Madsen & Andrade, 2018). A participant stated, "It is better to decouple leadership from any type of masculine or feminine approach." The idea to decouple leadership from gender is similar to the concept of color-blindness. Color-blindness is a concept that racial ideologies go unmarked and unchallenged creating racists inequities and is a blatant form of racism (Turner & Nilsen, 2019). Not acknowledging gender stereotypes, the current and past gender gap, and the inequities that women have to and continue to have to overcome only increases the perspective of male leadership as being desirable. More research needs to be completed on gender-blindness, how it is blatant sexism, and how it is manifesting in schools.

An approach to decreasing the gender imbalances in leadership is ecofeminism. Ecofeminism explicitly addresses the complex relationship between gender, power, and the environment (Shinbrot et al., 2019). Feminist ecologists work to identify environmental actors in politics, gender's role in sustaining ecological knowledge, and power dynamics in sustainable development (Shinbrot et al., 2019). Men who possess a psychological belief system against sexism should be considered as integral allies, partners, and resources for bringing about gender change (Shinbrot et al., 2019). Men who allow themselves to overcome barriers to seeing sexism recognize the unfair treatment of women (Drury & Kaiser, 2014). Therefore, these men are

motivated by social responsibility and have the desire to incorporate a relational approach to help others (Shinbrot et al., 2019). This research recommends male school administrators educate themselves on how to be a feminist.

Recommendations for action are three ways to practice androgynous leadership, and incorporating gender sensitivity training into schools. The three ways to practice androgynous leadership proposed by this study are to be leader who practices utilizing desirable personality traits for any situation at any time; to be a leader who acknowledges their own explicit and implicit gender biases; and to be a leader who is not gender-blind. Gender sensitivity training should occur in schools for students and staff to decrease gender stereotyping and increase human authenticity.

Recommendations for Further Study

This research recommends three areas of further study. One recommendation is to explore reasons why female school administrators are not progressing as superintendents. Another is to further develop how to practice androgynous leadership as a school administrator. The last recommendation is for further research to occur on how to create a gender sensitive classroom.

Females as Superintendents

This study explored the concept of androgynous leadership to discover why females have been progressing as school administrators for the past 25 years. This study uncovered that females use masculine personality traits at the same frequency as males. It discovered that more females than males have an androgynous personality trait make-up. It revealed that feminine and neutral personality traits are most desirable for school administrators. Albeit, this does provide some explanation why female school administrators are increasing their employment it does not

explain why females are not the majority of superintendents.

The number of female leaders has risen, but males still outnumber females in the role of superintendent (Superville, 2019). The United States has 13,728 superintendents and 1,984 are female (Superville, 2019). This makes females 13% of the superintendent population. This is an increase of 6.4% from the 1990s (Superville, 2019). According to the American Association of School Administrators in 2017, 43% of the male superintendents agreed that school boards tend to view women as incapable of managing a school district. The information explained could be used to investigate why the gender gap has decreased in school administration, but not in the role of superintendent. A recommendation from the study is to explore why females are progressing as school administrators, but not superintendents.

How to Practice Androgynous Leadership

More research needs to be completed to fully conceptualize how a school administrator can practice androgynous leadership. Two interview participants shared their interest in pursuing further knowledge of androgynous leadership. A female school administrator with an androgynous personality trait make-up commented on how important she felt this study was. She stated,

> I think what's important about this study is that we need to look at ourselves and figure out our gender biases. As school administrator's we need to reflect on how we are reacting to a young boy who is responding emotionally versus a young woman. And telling others that he can express his feelings. This study is important for us to read and really take a look at how we are, the way we think, and how we're reacting to students to be sure we are not following the gender stereotype.

A male participant with an androgynous personality trait make-up commented on wanting to know more about androgynous leadership. He stated, "I'm curious to hear more about this theory of androgynous leadership, like what that means."

Research has stated that to be an androgynous leader an individual must oscillate between their masculine and feminine personality traits (Bem, 1974; Marion & Gonzales, 2014). This study proposed three ways to practice androgynous leadership. Practice utilizing desirable personality traits for any situation at any time, acknowledge your own explicit and implicit gender biases, and do not be gender-blind. Further research on how to practice androgynous leadership in a school is recommended.

Gender Sensitive Classroom

This study recommends further research on how teachers can lead a gender sensitive classroom and how school administrators can lead a gender sensitive school. Boys and girls are found to have gender play differences (Trawick-Smith et al., 2015). When children use gender-schematic thinking they are limited to a range of behaviors that are appropriate for their sex-type (Bem, 1974). This thinking does not allow authentic personality trait fluidity without negative effects from society (Bem, 1974).

Gender-schematic thinking unconsciously teaches a child to suppress any behaviors that do not match their biological sex because they are undesirable and inappropriate (Bem, 1974). Trawick-Smith et al. (2015) discovered that when boys and girls were playing with the same toys they engage differently. The quality of play could suggest that the children may have been influenced from adults who inculcate specific gendered play behaviors (Trawick-Smith et al., 2015). There may always be adults imposing their gender stereotypes and expectations onto children without conscious change (Starr & Zurbriggen, 2017).

Girls are not tomboys and boys are not janegirls. A tomboy is an expression that explains a girl who likes to do stereotypical boy things. A janegirl is an expression that explains a boy who likes to do stereotypical girl things. These labels are still used today to categorize children who do not fit the societal gender stereotypes. This research suggest that teachers and school administrators need to have continuing education on gender.

Conclusion

The findings in chapter five were the experiences from eight school administrators. The data reveals societal, personal, and professional experiences that have shaped the participants gender norms. There were four males and four females. There are three females and three males with an androgynous personality trait make-up. There is one female and one male with a masculine personality trait make-up.

Twenty-two school administrators have an androgynous personality trait make-up. Four participants have a masculine personality trait make-up. There were eight school administrators who chose not to participate in this study. Some interview participants shared personal and professional experiences that have impactful their gender perspectives. School administrators shared their thoughts about their stereotypes and how society affects gender stereotypes. The willingness to be open and respond honestly helped the research be more truthful. It is no wonder that 'truthful' is the most often used and a most desirable personality trait for school administrators.

Androgynous leadership has been defined as an individual who has a balance of masculine and feminine personality traits (Bem, 1974). Research states that an androgynous person has a better psychological well-being (Singer, 2000; Mawritz et al., 2017). The theory of androgynous leadership has been understudied. This study suggests that more research needs to

be completed in order to conceptualize the theory. This researcher has uncovered three descriptors from this study to help define androgynous leadership. They are a leader who practices utilizing desirable personality traits for any situation at any time, a leader who is insightful about their own explicit and implicit gender biases, and a leader who is not gender-blind. More research should occur in order to conceptualize androgynous leadership theory for school administrators.

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Appendix A

Bem Sex Role Inventory Unlabeled List

self-reliant	yielding	helpful
defends own beliefs	cheerful	moody
independent	shy	conscientious
athletic	affectionate	theatrical
assertive	flatterable	happy
strong personality	loyal	unpredictable
forceful	feminine	reliable
analytical	sympathetic	jealous
has leadership abilities	sensitive to the needs of others	truthful
willing to take risks	understanding	secretive
makes decisions easily	compassionate	sincere
self-sufficient	eager to soothe hurt feelings	conceited
dominant	soft-spoken	likable
masculine	warm	solemn
willing to take a stand	tender	friendly
aggressive	gullible	inefficient
acts as a leader	childlike	adaptable
individualistic	does not use harsh language	unsystematic
competitive	loves children	tactful
ambitious	gentle	conventional

Appendix B

Research Proposal to Superintendent

DATE

Dear (Superintendents name),

Research Proposal
University of New England Doctoral Program in Educational Leadership

This proposal serves as the request to conduct research in one school district in New England.

Name of Researcher

My name is Kristie Morin and I am a graduate student at in the doctorate program Educational Leadership at University of New England.

My dissertation is titled Androgynous Leadership: A Gender Balance Approach to School Administration. I am conducting a research study to better understand gender balanced leadership. My research questions include the following: 1) What personality traits do school administrators' in the school district describe as most desirable for school administration. 2) How do the district's school administrators' sex-type personality traits. 3) How do school administrators practice androgynous leadership. The focus of the study is to explore the balance of masculine and feminine personality traits within the profession of school administration.

Method of Study

The method of study includes that all participants must complete a survey and eight participants must complete a virtual one-on-one interview. The results of the survey will provide a school administrator with their personality trait make-up. The survey should take no longer then 10 minutes. There will be eight participants who will be asked to participate in a one-on-one virtual interview. The virtual one-on-one interview is expected to last approximately 30-45 minutes.

Benefits to the school or district

Though there are no direct benefits to your school district for participating in this research, it is my hope that the findings of my study will provide insight that will help provide your school district and other school districts to further consider gender balanced leadership approaches.

Proposed Project Period

The research proposed research period is from July 2020- December 2020.

Participation

School administrators will be asked to participate in this study. All participants will be asked to sign an informed consent to participate. All participants will be informed of the purpose of the research and I will be responsible to obtain consent from each participant. Participants will be informed that their participation is completely voluntary. Participants can choose to answer only the questions with which they feel comfortable and can discontinue participation at any time. Some of the data may be used for future research purposes consistent with the original purpose stated in the consent document. The final data will be stored for a period of no longer than two years, after which it will be destroyed.

There is a risk of loss of privacy. However, no names or any other identifying information will appear in any published reports of the research. The research material will be kept in a secure location, and only I will have access to the data. At the conclusion of the study, all video recordings of interviews will be deleted and any other identifying information from the transcripts will be removed.

Certification

This letter is to certify that information obtained from research will not include names of interviewees, schools, districts, student names or personal information.

Appendix C

Consent for Participation in Research

UNIVERSITY OF NEW ENGLAND
CONSENT FOR PARTICIPATION IN RESEARCH

Project Title: Androgynous Leadership: A Gender Balanced Approach to School Administration

Principal Investigator(s): Kristie Morin

Introduction:

- Please read this form. You may also request that the form is read to you. The purpose of this form is to give you information about this research study, and if you choose to participate, document that choice.

- You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

Why is this research study being done?
The purpose of this study is to explore what the most desirable personality traits are for school administrators in one school district in New England.

The effectiveness of an organization depends on the effectiveness of the people (Srivastava & Nair, 2011). The concept of androgynous leadership is under researched. Further development of androgynous leadership may help school administrators self-reflect on their personality trait make-up to benefit them in their leadership strategies. Research supports that feminine leadership traits are beginning to be viewed as important aspects of an effective leader. Recently, male leaders are expected to conform to more feminine leadership traits (Selvarajah et al., 2018). This research may illuminate the need for more research to be done on androgynous leadership.

Who will be in this study?
School Administrators at one school district in New England.

What will I be asked to do?
1) You will be required to participate in an online survey that will reveal your personality trait make-up. You will receive a formula of either high masculine/low feminine (masculine), low masculine/high feminine (feminine), low masculine/low feminine (undifferentiated), or high masculine/high feminine (androgynous). The survey should take no longer than 10 minutes. Your results will be provided to you after you take the

survey. You will not need to disclose your identity. You will be required to disclose your gender. It will be optional to share your results with this researcher.

2) Some participants will be asked to participate in a virtual one-on-one interview. The one-on-one interview will last approximately 30-45 minutes. You will be asked to share and discuss your results of the survey, discuss your opinion of the most desirable personality traits for a school administrator, and label personality traits as masculine, feminine, or neutral.

What are the possible risks of taking part in this study?
There are no risks to you or your employment.

What are the possible benefits of taking part in this study?
Understanding what the most desirable personality traits for school administrators are one school district in New England. Additionally, a participant may find it useful to discover their personality trait make-up.

What will it cost me?
No cost to participate.

How will my privacy be protected?
An administrator who participates in the study will not be identified or linked to a school site in any way. They will be given a pseudonym to hide their identity.

How will my data be kept confidential?
All printed material will be stored in a locked cabinet. All information typed will be stored on Word and Excel documents and stored on a flash memory device. The device will be password protected. The flash memory device will be secured in a locked cabinet. Two years after the study is completed all material will be destroyed, and all information that does not have a pseudonym identifying the participant will be deleted.

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.
- Your decision to participate will not affect your relationship with one school district in New England.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You are free to withdraw from this research study at any time, for any reason.

- o   If you choose to withdraw from the research, there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.
- If you sustain an injury while participating in this study, your participation may be ended.

What other options do I have?
- You may choose not to participate.

Whom may I contact with questions?

- The researchers conducting this study are Kristie Morin

  - o   For more information regarding this study, please contact Kristie Morin

- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Bryan Corbin, EdD, lead advisor.

- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

Will I receive a copy of this consent form?
- You will be given a copy of this consent form.

_____

Participant's Statement

I understand the above description of this research and the risks and benefits associated

with my participation as a research subject. I agree to take part in the research and do so

voluntarily.

_____   _____

Participant's signature or   Date

Legally authorized representative _____

Printed name

Researcher's Statement

The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

Researcher's signature   Date

_____

Appendix D

Bem Sex Role Inventory Survey – REDCap

1)What is your gender: male, female, non-binary

Rate yourself on each item, on a scale from 1 (never or almost never true) to 7 (always or almost always true). When you have completed the inventory, transfer your ratings to the inventory score sheet.

1) self-reliant	2) yielding	3) helpful
4) defends own beliefs	5)cheerful	6) moody
7)independent	8) shy	9) conscientious
10) athletic	11)affectionate	12) theatrical
13) assertive	14) flatterable	15) happy
16) strong personality	17) loyal	18) unpredictable
19) forceful	20) feminine	21) reliable
22) analytical	23) sympathetic	24) jealous
25) has leadership abilities	26) sensitive to the needs of others	27)truthful
28) willing to take risks	29) understanding	30) secretive
31)makes decisions easily	32) compassionate	33) sincere
34) self-sufficient	35) eager to soothe hurt feelings	36) conceited
37) dominant	38) soft-spoken	39) likable
40) masculine	41) warm	42) solemn
43) willing to take a stand	44) tender	45) friendly
46) aggressive	47) gullible	48) inefficient
49) acts as a leader	50) childlike	51)adaptable

52) individualistic	53) does not use harsh language	54) unsystematic
55) competitive	56) loves children	57) tactful
58) ambitious	59) gentle	60) conventional

Appendix E

One-on-one Interview Questions

1) What pronoun would you like to be referred as?

2) What were your results of the Bem Sex Role Inventory survey – high masculine/high feminine, low masculine, low feminine, high masculine/low feminine, low masculine/high feminine?

3) Do you feel like this is an accurate depiction of your personality make-up?

4) I am going to say a personality trait. Please answer if you think it is a masculine, feminine, neutral personality trait. Masculine is defined as a personality trait most represented by males. Feminine is defined as a personality trait most represented by females. Neutral is defined as equally represent by both males and females. There is no right or wrong answer. I will read through the list at a moderate pass. I will have a short pause in between each trait. Are you ready? Self-reliant, yielding, helpful, defends own beliefs, cheerful, moody, independent, shy, conscientious, athletic, affectionate, theatrical, assertive, flatterable, happy, strong personality, loyal, unpredictable, forceful, feminine, reliable, analytical, sympathetic, jealous, has leadership abilities, sensitive to the needs of others, truthful, willing to take risks, understanding, secretive, makes decisions easily, compassionate, sincere, self-sufficient, eager to soothe hurt feelings, conceited, dominant, soft-spoken, likeable, masculine, warm, solemn, willing to take a stand, tender, friendly, aggressive, gullible, inefficient, acts as a leader, childlike, adaptable, individualistic, does not use harsh words, unsystematic, competitive, loves children, tactful, ambitious, gentle, conventional.

5) Out of these personality traits, choose five that you believe are most desirable for school administrators.

6) How would you sex-type the five most desirable personality traits that you just named?

7) Let's compare your five most desirable personality traits and how you sex-typed them to the Bem Sex Role Inventory results in 1981. What is your observation of the comparison of these results?

8) Do you think there will be a change in personality trait sex-type perspectives from 1981?

9) Do you have any other thoughts that you would like to share about the most desirable personality traits for school administrators, androgynous leadership, or your personality trait make-up?