

1987

## An examination of androgynous traits as demonstrated by public school building administrators

Ramona Boone Stenzhorn

*College of William & Mary - School of Education*

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AN EXAMINATION OF ANDROGYNOUS TRAITS AS DEMONSTRATED BY  
PUBLIC SCHOOL BUILDING ADMINISTRATORS

*The College of William and Mary*

Ed.D. 1987

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AN EXAMINATION OF ANDROGYNOUS TRAITS  
AS DEMONSTRATED BY PUBLIC SCHOOL  
BUILDING ADMINISTRATORS

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A Dissertation  
Presented to  
The Faculty of the School of Education  
The College of William and Mary in Virginia

---

In Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Education

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by  
Ramona Boone Stenzhorn

February 1987



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Ramona Boone Stenzhorn

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Approved February 1987

  
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Chairman of Doctoral Committee

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## Dedication

This dissertation is dedicated lovingly to my husband, Bob, who never stopped encouraging and supporting me throughout this endeavor, and our son, Bobby, and our daughter-in-law, Judy, whose marriage to Bobby was a happy occasion during the course of this research. This dissertation would not have been possible without their love and interest, which made this study seem worthwhile.

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A very special dedication is given to the loving memories of my father, Buford Ray Boone, and my mother, Dollie Ford Boone. They would have taken great pride and satisfaction in the completion of this work. Their faith in my abilities and encouragement to pursue higher goals have left me most appreciative that they were my parents.

To the loving memories of my two brothers, James Ray Boone and Jackie Ned Boone, a special dedication is expressed to them. I regret that I cannot enjoy the comments that they would have made at the conclusion of this work.

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AN EXAMINATION OF ANDROGYNOUS TRAITS  
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## Chapter 1

### INTRODUCTION TO THE STUDY

As affirmative action policies are implemented and more women assume leadership positions, management theory and practice are expanding the concept of what constitutes a successful manager. Many of the desirable behaviors which could increase organizational effectiveness and efficiency, such as nurturing and supporting emotions and increased interaction between managers and subordinates, have traditionally been regarded as feminine, and therefore not acceptable in the career world. Instead, managers have been generally expected to exhibit masculine leadership traits, such as being autonomous, task-oriented, tough-minded, and aggressive.

An emerging concept of managerial characteristics, androgyny, calls for a blending of the masculine and feminine qualities. As a psychological term, androgyny suggests that it is possible for people to exhibit both types of qualities and that such attitudes, values, and behaviors reside in varying degrees in each of us. In her book, The Androgynous Manager, Sargent redefined the male managerial model. She, also, developed a concept of androgyny.<sup>1</sup> Sargent claimed that the most effective

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<sup>1</sup>Alice G. Sargent, The Androgynous Manager (AMACOM: New York, 1981).

manager was that individual who blended the best qualities of both sexes. Sargent supported the theory that the androgynous administrators in the business world would be most effective as their concern for productivity would be just as important as their concern for the subordinates.

A subsequent result of the emerging management style has led to a concept of building competency models for the androgynous manager in the human resources development of many companies. The competencies listed by Sargent were: technical, analytical, problem solving/decision making, self awareness, interpersonal, team effectiveness, entrepreneurial, and leadership.<sup>2</sup> She further stated that these are requisite skills for managers of the future.

Bem, a psychologist, instrumental in fostering the concept of psychological androgyny stated:

The concept of androgyny contains an inner contradiction and, hence, the seeds of its own destruction. . . . Androgyny necessarily presupposes that the concepts of masculinity and femininity themselves have distinct and substantive content. But to the extent that the androgynous message is absorbed by the culture, the concepts of masculinity and femininity will cease to have such content and the distinctions to which they refer will blur into invisibility. Thus, when androgyny becomes a reality, the concept of androgyny will have been transcended.<sup>3</sup>

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<sup>2</sup>Alice G. Sargent, "Women and Leadership Roles," A lecture delivered during the American Society for Training and Development Region IV Conference (Richmond, Virginia: October 1, 1986).

<sup>3</sup>Sandra L. Bem, "Androgyny and Mental Health," A paper presented at The American Psychological Association meeting, Chicago, 1975.

Bem developed an androgyny scale and measurement instrument, The Bem Sex-Role Inventory (BSRI). Four ratings are derived from the scoring of this test: masculine, androgynous, undifferentiated, and feminine.<sup>4</sup>

The results of Sargent's research and study tended to be focused on the desirability for individuals to move to more androgynous behaviors and for organizations to strive to develop its people as it increased its productivity, and not to do either activity to the exclusion of the other. This balance of androgyny and its desirability in the business world could have implications for the educational leader as well. Given this premise and the fact that very little study had been devoted to the androgynous school manager, an examination of the behavior of a select group of school administrators would be relevant in the mid-1980s.

#### Statement of the Problem

The effective schools movement of the 1980s had direct implications for the principal or manager of a school organization. According to Lemon, there were schools that were considered more effective than others. As research had demonstrated, those most effective schools were administered

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<sup>4</sup>Sandra Lipsitz Bem, Bem Sex-Role Inventory Professional Manual (Consulting Psychologists Press, Inc.: California, 1981).

by more effective leaders---individuals who were skilled in developing approaches that responded to the needs of their followers and to the nature of their work.<sup>5</sup>

Very few studies had been conducted in which the relationship between the manager's behavior and the perceived effectiveness of the organization was demonstrated, and none was made in an educational setting. This study, however, focused on the behavior of a specific group of school administrators during the mid-1980s using the instrument devised by Bem in 1978, and the effectiveness of the school principal as evaluated by the designated individual for that specific group.

#### Statement of Purpose

The purpose of this study was to examine the behavior of a specific group of educational leaders, to determine the presence of masculine, feminine, and androgynous qualities, and to relate these specific qualities to their performance ratings.

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<sup>5</sup>Donald K. Lemon, "Leadership Is More Than Intuition," Volume 5, Number 1 (National Association of Elementary School Principals: Alexandria, Virginia: September, 1986).

### Statement of Research Questions

The following were formulated to guide the research toward achieving the purpose of this study:

#### Main Questions

1. What characteristics of educational administrators are indicative of androgyny?
2. Is an individual administrator's leadership style primarily masculine, feminine, or androgynous?
3. In the following six areas did the system's evaluator rate the primarily "masculine" administrators as exceptional, average, or weak: building management, public relations, staff relations, administrative procedures and policy, instructional program, and personal qualities?
4. In the following six areas did the system's evaluator rate the primarily "feminine" administrators as exceptional, average, or weak: building management, public relations, staff relations, administrative procedures and policy, instructional program, and personal qualities?



5. In the following six areas did the system's evaluator rate the primarily "androgynous" administrators as exceptional, average, or weak: building management, public relations, staff relations, administrative procedures and policy, instructional program, and personal qualities?
6. In the following six areas did the system's evaluator rate the primarily "undifferentiated" administrators as exceptional, average, or weak: building management, public relations, staff relations, administrative procedures and policy, instructional program, and personal qualities?

#### Contextual and Prior Question

What, if any, are the advantages or benefits of possessing androgynous characteristics for a manager?

#### Subsidiary and Instrumental Questions

1. What are the psychological and sociological bases for the development and presence of androgynous characteristics?
2. In what ways does androgyny impact upon situational leadership skills for managers?

### Subsequent and Speculative Questions

1. Do men and women perceive differences in their own management styles?
2. Are androgynous administrators more successful or effective than others? If so, what are their specific characteristics and in what way are they more effective?
3. Considering the diversity of the educational manager's role, in what ways should they be retrained in order to become more androgynous?
4. Are there any differences in the rated effectiveness between school leaders and managers of other types of organizations who are considered primarily androgynous?

### Statement of Hypotheses

Six major hypotheses were developed pursuant to the six main research questions. The following hypotheses formed the basis of the study.

Hypothesis 1: A greater percentage of the female school principals will receive "androgynous" ratings on the Bem Sex-Role Inventory than will male school principals.

Hypothesis 2: A greater percentage of the male school principals will receive "masculine" ratings on the Bem Sex-Role Inventory than will female school principals; a greater percentage of the female school principals will receive "feminine" ratings on the Bem Sex-Role Inventory than will male school principals.

Hypothesis 3: More of the school principals who receive "undifferentiated" ratings on the Bem Sex-Role Inventory will be males.

Hypothesis 4: The school system's evaluator will rate the "masculine" school principals higher in building management and administrative procedures and policy than those who are "feminine" or "undifferentiated."

Hypothesis 5: The school system's evaluator will rate the "feminine" school principals higher in public

relations, staff relations, and personal qualities than those who are "masculine" or "undifferentiated."

Hypothesis 6: The school system's evaluator will rate the "androgynous" school principals higher in building management, administrative procedures and policy, public relations, staff relations, personal qualities, and instructional program than those who are "masculine," "undifferentiated," or "feminine."

#### Significance of the Study

This study was needed to determine whether or not school administrators who possessed androgynous characteristics were evaluated as more effective than others. Research indicated that the androgynous individual demonstrated a behavior representing a psychological blending of masculine and feminine traits; yet Bem stressed the point that to be androgynous was not just accepting traits and not being constrained by traditional sex roles.<sup>6</sup>

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<sup>6</sup>Sandra L. Bem, "Sex Role Adaptability: One Consequence of Psychological Androgyny," Journal of Personality and Social Psychology, 31, 1975, p. 638.

Androgyny had been predicated on the assumption that it was possible for an individual to embody both masculinity and femininity. Webb found that traditional sex roles often prevented this possibility from becoming a reality for many individuals.<sup>7</sup>

Should the results of this study support the opinion that an androgynous manager is more desirable and successful, then implications for the training and retraining of managers in androgynous behavior would be significant. Prior to the commitment to the retraining of current administrative staffs, it was important to determine whether or not androgynous characteristics impacted upon the effectiveness of educational leaders as evaluated in the following six aspects of their role: building management, public relations, staff relations, administrative procedures and policy, instructional program, and personal qualities.

The purpose of this study was to examine the behavior of a specific group of educational leaders to determine the presence of masculine, feminine, and androgynous qualities, and to relate these specific qualities to their performance

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<sup>7</sup>Hattie D. Webb, "A Study of the Relationship between Sex-Role Identification and Characteristics Attributed to an Effective Administrator among Black and White Women School Administrators," An Ed. D. dissertation, The College of William and Mary, Spring, 1984, p. 21.

ratings. Using leadership as an example, a list of desirable traits would include the traditional masculine characteristics such as rationality, independence, and assertiveness as well as the traditional feminine traits such as intuitiveness, gentleness, and nurturance.<sup>8</sup>

According to Lemon, leadership is defined as a working with and through other people to achieve a particular goal. He stated that effective administration of the nation's schools depended on the ability of principals to "live" that definition. Lemon's plan for the improvement of leadership skills was as follows:

The good news is that there are ways by which effective principals can become even better and by which those with limited leadership skills can learn. Both can begin by acquiring an understanding of the different 'styles' of leadership, and the conditions under which each might advisedly be put to practice.<sup>9</sup>

Current theories of training leaders were interested in androgynous characteristics. Fink and Berryman-Fink stated that the trend was toward androgynous development with a blending of male (task-oriented) and female (people-oriented) leadership styles.<sup>10</sup>

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<sup>8</sup>Linda McPheron and Joan K. Smith, "Women Administrators in Historical Perspective: Toward An Androgynous Theory of Leadership," Educational Horizons 60, No. 1 (Fall 1981), pp. 24-25.

<sup>9</sup>Lemon, p. 1.

<sup>10</sup>Charles B. Fink and Cynthia Berryman-Fink, "Optimal Training for Opposite-Sex Managers," Training and Development Journal 30, No. 2 (February 1985), pp. 25-29.

According to Lipman-Blumen, who studied more than 20,000 managers in the past ten years, the best managers combine male and female personality traits.<sup>11</sup> Brehony and Geller compared the decisions and attitudes of sex-stereotyped and androgynous individuals and concluded that stereotypic persons conform significantly more and are less internal in locus of control than androgynous individuals.<sup>12</sup>

### Definitions of Terms

The following terms were used in this study:

#### Androgyny

Androgyny means that a person exhibits both masculine and feminine qualities and that the traditional values, attitudes, and behaviors of these qualities are present in varying degrees.<sup>13</sup>

#### Public School Managers

A public school manager is defined as the chief administrator, educational leader, building administrator, or principal of one of the public schools comprising the population of this study.

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<sup>11</sup>Harold J. Leavitt and Jean Lipman-Blumen, "A Case for the Relational Manager," Organizational Dynamics (Summer 1980), pp. 27-41.

<sup>12</sup>Kathleen A. Brehony and E. Scott Geller, "Relationships Between Psychological Androgyny, Social Conformity, and Perceived Locus of Control," Psychology of Women Quarterly 6, No. 2 (Winter 1981), pp. 204-217.

<sup>13</sup>Alice G. Sargent, The Androgynous Manager (AMACOM: New York, 1981), p. 2.

### Sex-Role Stereotyping

Sex-role stereotyping is the process by which sexes are socialized into behaviors labeled "feminine" and "masculine" and are further restricted to specific activities or roles according to sex, exclusive of individual characteristics.<sup>14</sup>

### Stereotypes

Stereotypes are those beliefs about a group which are widely shared within a given culture.<sup>15</sup>

### Formal Evaluation Procedure

The formal evaluation procedure is the process by which school managers are assessed on a written form by the Deputy Superintendent in a particular school system every two years. Six components are assessed: building management, public relations, staff relations, administrative procedures and policy, instructional program, and personal qualities.

### Bem Sex-Role Inventory (BSRSI)

The Bem Sex-Role Inventory (BSRI) is an instrument devised by a psychologist, Sandra L. Bem, for the purpose

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<sup>14</sup>Minnesota State Department of Education, "Task Force on Sex Bias Report," (The Department: St. Paul, 1972).

<sup>15</sup>Robert Brannon, "Measuring Attitudes Toward Women (and Otherwise): A Methodological Critique," The Psychology of Women, editors, Julia A. Sherman and Florence L. Denmark, pp. 646-731.



of measuring an individual's behavior. One of four behavioral dimensions are determined: masculine, feminine, androgynous, or undifferentiated.

### Limitations

This study was limited in the following ways:

1. The population for this study was limited to the building principals of fifty-nine schools in one public school system. Conclusions, implications, and generalizations, therefore, can be applied only to that specific population.
2. Comparisons of this study were limited to the results on the Bem Sex-Role Inventory (BSRI) and the most recent formal evaluation rating of each manager by the Deputy Superintendent of that particular school system.
3. The formal evaluation procedure was a process unique to that particular school system. Conclusions, implications, and generalizations for training or retraining in the specific six components (building management, public relations, staff relations, administrative procedures and policy, instructional program, and personal qualities), therefore, can be applied only to that specific population.

### Organization of the Remainder of the Study

The remainder of this study was organized into four chapters. In Chapter 2, a review of the literature relevant to the problem and purposes of this study was presented. Chapter 3 included explanations of the methods, procedures, and materials used for the collection and analyses of data in the study. Chapter 4 included a presentation of the data collected in the study. Chapter 5 reports a summary of the study and concluding statements.

## Chapter 2

### REVIEW OF RELATED RESEARCH AND LITERATURE

Androgyny was not added to the Thesaurus of the Educational Resources Information Center (ERIC) as a descriptor until March of 1977. While androgyny as a psychological term had been utilized many more years, only recently have the implications for educators been seriously considered.

The topical sequence in this section on the literature relating to the concept of androgyny is as follows:

1. Psychological and Sociological Implications
2. Measurement or Determination of Presence of Androgynous Characteristics
3. Desirability of Androgyny
4. Administrative Appraisal Systems
5. Summary of Research and Literature

#### Psychological and Sociological Implications

Sargent investigated the paradigm for sex-role identity development, where one sees masculinity and femininity as a continuum rather than as opposites--a dualistic concept rather than a bipolar model. In Beyond Sex Roles she stated that a healthy adult would be an

androgynous person who possessed both feminine spontaneity and nurturance and masculine independence.<sup>1</sup>

Kohlberg and Gilligan developed theories of sex-typing based on cognitive development. According to Kohlberg, recent research indicated that:

Children develop a conception of themselves as having an unchangeable sexual identity at the same age and through the same processes that they develop conceptions of the invariable identity of physical objects. The child's sexual identity is maintained by a motivated adaptation to physical-social reality and by the need to preserve a stable and positive self-image.<sup>2</sup>

Gilligan countered that Kohlberg's theory of describing moral development was with a man's voice, and she added that women's voices sounded distinctly different. Gilligan writes that the disparity between women's experience and the representation of human development, noted throughout the psychological literature, had generally been to signify a problem of women's development. "Instead the failure of women to fit existing models of human growth may point to a problem in the representation, a limitation in the conception of the human condition, an omission of certain truths about life."<sup>3</sup>

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<sup>1</sup>Alice G. Sargent, Beyond Sex Roles (West Publishing Company: New York, 1985), p. 147.

<sup>2</sup>Lawrence Kohlberg, "A Cognitive Developmental Analysis of Children's Sex Role Concept and Attitudes," The Development of Sex Differences, edited by E. E. Maccoby (Stanford University Press: Stanford, 1966), p. 95.

<sup>3</sup>Carol Gilligan, In A Different Voice (Howard University Press: Cambridge, 1982), p. 2.

Gilligan's research supported her contention that women tended not to see a moral dilemma "as a self-contained problem in moral logic," but rather "to see a world comprised of relationships rather than of people standing alone, a world that coheres through human connection rather than through systems of rules."<sup>4</sup> Sargent projected additional hope for the future in that when sex roles are primarily a function of social learning or cognitive development, then all that would be required to change would be to restructure the social order--changes in child rearing or educational institutions.<sup>5</sup>

Bem proposed the concept of psychological androgyny at the UCLA Symposium on Women in 1972. She said that extreme femininity, untempered by a sufficient concern for one's own needs as an individual, may produce dependence and self-denial, just as extreme masculinity, untempered by a sufficient concern for the needs of others, may produce arrogance and exploitation.<sup>6</sup>

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<sup>4</sup>Gilligan, p. 29.

<sup>5</sup>Sargent, p. 147.

<sup>6</sup>Sandra Bem, "Psychology Looks At Sex Roles: Where Have All the Androgynous People Gone?" A Paper Presented at UCLA Symposium on Women, May 1972. Quoted by Sargent, p. 147.

Several studies supported Bem's theory. Spence and Helmreich found that androgynous persons were just as successful as others, if not more so, at obtaining promotions and job performance.<sup>7</sup>

The socialization process also played a large part in the development of sex roles. The attitudes held by children were not necessarily retained as new ideas and experiences occurred in adulthood. Sargent stated that socializing girls for motherhood and boys for occupational success was no longer functional, and sex-role stereotyping detracted from the health and well-being of both sexes.<sup>8</sup>

Abrahams, Feldman, and Nash studied the impact of our life situations--cohabitation, marriage, anticipation of first child, and parenthood--on the sex-role behavior of men and women. The changes required in women's sex-role self-concept and sex-role attitudes were much greater than those required for men in these situations.<sup>9</sup>

Robinson stated that in one instance women could achieve androgyny easier. She contended that black women were the original feminists and embodied the essence of

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<sup>7</sup>J. R. Spence and R. L. Helmreich, Masculinity and Femininity: Their Psychological Dimensions, Correlates, and Antecedents (University of Texas Press: Austin, 1978).

<sup>8</sup>Sargent, p. 159.

<sup>9</sup>B. Abrahams, S. S. Feldman, and S. C. Nash, "Sex Role Self-Concept and Sex-Role Attitudes: Enduring Personality Characteristics or Adaptations to Changing Life Situations?" Developmental Psychology 14, No. 4 (1978), pp. 393-400.

psychological androgyny, displayed characteristics of self-reliance, independence, assertiveness, and strength.<sup>10</sup>

Robinson's study was supported by Webb's study of school administrators from eight urban school divisions. She found that 62.9% of the black women with only 45.8% of the white women received androgynous classifications on the Bem Sex-Role Inventory.<sup>11</sup>

There were some problems associated with research on androgyny. Lenney supported a model of sex-roles to increase the predictive utility of assessment in such research. She concluded that problems in studying psychological androgyny included rigidly held values, dubious definitional assumptions, diffuse and atheoretical research directions, and alienation from basic concerns in "mainstream" personality research.<sup>12</sup>

The literature on role theory with two components of overt action patterns and cognitive expectations led to role enactment and role conflict:

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<sup>10</sup>Christine R. Robinson, "Black Women: A Tradition of Self-Reliant Strength," Women and Therapy (Summer-Fall 1983), pp. 135-144.

<sup>11</sup>Hattie Driver Webb, "A Study of the Relationship Between Sex-Role Identification and Characteristics Attributed To An Effective Administrator Among Black and White Women School Administrators," (Unpublished Ed. D. dissertation, The College of William and Mary, 1984), p. 64.

<sup>12</sup>Ellen Lenney, "Androgyny: Some Audacious Assertions Toward Its Coming of Age," Sex Roles: A Journal of Research (December 1979), pp. 703-719.

As organizations grow in size, scope, and complexity, individual participants are called upon to enact increasingly diversified roles. The individual who finds himself forced to fulfill the contradictory requirements of multiple roles is a well-known figure in literature, where<sup>13</sup> this condition, role conflict, is a common theme.

Both actual and perceived role conflict was the subject of numerous studies concerning women in administration. Three types of role conflict were identified by Truett during 1979 which were relevant to the role for the administrative woman: personality, role-personality, and role-role conflict.<sup>14</sup> According to Truett, personality conflict occurred when elements of the personality were in conflict with other aspects of the same personality, a belief that women do not possess the necessary traits for administrators, and the concept that women cannot hold and execute effectively more than one role simultaneously. According to findings from research data, these theories were refuted, reported Truett.<sup>15</sup>

Of the fifty-nine school principals surveyed in this study, only fifteen were women. Howard identified lack of confidence and low self-image as barriers

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<sup>13</sup>G. William Bullock, Jr. and Clifton F. Conrad, Management: Perspectives From The Social Sciences (University Press of America, 1981), p. 127.

<sup>14</sup>C. Truett, "Women in Educational Administration: Is There A Basic Role Conflict?" 1979 (ERIC Document Reproduction Service No. ED172440).

<sup>15</sup>Ibid., pp. 123-125.



which prevented women from even considering school administration.<sup>16</sup> She noted in the results of her studies that although women were often the victims of discriminatory attitudes, one of the most formidable of all barriers to their advancement was their own self-doubt.

From the findings in her original study concerning the relationships between requisite management characteristics and sex-role stereotypes, Schein stated the following:

If a woman's self-image incorporate aspects of the stereotype's feminine role, she may be less inclined to acquire the job characteristics or engage in the job behaviors associated with the masculine managerial position since such characteristics and behaviors are inconsistent with her self-image.<sup>17</sup>

Schein concluded that stereotypes may deter women from aspiring to and striving to succeed in managerial positions.

Adkison stated that if women become successfully socialized, they assume appropriate "feminine" behavior or sex-role stereotypes, thus they become passive rather than self-assertive, and conformist rather than independent. Consequently, women do not learn the behaviors essential to success in managerial roles.<sup>18</sup>

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<sup>16</sup>Suzanne Howard, Why Aren't Women Administering Our Schools? (Washington, D.C.: The National Council of Administrative Women in Education, 1975), pp. 13-14.

<sup>17</sup>Virginia E. Schein, "The Relationship Between Sex Role Stereotypes and Requisite Management Characteristics," Journal of Applied Psychology 57, No. 2 (1973), p. 95.

<sup>18</sup>Judith A. Adkison, "Women in School Administration: A Review of the Research," Review of Educational Research, 51, No. 3 (Fall 1981), p. 312.

Kent concluded that female principals did not experience internal psychological factors which inhibited women from attempting to achieve and maintain positions at the managerial level:

Possibly the attitudinal change of women would enable women and men to accept the androgynous concept--the traits of men and women being utilized harmoniously in management and administrative positions. Men would need to change their attitudes to increase their intimacy, while women would change to become assertive<sup>19</sup> and willing to deal with the realities of power.

Generally, men and women have grown up in two different cultures. According to Bernard: "Men and women march to different drummers. They are not even in the same parade."<sup>20</sup> Our modern day society, however, expects and demands that we function in a single, uniform world, rather than gender-separate worlds.

#### Measurement or Determination of Presence of Androgynous Characteristics

Before empirical research on the concept of psychological androgyny could be initiated, it was necessary that a new type of sex-role measurement be developed. The

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<sup>19</sup>Jeanne Baker Kent, "Relationships Among Gender Stereotypes and Requisite School Administrator Characteristics As Perceived By Principals in the Commonwealth of Virginia," (Unpublished Ed. D. dissertation, The University of Virginia, 1984), p. 240.

<sup>20</sup>Jessie Bernard, "Women and New Social Structures," The American Woman: Who Will She Be? Edited by M. L. McBee and K. A. Blake (Glencoe Press: California, 1974).

Bem Sex-Role Inventory (BSRI) was designed specifically for research purposes. The BSRI was initially published in the Journal of Consulting and Clinical Psychology in 1974. A modification in the scoring system was published in 1977.

The BSRI had two features that distinguished it from most masculinity-femininity scales. The BSRI treated femininity and masculinity as two independent dimensions rather than as two ends of a single dimension, thereby enabling a person to indicate whether she or he is "high" on both dimensions (androgynous), "low" on both dimensions (undifferentiated), or "high" on one dimension but "low" on the other (either feminine or masculine).

Bem described the sex-typing of the personality traits on the BSRI:

The BSRI is based on a conception of the traditionally sex-typed person as someone who is highly attuned to cultural definitions of sex-appropriate behavior and who uses such definitions as the ideal standard against which her or his own behavior is to be evaluated. In this view, the traditionally sex-typed person is motivated to keep her or his behavior consistent with an idealized image of femininity or masculinity, a goal that she or he presumably accomplishes both by selecting behaviors and attributes that enhance the image and by avoiding behaviors and attributes that violate the image. Accordingly, items were selected as feminine or masculine on the basis of cultural definitions of sex-typed social desirability and not on the basis of differential endorsement by females and males, i.e., a characteristic qualified as feminine if it was judged to

be more desirable in American society for woman than for a man, and it qualified as masculine if it was judged to be more desirable in American society for a man than for a woman.<sup>21</sup>

Additional studies have validated the BSRI in that only androgynous individuals consistently displayed high levels of behavior in both domains of masculinity and femininity, whereas, nonandrogynous individuals were frequently low in one or the other of the two domains of masculinity and femininity. Nonandrogynous individuals restricted their behavior in accordance with cultural definitions of desirable behavior for women and men significantly more often than did androgynous individuals; such as highly feminine, highly masculine, or undifferentiated individuals (low in both domains of masculinity and femininity). Some of these studies are: Bem and Allen,<sup>22</sup> Bem and Lenney,<sup>23</sup> Bem, Martyna, and Watson,<sup>24</sup> Constanti-

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<sup>21</sup>Sandra Lipsitz Bem, Bem Sex-Role Inventory Professional Manual (Consulting Psychologists Press, Inc.: California, 1981), p. 4.

<sup>22</sup>Sandra L. Bem and A. Allen, "On Predicting Some of the People Some of the Time: The Search for Cross-Situational Consistencies In Behavior." Psychological Review 81 (1974), pp. 506-520.

<sup>23</sup>Sandra L. Bem and E. Lenney, "Sex Typing and the Avoidance of Cross-Sex Behavior." Journal of Personality and Social Psychology 33 (1976), pp. 48-54.

<sup>24</sup>S. L. Bem, W. Martyna, and C. Watson, "Sex Typing and Androgyny: Further Explorations of the Expressive Domain." Journal of Personality and Social Psychology 34 (1976), pp. 1016-1023.

nople,<sup>25</sup> Deaux and Major,<sup>26</sup> Ickes and Barnes,<sup>27</sup> Jones, Chernovetz, and Hansson,<sup>28</sup> Kelly, Caudill, Hathorn, and O'Brien,<sup>29</sup> Spence, Helmreich, and Stapp,<sup>30</sup> and Strahan.<sup>31</sup>

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<sup>25</sup>A. Constantinople, "Masculinity-Femininity: An Exception To A Famous Dictum." Psychological Bulletin 80 (1973), pp. 389-407.

<sup>26</sup>K. Deaux and B. Major, "Sex-Related Patterns In The Unit of Perception." Personality and Social Bulletin 3 (1977), pp. 297-300.

<sup>27</sup>W. Ickes and R. D. Barnes, "Boys and Girls Together--and Alienated: On Enacting Stereotyped Sex Roles In Mixed-Sex Dyads." Journal of Personality and Social Psychology 36 (1978), pp. 669-683.

<sup>28</sup>W. H. Jones, M. E. Chernovetz, and R. O. Hansson, "The Enigma of Androgyny: Differential Implications for Males and Females?" Journal of Consulting and Clinical Psychology 46 (1978), pp. 298-313.

<sup>29</sup>J. A. Kelly, N. S. Caudill, S. Hathorn, and C. G. O'Brien, "Socially Undesirable Sex-Correlated Characteristics: Implications for Androgyny and Adjustment." Journal of Consulting and Clinical Psychology 45 (1977), pp. 1185-1186.

<sup>30</sup>J. T. Spence, R. Helmreich, and J. Stapp, "Ratings of Self and Peers On Sex-Role Attributes and Their Relation To Self-Esteem and Conceptions of Masculinity and Femininity." Journal of Personality and Social Psychology 32 (1975), pp. 29-39.

<sup>31</sup>Robert F. Strahan, "More On Scoring Androgyny As A Single Continuous Variable." Psychological Reports (August 1984), pp. 241-242.

Other studies which specifically supported the validity of Bem's instrument are: Edwards and Ashworth,<sup>32</sup> Pedhazur and Tetenbaum,<sup>33</sup> Strahan,<sup>34</sup> Walkup and Abbott,<sup>35</sup> and Waters, Waters, and Pincus.<sup>36</sup>

Androgynous behavior is not the norm for our present-day culture. In developing the Bem Sex-Role Inventory, Bem found than thirty-five percent of the sample of Stanford University students were androgynous, fifty percent of that population were same sex-typed, and fifteen percent were cross-sex typed. Those who were cross-sex typed were mostly women who had masculine behaviors.

Sargent concluded that in her experience, professional women scored much higher than nonprofessional women on the cross-sex typed scale. That is, they tended to

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<sup>32</sup>A. L. Edwards, and D. D. Ashworth, "A Replication Study of Item Selection For the Bem Sex-Role Inventory." Applied Psychological Measurement (1977), pp. 501-507.

<sup>33</sup>E. J. Pedhazur, and T. J. Tetenbaum, "Bem Sex-Role Inventory: A Theoretical and Methodological Critique." Journal of Personality and Social Psychology 37 (1979), pp. 996-1016.

<sup>34</sup>F. Strahan, "Remarks on Bem's Measurement of Psychological Androgyny: Alternatives, Methods, and A Supplementary Analysis." Journal of Consulting and Clinical Psychology 45 (1975), pp. 568-571.

<sup>35</sup>H. Walkup and R. D. Abbott, "Cross-Validation of Item Selection On the Bem Sex-Role Inventory." Applied Psychological Measurement 2 (1978), pp. 63-71.

<sup>36</sup>C. W. Waters, L. K. Waters, and S. Pincus, "Factor Analysis of Masculine and Feminine Sex-Typed Items From the Bem Sex-Role Inventory." Psychological Reports 40 (1977), pp. 567-570.

be "near masculine" types. She also thought that very few professional men or male students had feminine behavior, and those who did experienced a lot of conflict.<sup>37</sup>

Hamilton studied the relationship between androgynous behavior and effectiveness in decision-making groups. She hypothesized that an individual's Bem Sex-Role Inventory scores on masculinity and femininity would be positively related with that individual's Leadership Opinion Questionnaire (LOQ) scores on "initiation of structure" (I), and "consideration of persons" (C), respectively. This hypothesis received significant support as the BSRI masculinity was positively related to LOQ (I) and the BSRI femininity was positively related to LOQ (C).<sup>38</sup>

#### Desirability of Androgyny

The two most important managerial dimensions are generally viewed as a concern for task and a concern for people. If managing people is as important as concern for productivity, then effective managers need to acquire both rational problem-solving skills (masculine) and interpersonal skills (feminine).

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<sup>37</sup>Alice G. Sargent, The Androgynous Manager (AMACOM: New York, 1981), p. 211.

<sup>38</sup>Esther Elgin Hamilton, "Androgyny and Leadership: An Empirical Field of Study of Effective Influence in Decision-Making Groups," (Unpublished Ed. D. dissertation, Howard University, 1982), p. 121.

Fasteau researched role expectations of men, stereo-typing, and the ensuing acceptable traits. From the findings, he stated the following:

. . . the tragedy . . . is that men are fighting their nature as human beings in trying to conform to the male ideal . . . . Acceptance of androgyny would allow us instead to acknowledge that each person has the potential to be--depending upon the circumstances--both assertive and yielding, independent and dependent, job- and people-oriented, strong and gentle; that the most effective and happy individuals are likely to be those who have accepted and developed both the 'masculine' and 'feminine' sides of themselves, and that to deny either is to mutilate and deform.<sup>40</sup>

Clearly the trend for today's manager is toward androgyny. Blanchard and Sargent stated that tomorrow's managers would have to combine traits traditionally associated with one sex or the other. Effective managers will be those who are able to nurture and shape employee behavior and achieve a balance between a concern for people with a concern for the organization's tasks.<sup>41</sup>

Heilbrun and Pitman investigated the assumptions that androgyny allowed greater flexibility in sex-role behavior and greater flexibility was conducive to more adaptive behavior. They found that these two assumptions held for both sexes.<sup>42</sup>

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<sup>40</sup>Marc F. Fasteau, "The Male Machine: The High Price of Macho," Psychology Today (September 1975), p. 60.

<sup>41</sup>Kenneth H. Blanchard and Alice G. Sargent, "The One Minute Manager Is An Androgynous Manager," The Training and Development Journal, 39, No. 5 (May 1984), pp. 82-85.

<sup>42</sup>Alfred B. Heilbrun, Jr. and Deborah Pitman, "Testing Some Basic Assumptions About Psychological Androgyny," Journal of Genetic Psychology (December 1979), pp. 175-188.



Emphasis in management literature shifted from the concept of the manager as rational and analytic to a concept of the manager as one with problem-solving and human-relations skills. Androgynous theorists argued that "it is highly desirable for both sexes to possess characteristic traits that have been traditionally linked to either males or females."<sup>43</sup> An androgynous manager would then be someone who could be both assertive and understanding, depending on the situation.

One study examined the differences between androgynous males and females and found a small difference. The differences between the masculine males and feminine females, compared by using post hoc t-tests, were not large enough to serve as a basis for comparison with the androgynous males and females. It was originally thought that the androgynous males and females would have dissimilar responses mediated by the traditional gender role expectations rather than the situational flexibility reported by Bem.<sup>44</sup>

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<sup>43</sup>Linda McPheron and Joan K. Smith, "Women Administrators In Historical Perspective: Toward An Androgynous Theory of Leadership," Educational Horizons 60, No. 1 (Fall 1981), pp. 24-25.

<sup>44</sup>Elizabeth Mary Giguere, "An Examination of Differences Between Androgynous Males and Females: An Attitude Study," (Unpublished Ph. D. dissertation, University of Missouri-Kansas City, 1982).

There have been definite links between communication and managerial success. Situational leadership theory predicts that effective managers will exhibit flexible/adaptive leadership styles. Assuming that adaptiveness is grounded in communication behaviors, one study examined the relationships between sex-role identity, leadership style, and leadership effectiveness as they related to the development of a managerial self-concept in women.<sup>45</sup> Tests of Kohut's hypotheses suggested that: (1) there was a significant relationship between sex-role identity and leadership style; (2) there was a significant relationship between leadership style and leadership effectiveness; and (3) that there was a significant difference between the effects of leadership style and sex-role identity on leadership effectiveness when years in the position and the total years of working were controlled. His study supported the conceptual view that a flexible leadership style tended to be related to higher levels of leadership effectiveness, which aided in the development of a managerial self-concept.<sup>46</sup>

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<sup>45</sup>Gary Frank Kohut, "Women in Management: Communicative Correlates of Sex-Role Identity and Leadership Style Toward the Development of a Managerial Self-Concept," (Unpublished Ph. D. dissertation, Southern Illinois University-Carbondale, 1983).

<sup>46</sup>Ibid.

A report for school principals entitled "Leadership Is More Than Intuition," described the development of the four leadership styles: (1) the one-dimensional model--on one end of the continuum was a mode of behavior that could be described as "democratic" and at the other end of this continuum was behavior that could be described as "authoritarian.";<sup>47</sup> (2) the two-dimensional model--two categories, "initiation of structure" and "consideration," not at opposite ends of a continuum but a two-dimensional approach to leadership;<sup>48</sup> (3) the managerial grid model looked for "production" along one dimension and "concern for people" along the other--like taking the two ends of the one-dimensional model and bending them around to touch each other;<sup>49</sup> and (4) situational leadership--four identified styles by the quadrant in which they are located: high task/low relationship, high task/high relationship, low task/low relationship, and low task/high relationship. The effective leader was one who applied the kind of leadership called for by the particular circumstances, and all styles could be effective if applied at the appropriate time.<sup>50</sup>

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<sup>47</sup>Robert Tannenbaum and Warren H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, Volume 51, (May-June, 1973), pp. 162-180.

<sup>48</sup>Andrew W. Halpin, Ed., Administrative Theory in Education, (Chicago, Illinois: Midwest Administrative Center, University of Chicago, 1958).

<sup>49</sup>Robert A. Blake and Jane Srygley Mouton, The New Managerial Grid, (Houston, Texas: Gulf Publishing Company, 1978).

<sup>50</sup>Paul Hersey and Kenneth H. Blanchard, Management and Organizational Behavior: Utilizing Human Resources, (Englewood Cliffs, New Jersey: Prentice-Hall, 1969).

According to Lemon, a principal could still hope to achieve effectiveness without mastering all styles of leadership. Principals need to understand, however, that they are not called upon to do it all. Only a very few principals are likely to develop the ability to exercise all four leadership styles, and only a few of this few would have equal skill with each style. Some effective principals may have only one leadership style--plus the ability to adapt the situation to their style.<sup>51</sup>

Four recommendations were concluded as a result of Knapp's study: (1) develop more androgynous educators; (2) equalize the number of qualified male and female leaders serving as role models for participants of both sexes; (3) raise gender consciousness in participants; and (4) encourage participants to develop the positive characteristics of both sexes.<sup>52</sup>

#### Administrative Appraisal Systems

The evaluation program of school principals utilized by the Virginia Beach Public School System was typical of current practices according to the National Association of Secondary School Principals' journal, NASSP Bulletin.<sup>53</sup>

<sup>51</sup> Donald K. Lemon, "Leadership Is More Than Intuition," Volume 5, Number 1 (National Association of Elementary School Principals: Alexandria, Virginia), September 1986.

<sup>52</sup> Clifford E. Knapp, "Escaping the Gender Trap: The Ultimate Challenge for Experiential Educators," Journal of Experiential Education, Volume 8, Number 2 (Summer 1985), p. 18.

<sup>53</sup> George B. Redfern, "Techniques of Evaluation of Principals and Assistant Principals." NASSP Bulletin 70 (February 1986), pp. 66-74.

Conventional rating processes which were the most common rely heavily on evaluator judgment in measuring the performance of the principal in accordance with job related criteria. Redfern stated that the principals were evaluated, in most instances, as part of the total administrative team rather than as separate entities. The same instrument was utilized for all principals.

While some innovative evaluation programs were utilizing clientele input, it was uncommon to find the use of perception survey data from teachers, students, and/or parents. Generally, Redfern found that when such input was included, it was regarded as optimal with the principal making the determination whether or not to include it in many instances.

Paludi examined the impact of 320 subjects' sex-role orientation on their evaluation of successful women or men in sex-linked occupations. Results did not support the hypothesis that sex-typed subjects would respond less negatively to success when the successful person was in an occupation consistent with sex stereotypes.<sup>54</sup>

This was reassuring; however, the occupation of a school principal and the sex stereotype commonly perceived would be a topic for additional study. The significance

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<sup>54</sup> Michele A. Paludi, "Impact of Androgynous and Traditional Sex-Role Orientations on Evaluation of Successful Performance." Psychology of Women Quarterly 8, 4 (Summer 1984), pp. 370-375.

for educational administration would probably be in the evaluation of a female serving as a senior high school principal primarily due to the relatively small number in existence.

Although the conventional appraisal programs were the most widely used, school systems were challenged to improve and change. The Educational Research Services was currently compiling an in-depth, update of evaluation procedures being used to assess the performance of principals.

Ernest contended that the process should focus on the following points: (1) aiding in the professional growth of the principal, (2) identifying strengths in the principal, (3) providing feedback on work done, and (4) serving as a change agent for the school which is why a principal should be evaluated. Ideally, evaluation contained elements of feedback and coaching within a mutually beneficial contest.<sup>55</sup>

The West Des Moines Community School District designed a continuous system that focused on improved performance. The four parts of this school district's program: philosophy, procedures, instruments, and training.<sup>56</sup>

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<sup>55</sup> Bill Ernest, "Can You Eat? Can You Sleep? Can You Laugh? The Why and How of Evaluating Principals," Clearing House, March 1985, 58, 7, pp. 290-292.

<sup>56</sup> Dale Grabinski and others, "Follow These Four Steps to Solid Administrative Evaluation." Executive Educator, April 1985, 7, 4, pp. 25-26.

Although the challenge in educational periodicals was to change from those more conventional type of appraisal programs to programs which included evaluations by subordinates and peers as well as superiors, those persons being evaluated obviously preferred the status quo. A study by Buser and Banks in which superintendents, principals, and teachers were surveyed to determine attitudes about principals' evaluations concluded that there was agreement that superintendents should be the evaluators, that assistance in professional growth was the purpose, and that evaluation of educational leaders should be done by educators.<sup>57</sup>

#### Summary of Research and Literature

The rapidly changing times and the impact upon expectations for current managers were reflected in the review of related literature. Considerable research supported the sex-role stereotyping and socialization explanations for the slow development of androgyny. There were signs that a positive change was occurring.

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<sup>57</sup>Robert L. Buser and Freddie A. Banks, Jr., "The Why, What, How, and By Whom of Evaluating Principals." NASSP Bulletin 68 (January 1984), pp. 1-4.

Many researchers supported the desirability of androgyny as a characteristic of a leader's style. McGregor,<sup>58</sup> Hersey and Blanchard,<sup>59</sup> Blake and Mouton,<sup>60</sup> Maccoby,<sup>61</sup> McClelland,<sup>62</sup> Fiedler,<sup>63</sup> Mintzberg,<sup>64</sup> and Schein<sup>65</sup> supported the premise that managers needed to strike a balance in the masculine dimensions of self-reliance and independent decision making and in the feminine interpersonal skills of being trustful and open and possessing self-awareness.

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<sup>58</sup> Douglas M. McGregor, The Human Side of Enterprise (McGraw-Hill: New York, 1960).

<sup>59</sup> Paul Hersey and Kenneth H. Blanchard, Management and Organizational Behavior: Utilizing Human Resources (Prentice-Hall: Englewood Cliffs, New Jersey, 1969).

<sup>60</sup> Robert R. Blake and Jane Srygley Mouton, The New Managerial Grid (Gulf Publishing Company: Houston, 1978).

<sup>61</sup> Michael Maccoby, The Gamesmen: The New Corporate Leaders (Simon and Schuster: New York, 1976).

<sup>62</sup> David C. McClelland, Power: The Inner Experience (Irvington Publishers: New York, 1975).

<sup>63</sup> Fred E. Fiedler, Martin M. Chemers, and Linda Mahar, Improving Leadership Effectiveness: The Leader Match (J. Wiley and Sons: New York, 1976).

<sup>64</sup> Henry Mintzberg, The Nature of Managerial Work (Harper and Row: New York, 1973).

<sup>65</sup> Edgar Schein, Career Dynamics: Matching Individual and Organizational Needs (Addison-Wesley: Reading, Massachusetts, 1978).



Sargent was concerned with the development of competency models for androgynous organizations. The concept of balance for the determination of competencies for the androgynous manager was becoming the trend for human resources development. Sargent described these competencies as follows: self-awareness (first competency needed), technical, analytical, interpersonal, team effectiveness, entrepreneurial, and leadership. She desired the answer to "how to grow a manager?"<sup>66</sup>

The quality of the studies reviewed was of a cross-section from very detailed and specific to broad and general. The review was also limited as the concept of androgyny was relatively new as a field of study. Many of the writers were stating common sense opinions as to the desirability of androgyny without empirical data to support their views.

The current appraisal procedures utilized to evaluate school principals were fairly common. It was unusual to find a school system that solicited clientele input or utilized separate instruments for the individuals. Although the challenge was to change from those conventional types of procedures, it appeared that those being evaluated preferred the status quo.

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<sup>66</sup> Alice G. Sargent, "Women and Leadership Roles," A lecture delivered during the American Society for Training and Development Region IV Conference (Richmond, Virginia; October 1, 1986).

## Chapter 3

### METHODOLOGY

This chapter presents the research methodology, instrumentation, and hypotheses used in the study. The first section explains the use of a descriptive survey. An explanation of the data-collection instrument is included in the second section. The population surveyed was the topic of the third section. In the fourth section, the statement of hypotheses for the study is presented.

#### Research Methodology

The procedure for data-collection in this study utilized a survey instrument. Researchers readily admitted that attempting to obtain accurate findings from the comparison of reactions to surveys to actual behavior was questionable.<sup>1</sup>

Often the surveyed subjects were the source of problems in several research studies. Frequently college students comprised the subjects sampled, limiting the implications of the results. Kent's contention that "until investigators begin to use comparable methods, it is hard to see how the

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<sup>1</sup>Judith A. Adkison, "Women in School Administration: A Review of the Research," Review of Educational Research 31, No. 3 (Fall 1981) p. 316.

findings of different studies can be readily compared or synthesized."<sup>2</sup> Bem's normative data for the Bem Sex-Role Inventory (BSRI) of 1981 was based on samples of Stanford University undergraduates while this study concerned adults in educational leadership roles. The Bem Sex-Role Inventory (BSRI) was the most appropriate instrument to utilize to determine androgyny, but the medians selected for analyses will be the ones derived from the population of this study rather than those of the normative sample.<sup>3</sup>

The study of the relationship between a sex-role rating and the performance evaluation for individuals in a specified population was a major facet of this investigation. Good and Scates reported the use of descriptive research for the determination of current conditions and emphasized that this methodology was essentially a quantitative description of the general characteristics of a group according to existing conditions.<sup>4</sup> Good and Scates made a conclusion that change in status was an implication of descriptive research was relevant for the purpose of this study. They stated the following:

Many survey-status studies emphasize present conditions with an implication of the ideas that things

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<sup>2</sup>Jeanne B. Kent, "Relationships Among Gender Stereotypes and Requisite School Administrator Characteristics As Perceived by Principals In The Commonwealth of Virginia," An Unpublished Dissertation, University of Virginia (May 1984), p. 112.

<sup>3</sup>Sandra Lipsitz Bem, Bem Sex-Role Inventory Professional Manual (Consulting Psychologists Press, Inc., 1981), p. 5.

<sup>4</sup>Carter V. Good and Douglas E. Scates, Methods of Research: Educational, Psychological, Sociological (New York: Appleton-Century-Crofts, Inc., 1954), p. 551.

will change. This vital interest in trends as the dynamics of status is in keeping with the general dynamic emphasis or outlook or present thought on research methodology. Although the status-survey study may be made as a matter of ascertaining facts, it is usually (and normally) made against a background of interests, purposes, and established values, so that the facts at once are seized upon by these mental background and employed in larger schemes of thinking or in application to specific problem situations.<sup>5</sup>

The influence of the importance of descriptive research in relation to events was established by Best. He stated the following concerning descriptive research:

It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times descriptive research is concerned with how . . . what exists is related to some preceding event that has influenced or affected a present condition or event.<sup>6</sup>

While descriptive research involves the gathering of data and the describing of prevailing conditions or practices, the process is not completed until the data are organized and analyzed, and significant conclusions are derived. "The discovery of meaning is the focus of the whole process."<sup>7</sup>

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<sup>5</sup> Ibid., p. 551.

<sup>6</sup> John W. Best, Research in Education, Prentice-Hall, Inc. (1970), p. 116.

<sup>7</sup> Ibid., p. 103.

### Instrumentation

A brief description of the instrument and the procedure used to collect the data pertaining to this study follows.

#### Bem Sex-Role Inventory (BSRI)

The Bem Sex-Role Inventory (BSRI) contains sixty personality characteristics. Twenty of the characteristics are stereotypically feminine (e.g., affectionate, gentle, understanding, sensitive to the needs of others) and twenty are stereotypically masculine (e.g., ambitious, self-reliant, independent, assertive). The Bem Sex-Role Inventory (BSRI) also contains twenty characteristics that serve as filler items (e.g., truthful, happy, conceited). When taking the Bem Sex-Role Inventory (BSRI), a person is asked to indicate on a 7-point scale how well each of the 60 characteristics describes himself or herself. The scale ranges from 1 ("Never or almost never true") to 7 ("Always or almost always true").

The Bem Sex-Role Inventory (BSRI) is a unique instrument as four separate classifications can be ascertained:

The BSRI has two features that distinguish it from most masculinity-femininity scales. Most important, the BSRI treats femininity and masculinity as two independent dimensions rather than as two ends of a single dimension, thereby enabling a person to indicate whether she or he is "high" on both

dimensions ("androgynous"), "low" on both dimensions ("undifferentiated"), or "high" on one dimension but "low" on the other (either "feminine" or "masculine").<sup>8</sup>

The inventory consists of sixty adjectives and phrases printed on a single sheet with instructions and space for personal information on the reverse side. The test is labeled simply "Bem Inventory" to reduce the possibility that responses might be influenced by a knowledge of the purpose of the scales. Most subjects can complete the inventory in fifteen minutes or less.

There is research evidence that provides strong validation for the BSRI by supporting the central hypothesis that non-androgynous individuals restrict their behavior in accordance with cultural definitions of desirable behavior for women and men significantly more often than androgynous individuals. (The BSRI's manual contains a bibliography and abstracts of twenty-four such studies.)<sup>9</sup>

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<sup>8</sup>Sandra Lipsitz Bem, Bem Sex-Role Inventory Professional Manual (Consulting Psychologists Press, Inc.: California, 1981), p. 4.

<sup>9</sup>Ibid., pp. 34-35.

Studies by Lippa,<sup>10</sup> Minnigerode,<sup>11</sup> Abrahams, Feldman, and Nash,<sup>12</sup> and Jones, Chernovetz, and Hansson<sup>13</sup> confirmed that sex-typed individuals differentiated more along the dimension of masculinity-femininity than androgynous individuals.

### Procedure

During planning conferences with the Division Superintendent of the selected school system and the Deputy Superintendent, permission to conduct and support this study was granted. During a regularly scheduled principals' meeting, the Deputy Superintendent introduced the general purposes of the survey being conducted and solicited the support of the principals. The Bem Sex-Role Inventory (BSRI) was administered following the Deputy Superintendent's comments.

The scoring of the BSRI resulted in four separate categories: feminine, masculine, androgynous, and undif-

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<sup>10</sup>R. Lippa, "Androgyny, Sex-Typing, and the Perception of Masculinity-Femininity in Handwritings," Journal of Research in Personality 11 (1977) pp. 21-37.

<sup>11</sup>F. A. Minnigerode, "Attitudes Toward Women, Sex-Role Stereotyping, and Locus of Control," Psychological Reports 38 (1976) pp. 1301-1302.

<sup>12</sup>B. Abrahams, S. S. Feldman, and S. C. Nash, "Sex-Role Self Concepts and Sex-Role Attitudes: Enduring Personality Characteristics or Adaptations to Changing Life Situations?" Developmental Psychology 14 (1978) pp. 393-400.

<sup>13</sup>W. H. Jones, M. E. Chernovetz, and R. O. Hansson, "The Enigma of Androgyny: Differential Implications for Males and Females?" Journal of Consulting and Clinical Psychology 46 (1978) pp. 298-313.

ferentiated. These separate categorical listings were provided to the Deputy Superintendent of the school system selected for this study. The Deputy Superintendent is responsible for compiling the composite rating of the principals in this particular school system. However, he does utilize data from other central office administrators whose departments interact with the school principals.

The justification for conducting this study and the implications which could affect both the evaluation and staff development programs were discussed with the Deputy superintendent prior to the beginning of this study. He was interested in the results and agreed to provide a rating (exceptional, average, or weak) of the principals in accordance with their evaluations in six areas: building management, public relations, staff relations, administrative procedures and policy, instructional program, and personal qualities.

All of the names of the individuals were provided to the Deputy Superintendent on one of four listings according to their scoring on the BSRI: masculine, feminine, androgynous, or undifferentiated. The tables returned by the Deputy Superintendent would only provide a total number of individuals who were on the original four listings and individual names would no longer be distinguishable. The



four listings provided the Deputy Superintendent were designated as "A," "B," "C," and "D" with no distinction as to how that particular group scored on the BSRI.

An analysis of the ratings from the evaluations provided the investigator the basis for study. The data collected from the results of the BSRI were transferred to tables for ease in interpretation.

The six components of the formal evaluation procedure clearly supported the strengths that this particular school system encouraged in its administrators. The implications for either training or retraining the school managers, therefore, would be discernible from an analysis of the data.

#### Population for the Study

There were forty-two elementary and seventeen secondary school principals in the school system selected for this study in 1985-86. All of these individuals comprised the population for the study. Of this population, fifteen were female principals and forty-four were male principals.

### Statement of Hypotheses

Six major hypotheses were developed pursuant to the six main research questions. The following hypotheses formed the basis of the study as reported in Chapter 1:

Hypothesis 1: A greater percentage of the female school principals will receive "androgynous" ratings on the Bem Sex-Role Inventory than will male school principals.

Hypothesis 2: A greater percentage of the male school principals will receive "masculine" ratings on the Bem Sex-Role Inventory than will female school principals; a greater percentage of the female school principals will receive "feminine" ratings on the Bem Sex-Role Inventory than will male school principals.

Hypothesis 3: More of the school principals who receive "undifferentiated" ratings on the Bem Sex-Role Inventory will be males.

Hypothesis 4: The school system's evaluator will rate the "masculine" school principals higher in building management and administrative procedures and policy than those who are "feminine" or "undifferentiated."

Hypothesis 5: The school system's evaluator will rate the "feminine" school principals higher in public

relations, staff relations, and personal qualities than those who are "masculine" or "undifferentiated."

Hypothesis 6: The school system's evaluator will rate the "androgynous" school principals higher in building management, administrative procedures and policy, public relations, staff relations, personal qualities, and instructional program than those who are "masculine," "undifferentiated," or "feminine."

#### Summary of Methodology

This study examined the relationship between masculine, feminine, or androgynous qualities and performance ratings of fifty-nine school administrators in the public school system selected for this study. Data were collected using the Bem Sex-Role Inventory (BSRI) and evaluation ratings by the system's Deputy Superintendent.

The focus of this chapter was on the materials, methods, and procedures used to investigate the relationship between masculine, feminine, or androgynous qualities and performance ratings of school administrators. The results obtained in the analyses of this relationship and further discussion of the six hypotheses are reported in Chapter 4.

## Chapter 4

### PRESENTATION AND ANALYSES OF DATA

The purpose of this chapter was to present analyses of the data collected during this study. This chapter is divided into two sections. In the first section, the results of the BSRI administered to the school principals are presented in various ways. Section two of this chapter includes an analysis of the data.

#### Measurement Instrument

The Bem Inventory<sup>1</sup> was administered to forty-two elementary and seventeen secondary school principals during a regularly scheduled meeting at the school system's administration building. The Bem Inventory is designed to implement empirical research on psychological androgyny. It contains sixty personality characteristics printed on a single sheet with instructions and space for personal

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<sup>1</sup>Sandra L. Bem, Bem Inventory (Consulting Psychologists Press, Inc.: Palo Alto, California, 1978).

information about the subject on the reverse side. The Bem Sex-Role Inventory (BSRI) is labeled simply "Bem Inventory" to reduce the possibility that responses might be influenced by a knowledge of the purposes of the scales.

The subjects' ratings of the sixty characteristics follow a Likert-type scale, with a graded response to each word or phrase. The ratings are made according to a 7-point scale, ranging from 1 (never or almost never true) to 7 (always or almost always true) with a neutral rating of 4 (occasionally true). The placement of adjectives on the BSRI is as follows:

1) The first adjective and every third one thereafter was masculine.

2) The second adjective and every third one thereafter was feminine.

3) The third adjective and every third one thereafter was filler.<sup>2</sup>

Scoring the BSRI was facilitated by the use of a scoring guide which allowed only the feminine or masculine ratings to be visible at one time. The first step was the calculation of each subject's femininity ("a") and masculinity ("b") scores which were the averages of the subject's ratings of the feminine and masculine adjectives on the BSRI.

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<sup>2</sup>Sandra L. Bem, Bem Sex-Role Inventory Professional Manual (Consulting Psychologists Press, Inc.: Palo Alto, California, 1981) p. 5.

Standard scores (SS) were derived for each of the femininity and masculinity raw scores from a table provided in the BSRI manual.<sup>3</sup> A difference score was obtained by subtracting the "b" SS from the "a" SS retaining a plus (+) sign for positive and a minus (-) sign for negative. High scores in either direction indicated a tendency to be strongly sex-typed (or sex-reversed), positive scores indicated femininity, and negative scores indicated masculinity. The T-score for the femininity minus masculinity difference was derived from a table provided in the BSRI manual.

The classification of the subject as feminine, masculine, androgynous, or undifferentiated was determined on the basis of a median split. Bem recommended that investigators either use the median raw scores of the normative sample or the median raw scores from their own subjects. Bem's medians based on the normative data on Stanford University students (sexes combined), were as follows:<sup>4</sup>

Femininity RS	4.90
Masculinity RS	4.95

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<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 7.

The investigator elected to utilize the medians of the subjects from this study as the raw score medians were higher than those derived in Bem's normative sample. This study's medians based on the data on school principals of one particular school system were as follows:

Femininity RS	4.95
Masculinity RS	5.63

The classification was determined by the following:

		MASCULINITY SCORE	
		Below Median	Above Median
FEMININITY SCORE	Below Median	<b>UNDIFFERENTIATED</b> (low-low)	<b>MASCULINE</b> (low fem-high masc)
	Above Median	<b>FEMININE</b> (High fem-low masc)	<b>ANDROGYNOUS</b> (high-high)

The raw data are reported in Table 1 for the secondary school principals and in Table 2 for the elementary school principals. Tables 3, 4, and 5 detail the results from the administration of the BSRI for secondary, elementary, and the combined total of school principals.

Four lists were given to the Deputy Superintendent (A, B, C, D) with a table attached to each list. The Deputy Superintendent rated the individuals in accordance with the formal evaluation most recently administered.

Table 1  
BSRI RESULTS

Subject	Fem RS	Mas RS	SS diff T-Score	** Classification (F, M, A, U)
* SP1	5.45	5.75	49	A
SP2	4.40	6.30	32	M
SP3	4.85	4.75	53	U
SP4	5.45	5.25	55	F
SP5	5.16	5.36	50	F
SP6	5.60	6.25	46	A
SP7	5.50	5.40	53	F
SP8	5.70	5.95	50	A
SP9	3.55	5.45	31	U
SP10	4.60	5.80	39	M
SP11	4.65	6.40	34	M
SP12	4.52	5.63	39	M
SP13	4.80	6.55	34	M
SP14	5.00	5.85	43	A
SP15	5.35	5.60	49	F
SP16	5.40	4.85	57	F
SP17	4.20	5.80	41	M
* Secondary				** F - Feminine
School				M - Masculine
Principal				A - Androgynous
				U - Undifferentiated



Table 2  
BSRI RESULTS

Subject	Fem RS	Mas RS	SS diff T-Score	** Classification (F, M, A, U)
* EP1	4.70	4.75	51	U
EP2	5.45	6.15	45	A
EP3	4.35	4.95	45	U
EP4	4.75	5.40	45	U
EP5	4.95	5.45	47	F
EP6	4.95	6.25	39	F
EP7	4.55	5.40	42	U
EP8	5.05	5.95	43	A
EP9	4.75	5.80	41	M
EP10	4.90	5.35	47	U
EP11	4.05	5.80	33	M
EP12	4.75	6.00	39	U
EP13	6.10	4.35	71	F
EP14	4.10	5.50	41	U
EP15	5.95	6.05	52	A
EP16	5.00	5.40	47	F
EP17	6.10	5.65	57	A
EP18	4.65	5.95	38	M
EP19	5.60	6.05	48	A
EP20	5.55	6.10	47	A
EP21	4.50	4.85	47	U
EP22	5.55	4.90	59	F
EP23	5.60	5.30	55	F

Table 2 (continued)

Subject	Fem RS	Mas RS	SS diff T-Score	** Classification (F, M, A, U)
*EP24	5.05	5.50	47	F
EP25	4.75	5.35	45	U
EP26	3.85	6.60	23	M
EP27	4.15	5.50	37	U
EP28	6.00	5.63	56	A
EP29	4.15	5.30	39	U
EP30	5.40	4.80	58	F
EP31	4.95	4.80	53	F
EP32	4.65	5.70	41	M
EP33	5.10	5.80	45	A
EP34	4.25	6.05	33	M
EP35	5.10	5.95	43	A
EP36	4.70	5.75	41	M
EP37	4.40	5.45	41	U
EP38	5.30	5.10	54	F
EP39	5.15	5.15	52	F
EP40	4.95	6.95	32	A
EP41	5.25	6.50	39	A
EP42	5.10	5.25	31	F
*Elementary School Principal			** F - Feminine M - Masculine A - Androgynous U - Undifferentiated	

Table 3

## BSRI RESULTS - SECONDARY PRINCIPALS

<u>Sex</u>	
Females	(N=1)
Males	(N=16)
<hr/>	
<u>Range of Femininity Scores</u>	3.55 - 5.70
(N=17) Median	- 5.00
Mean	- 4.95
<hr/>	
<u>Range of Masculinity Scores</u>	4.75 - 6.55
(N=17) Median	- 5.75
Mean	- 5.70
<hr/>	
<u>F - Minus - M</u>	
(N=17) Range of SS diff	31 - 57
Median	- 46
Mean	- 45
<hr/>	

CLASSIFICATION	NUMBER
FEMININE	5
MASCULINE	6
ANDROGYNOUS	4
UNDIFFERENTIATED	2
N =	17

Table 4  
BSRI RESULTS - ELEMENTARY PRINCIPALS

<u>Sex</u>	
Females	(N=14)
Males	(N=16)
<hr/>	
<u>Range of Femininity Scores</u>	3.85 - 6.10
(N=42)	Median - 4.95
	Mean - 4.96
<hr/>	
<u>Range of Masculinity Scores</u>	4.35 - 6.95
(N=42)	Median - 5.50
	Mean - 5.72
<hr/>	
<u>F - Minus - M</u>	
(N=42)	Range of SS diff 23 - 71
	Median - 45.0
	Mean - 44.7
<hr/>	

CLASSIFICATION	Total Number	Females	Males
FEMININE	12	5	7
MASCULINE	7	1	6
ANDROGYNOUS	11	5	6
UNDIFFERENTIATED	12	3	9
	<hr/>	<hr/>	<hr/>
N =	42	14	28

Table 5  
BSRI RESULTS - COMBINED ELEMENTARY  
AND SECONDARY PRINCIPALS

<u>Sex</u>	
Females	(N=15)
Males	(N=44)
<hr/>	
<u>Range of Femininity Scores</u>	3.55 - 6.10
(N=59)	Median - 4.95
	Mean - 4.95
<hr/>	
<u>Range of Masculinity Scores</u>	4.35 - 6.95
(N=59)	Median - 5.63
	Mean - 5.71
<hr/>	
<u>F - Minus - M</u>	
(N=59)	Range of SS diff 23 - 71
	Median - 45.0
	Mean - 44.9
<hr/>	

CLASSIFICATION	Total Number	Elementary	Secondary
FEMININE	17	12	5
MASCULINE	13	7	6
ANDROGYNOUS	15	11	4
UNDIFFERENTIATED	14	12	2
N =	<u>59</u>	<u>42</u>	<u>17</u>

The completed tables returned by the Deputy Superintendent are shown in Table 6 (14 individuals), Table 7 (15 individuals), Table 8 (17 individuals), and Table 9 (13 individuals). The formal evaluations of List A are summarized in Table 6, List B - Table 7, List C - Table 8, and List D - Table 9.

The four lists provided the Deputy Superintendent in no way distinguished the classification for that particular list.

Table 6

List A

Number of Individuals

14

In accordance with the formal evaluations most recently administered, these individuals rated as follows:

	EXCEPTIONAL	AVERAGE	WEAK
I. Building Management	5	8	1
II. Public Relations	3	11	0
III. Staff Relations	3	11	0
IV. Administrative Procedures and Policy	1	13	0
V. Instructional Program	4	9	1
VI. Personal Qualities	8	5	1

Table 7

List B

Number of Individuals

15

In accordance with the formal evaluations most recently administered, these individuals rated as follows:

	EXCEPTIONAL	AVERAGE	WEAK
I. Building Management	7	8	0
II. Public Relations	5	8	2
III. Staff Relations	5	8	2
IV. Administrative Procedures and Policy	3	11	1
V. Instructional Program	5	8	2
VI. Personal Qualities	10	4	1



Table 8

## List C

Number of Individuals

17

In accordance with the formal evaluations most recently administered, these individuals rated as follows:

	EXCEPTIONAL	AVERAGE	WEAK
I. Building Management	3	14	0
II. Public Relations	9	8	0
III. Staff Relations	6	11	0
IV. Administrative Procedures and Policy	1	14	2
V. Instructional Program	10	6	1
VI. Personal Qualities	16	1	0

Table 9

List D

Number of Individuals

13

In accordance with the formal evaluations most recently administered, these individuals rated as follows:

	EXCEPTIONAL	AVERAGE	WEAK
I. Building Management	6	7	0
II. Public Relations	3	10	0
III. Staff Relations	2	11	0
IV. Administrative Procedures and Policy	4	9	0
V. Instructional Program	6	7	0
VI. Personal Qualities	11	2	0

Table 10 depicts the listing of indicators for the six areas of formal evaluation utilized by the school system selected for this study. Those six areas are: building management, public relations, staff relations, administrative procedures and policy, instructional program, and personal qualities. Each of the six areas had a number of indicators determining the rating from excellent to weak.

Table 10  
A Listing of Indicators  
for the Six Areas of Formal Evaluation

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BUILDING MANAGEMENT

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1. Maintains a building that is clean, neat, and attractive; i.e., no trash in halls, restrooms, etc.
  2. Makes efficient use of available space and facilities
  3. Schedules and monitors activities of custodial staff
  4. Maintains a neat, attractive office. Office area is not in state of general disarray
  5. Reports needed repairs to the proper department so that prompt corrective action can be taken
- 
- 

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PUBLIC RELATIONS

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1. Insures that office personnel are friendly, polite, and helpful
  2. Insures that office personnel exhibit courteous and efficient telephone manners
  3. Is readily available to patrons, teachers, and students
- 
-

Table 10 (continued)

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**PUBLIC RELATIONS**

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- 
- |    |                                      |
|----|--------------------------------------|
| 4. | Works cooperatively with a PTA group |
|----|--------------------------------------|
- 
- |    |   |
|----|---|
| 5. | Is tactful, prompt, and courteous in dealing with patrons |
|----|---|
- 
- |    |   |
|----|---|
| 6. | Effectively handles complaints from patrons, students, and teachers |
|----|---|
- 

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**STAFF RELATIONS**

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- 
- |    |   |
|----|---|
| 1. | Shares credit for success with subordinates |
|----|---|
- 
- |    |   |
|----|---|
| 2. | Has provided opportunities for staff development in-service programs, supervisor assistance, and use of consultants |
|----|---|
- 
- |    |  |
|----|--|
| 3. | Has a thorough knowledge of the school staff and individual strengths and weaknesses |
|----|--|
- 
- |    |  |
|----|--|
| 4. | Evaluates staff performance and works effectively toward improvement of staff weaknesses |
|----|--|
- 
- |    |  |
|----|--|
| 5. | Promptly relays administrative messages to staff |
|----|--|
- 
- |    |  |
|----|--|
| 6. | Fosters among all staff members (custodial, clerical, instructional, cafeteria, and transportation) supportive roles in the successful operation of the school |
|----|--|
-

Table 10 (continued)

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ADMINISTRATIVE PROCEDURES AND POLICY	
1.	Submits required reports on time
2.	Submits reports that are accurate
3.	Maintains accurate financial records
4.	Has developed an efficient and workable annual school plan
5.	Has developed and kept up-to-date a school handbook
6.	Participates in division-wide activities
7.	Is familiar with School Board policies and enforces them
8.	Makes efficient use of available funds in purchasing supplies and equipment
9.	Is present in building at specified times
10.	Makes provisions for substitutes
11.	Makes efficient use of school division supportive personnel and resources
12.	Provides orientation for new staff members, students, and substitutes
13.	Maintains an accurate record system

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Table 10 (continued)

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**ADMINISTRATIVE PROCEDURES AND POLICY**

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- 
- |     |                                    |
|-----|------------------------------------|
| 14. | Instills discipline among students |
|-----|------------------------------------|
- 
- |     |   |
|-----|---|
| 15. | Consults and cooperates with central administrative staff in handling of special situations |
|-----|---|
- 
- |     |  |
|-----|--|
| 16. | Maintains, publicizes, and adheres to an annual calendar of activities |
|-----|--|
- 

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**INSTRUCTIONAL PROGRAM**

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- 
- |    |   |
|----|---|
| 1. | Schedules time for observation of instructional program |
|----|---|
- 
- |    |  |
|----|--|
| 2. | Is aware of classroom activities and the general instructional program |
|----|--|
- 
- |    |  |
|----|--|
| 3. | Makes effective use of available instructional materials |
|----|--|
- 
- |    |                                       |
|----|---------------------------------------|
| 4. | Develops and monitors staff schedules |
|----|---------------------------------------|
- 
- |    |   |
|----|---|
| 5. | Has planned and implemented a systematic method for supervising the instructional program |
|----|---|
- 
- |    |   |
|----|---|
| 6. | Keeps abreast of current instructional trends at the national, state, and local level |
|----|---|
- 
- |    |   |
|----|---|
| 7. | Is familiar with and supportive of the school division's special instructional programs |
|----|---|
-

Table 10 (continued)

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**PERSONAL QUALITIES**

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- |    |  |
|----|--|
| 1. | Accepts constructive criticism   |
| 2. | Is willing to accept responsibility and make decisions   |
| 3. | Is receptive to new ideas  |
| 4. | Is professional and discreet in discussing school business and personnel   |
| 5. | Demonstrates emotional and mental maturity   |
| 6. | Maintains rapport with fellow educators  |
| 7. | Continues professional growth through advanced study, professional membership, and attendance at appropriate conferences |
| 8. | Is willing to give service where needed  |
| 9. | Is fair-minded in decision-making and dealings with individuals  |
-



### Statistical Analyses

There were three purposes for this study. The first purpose was to examine the behavior of a specific group of educational leaders. The second purpose was to determine the presence of masculine, feminine, and androgynous qualities. The third purpose was to relate the specific qualities to a rating on the most recent evaluation of performance. The analyses and findings relative to the research questions are presented in the order in which they were stated in Chapter 1 and Chapter 3.

### Females and Androgyny

In reviewing the literature it was found that women in management roles would more easily be able to achieve androgynous classifications. The fact that a female achieved a leadership position within a male-dominated world, supported the possession of some "masculine" characteristics.

Robinson stated specifically that in one instance women could achieve androgyny easier:

. . . black women are the original feminists and embody the essence of psychological androgyny, displaying characteristics of self-reliance, independence, assertiveness, and strength.<sup>5</sup>

Webb concluded from her study of 229 female school administrators that 45.8% of the white women and 62.9% of the black women were androgynous. Her data further indicated that when descriptions of an effective school administrator were classified into sex-role categories, results showed that the majority of women administrators, black and white, perceived an effective administrator as masculine.<sup>6</sup>

Sargent discussed the "androgynous person who possesses both feminine spontaneity and nurturance and masculine independence."<sup>7</sup> Bem's work supported the contention that "androgynous individuals of both sexes were high in both independence and nurturance."<sup>8</sup>

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<sup>5</sup>Christine R. Robinson, "Black Women: A Tradition of Self-Reliant Strength," Women and Therapy (Summer-Fall, 1983) pp. 135-144.

<sup>6</sup>Hattie Driver Webb, "A Study of the Relationship Between Sex-Role Identification and Characteristics Attributed to an Effective Administrator Among Black and White Women School Administrators," (Unpublished Ed.D. dissertation, The College of William and Mary, 1984) p. 69.

<sup>7</sup>Alice G. Sargent, Beyond Sex Roles (West Publishing Company: New York, 1985) p. 147.

<sup>8</sup>Sandra L. Bem, Bem Sex-Role Inventory Professional Manual (Consulting Psychologists Press, Inc.: Palo Alto, California, 1981) p. 16.

The hypothesis developed in response to the research question was stated as follows:

Hypothesis 1. A greater percentage of the female school principals will receive "androgynous" ratings on the Bem Sex-Role Inventory than will male school principals.

List B was those principals who received a classification of "Androgynous" on the BSRI. Of the fifteen principals on List B, six were females. Based on a total of 15 women and 44 men school principals, 20.5% of the men and 40% of the women received "androgynous" ratings on the Bem Sex-Role Inventory (See Table 11).

Table 11

ANDROGYNOUS RATINGS ON THE BEM SEX-ROLE INVENTORY

LIST B	n	Pct
Males * (44)	9	20.5%
Females * (15)	6	40%
* Total (59)	15	

Hypothesis 1, that a greater percentage of the female school principals will receive "androgynous" ratings on the Bem Sex-Role Inventory than will male school principals, was accepted.

### Gender and Classifications

Research provided strong validation for the BSRI by supporting the contention that non-androgynous individuals restricted their behavior in accordance with cultural definitions of desirable behavior for women and men significantly more often than androgynous individuals.

Sex-typed individuals have a greater readiness than non-sex-typed individuals to engage in gender-based schematic processing. That is, they have a greater readiness to process information (including information about the self) on the basis of the sex-linked associations that constitute the society's gender schema. In addition to providing support for gender schema theory, these data also provide further empirical evidence for the validity of the BSRI by demonstrating that sex-typed and non-sex-typed individuals differ on theoretically derived cognitive measures as well as on behavioral measures.<sup>9</sup>

The hypothesis developed in response to the research question was stated as follows:

Hypothesis 2. A greater percentage of the male school principals will receive "masculine" ratings on the Bem Sex-Role Inventory than will female school principals; a greater percentage of the female school principals will receive "feminine" ratings on the Bem Sex-Role Inventory than will male school principals.

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<sup>9</sup>Ibid., p. 16.

List D was those principals who received a classification of "masculine" on the BSRI. Of the thirteen principals on List D, twelve were males. Based on a total of 15 women and 44 men school principals, 27.3% of the men and 6.6% of the women received "masculine" ratings on the BSRI (See Table 12).

Table 12  
MASCULINE RATINGS ON THE BEM SEX-ROLE INVENTORY

LIST D	n	Pct
Males * (44)	12	27.3%
Females * (15)	1	6.6%
* Total (59)	13	

The hypothesis that a greater percentage of the male school principals will receive "masculine" ratings on the Bem Sex-Role Inventory than will female school principals was accepted.

List C was those principals who received a classification of "feminine" on the BSRI. Of the 17 principals on List C, five were females. Based on a total of 15 women and 44 men school principals, 33.3% of the women and 27.3% of the men received "feminine" ratings on the BSRI (See Table 13).

Table 13  
FEMININE RATINGS ON THE BEM SEX-ROLE INVENTORY

LIST C	n	Pct
Males * (44)	12	27.3%
Females * (15)	5	33.3%
	—	
* Total (59)	17	

Hypothesis 2 that a greater percentage of the female school principals will receive "feminine" ratings on the Bem Sex-Role Inventory than will male school principals was accepted.

The hypothesis developed in response to the research question was stated as follows:

Hypothesis 3. More of the school principals who receive "undifferentiated" ratings on the Bem Sex-Role Inventory will be males.

List A was those principals who received a classification of "undifferentiated" on the BSRI. Of the 14 principals on List A, eleven were males. Based on a total of 15 women and 44 men school principals, 20% of the women and 25% of the men received "undifferentiated" ratings on the BSRI (See Table 14).

Table 14

## UNDIFFERENTIATED RATINGS ON THE BEM SEX-ROLE INVENTORY

LIST A	n	Pct
Males * (44)	11	25%
Females * (15)	3	20%
	—	
* Total (59)	14	

Hypothesis 3 that more of the school principals who receive "undifferentiated" ratings on the Bem Sex-Role Inventory will be males was accepted.

"Masculine" Evaluation Ratings

According to the results from research studies, "masculine" qualities would be more effective in certain aspects of a manager's role; such as, those duties considered "task-oriented."

The hypothesis developed in response to the research question was stated as follows:

Hypothesis 4. The school system's evaluator will rate the "masculine" school principals higher in building management and administrative procedures and policy than those who are "feminine" or "undifferentiated."

List D had 13 principals who rated a classification of "masculine" on the BSRI; List C had 17 principals who rated a classification of "feminine" on the BSRI; List A had 14 principals who rated a classification of "undifferentiated" on the BSRI.

The results from the school system's evaluator were reported in Table 9 (List D), Table 8 (List C), and Table 6 (List A): (See Table 15 and Table 16).

Table 15

## BUILDING MANAGEMENT

		EXCEPTIONAL	AVERAGE	WEAK
"MASCULINE" LIST D	13 =	6 46.1%	7 53.9%	0
"FEMININE" LIST C	17 =	3 17.6%	14 82.4%	0
"UNDIFFERENTIATED" LIST A	14 =	5 35.7%	8 57.1%	1 7.2%

Table 16

## ADMINISTRATIVE PROCEDURES AND POLICY

		EXCEPTIONAL	AVERAGE	WEAK
"MASCULINE" LIST D	13 =	4 30.8%	9 69.2%	0
"FEMININE" LIST C	17 =	1 5.9%	14 82.3%	2 11.8%
"UNDIFFERENTIATED" LIST A	14 =	1 7.2%	13 92.8%	0



Hypothesis 4 that the school system's evaluator will rate the "masculine" school principals higher in building management and administrative procedures and policy than those who are "feminine" or "undifferentiated" was accepted.

### "Feminine" Evaluation Ratings

According to the results from research studies, "feminine" qualities would be more effective in certain aspects of a manager's role. The hypothesis developed in response to the research question was stated as follows:

Hypothesis 5. The school system's evaluator will rate the "feminine" school principals higher in public relations, staff relations, and personal qualities than those who are "masculine" or "undifferentiated."

List C had 17 principals who rated a classification of "feminine" on the BSRI; List D had 13 principals who rated a classification of "masculine" on the BSRI; List A had 14 principals who rated a classification of "undifferentiated" on the BSRI.

The results from the school system's evaluator were reported in Table 8 (List C), Table 9 (List D), and Table 6 (List A): (See Table 17, Table 18, and Table 19).

Table 17

#### PUBLIC RELATIONS

		EXCEPTIONAL	AVERAGE	WEAK
"FEMININE" LIST C	17 =	9 52.9%	8 47.1%	0
"MASCULINE" LIST D	13 =	3 23%	10 77%	0
"UNDIFFERENTIATED" LIST A	14 =	3 21.4%	11 78.6%	0

Table 18  
STAFF RELATIONS

		EXCEPTIONAL	AVERAGE	WEAK
"FEMININE"	17 =	6	11	0
LIST C		35.3%	64.7%	
"MASCULINE"	13 =	2	11	0
LIST D		15.4%	84.6%	
"UNDIFFERENTIATED"	14 =	3	11	0
LIST A		21.4%	78.6%	

Table 19  
PERSONAL QUALITIES

		EXCEPTIONAL	AVERAGE	WEAK
"FEMININE"	17 =	16	1	0
LIST C		94.1%	5.9%	
"MASCULINE"	13 =	11	2	0
LIST D		84.6%	15.4%	
"UNDIFFERENTIATED"	14 =	8	5	1
LIST A		57.1%	35.8%	7.1%

Hypothesis 5 that the school system's evaluator will rate the "feminine" school principals higher in public relations, staff relations, and personal qualities than those who are "masculine" or "undifferentiated" was accepted.

### "Androgynous" Evaluation Ratings

According to many theorists from research studies previously discussed, "androgynous" qualities would be most effective for a manager. The hypothesis developed in response to the research question was stated as follows:

Hypothesis 6. The school system's evaluator will rate the "androgynous" school principals higher in building management, administrative procedures and policy, public relations, staff relations, personal qualities, and instructional program than those who are "masculine," "undifferentiated," or "feminine."

List B had fifteen principals who rated a classification of "androgynous" on the BSRI; List D had thirteen principals who rated a classification of "masculine" on the BSRI; List A had fourteen principals who rated a classification of "undifferentiated" on the BSRI; List C had seventeen principals who rated a classification of "feminine" on the BSRI.

The results from the school system's evaluator were reported in Table 7 (List B), Table 9 (List D), Table 6 (List A), and Table 8 (List C): (See Tables 20-25).

Table 20  
BUILDING MANAGEMENT

		EXCEPTIONAL	AVERAGE	WEAK
"ANDROGYNOUS" LIST B	15 =	7 46.6%	8 53.4%	0
"MASCULINE" LIST D	13 =	6 46.1%	7 53.9%	0
"UNDIFFERENTIATED" LIST A	14 =	5 35.7%	8 57.1%	1 7.2%
"FEMININE" LIST C	17 =	3 17.6%	14 82.4%	0

Table 21

## ADMINISTRATIVE PROCEDURES AND POLICY

		EXCEPTIONAL	AVERAGE	WEAK
"ANDROGYNOUS" LIST B	15 =	3 20%	11 73.3%	1 6.7%
"MASCULINE" LIST D	13 =	4 30.8%	9 69.2%	0
"UNDIFFERENTIATED" LIST A	14 =	1 7.2%	13 92.8%	0
"FEMININE" LIST C	17 =	1 5.9%	14 82.3%	2 11.8%

Table 22

## PUBLIC RELATIONS

		EXCEPTIONAL	AVERAGE	WEAK
"ANDROGYNOUS" LIST B	15 =	5 33.3%	8 53.3%	2 13.4%
"MASCULINE" LIST D	13 =	3 23%	10 77%	0
"UNDIFFERENTIATED" LIST A	14 =	3 21.4%	11 78.6%	0
"FEMININE" LIST C	17 =	9 52.9%	8 47.1%	0

Table 23  
STAFF RELATIONS

		EXCEPTIONAL	AVERAGE	WEAK
"ANDROGYNOUS" LIST B	15 =	5 33.3%	8 53.3%	2 13.4%
"MASCULINE" LIST D	13 =	2 15.4%	11 84.6%	0
"UNDIFFERENTIATED" LIST A	14 =	3 21.4%	11 78.6%	0
"FEMININE" LIST C	17 =	6 35.3%	11 64.7%	0

Table 24  
PERSONAL QUALITIES

		EXCEPTIONAL	AVERAGE	WEAK
"ANDROGYNOUS" LIST B	15 =	10 66.6%	4 26.7%	1 6.7%
"MASCULINE" LIST D	13 =	11 84.6%	2 15.4%	0
"UNDIFFERENTIATED" LIST A	14 =	8 57.1%	5 35.8%	1 7.1%
"FEMININE" LIST C	17 =	16 94.1%	1 5.9%	0

Table 25  
INSTRUCTIONAL PROGRAM

		EXCEPTIONAL	AVERAGE	WEAK
"ANDROGYNOUS" LIST B	15 =	5 33.3%	8 53.3%	2 13.4%
"MASCULINE" LIST D	13 =	6 46.2%	7 53.8%	0
"UNDIFFERENTIATED" LIST A	14 =	4 28.5%	9 64.3%	1 7.2%
"FEMININE" LIST C	17 =	10 58.8%	6 35.3%	1 5.9%

While "androgynous" principals were rated highest in building management, they were rated second to "masculine" principals in administrative procedures and policy, second to "feminine" principals in public relations and staff relations, third to "feminine" and "masculine" principals in personal qualities and instructional program.

Hypothesis 6 that the school system's evaluator will rate the "androgynous" school principals higher in building management, administrative procedures and policy, public relations, staff relations, personal qualities, and instructional program than those who are "masculine," "undifferentiated," or "feminine" was rejected.



### Other Analysis

The lists given to the Deputy Superintendent for evaluation ratings may be reviewed in accordance with the BSRI classifications: "Feminine" - Table 27, "Masculine" - Table 28, "Androgynous" - Table 29, and "Undifferentiated" - Table 30.

A comparison of the evaluation ratings of the four types of styles on the BSRI is presented in Table 31. The evaluation ratings of the Deputy Superintendent for the six categories were as follows:

Table 26  
EVALUATION RATINGS

	EXCEPTIONAL	AVERAGE	WEAK
BUILDING MANAGEMENT	21	37	1
PUBLIC RELATIONS	20	37	2
STAFF RELATIONS	16	41	2
ADMINISTRATIVE PROCEDURES AND POLICY	9	47	3
INSTRUCTIONAL PROGRAM	25	30	4
PERSONAL QUALITIES	45	12	2

Table 27

AN ANALYSIS OF THE SCHOOL PRINCIPALS  
WHO WERE DETERMINED "FEMININE" ON THE BSRI

Number of Individuals

17

In accordance with the formal evaluations most recently administered, these individuals rated as follows:

	EXCEPTIONAL	AVERAGE	WEAK
I. Building Management	3	14	0
II. Public Relations	9	8	0
III. Staff Relations	6	11	0
IV. Administrative Procedures and Policy	1	14	2
V. Instructional Program	10	6	1
VI. Personal Qualities	16	1	0
$17 \times 6 = 102$			
TOTALS	45	54	3
	EXCEPTIONAL	AVERAGE	WEAK

= 102

\* Table 8 (List C)

Table 28

AN ANALYSIS OF THE SCHOOL PRINCIPALS  
WHO WERE DETERMINED "MASCULINE" ON THE BSRI

Number of Individuals

13

In accordance with the formal evaluations most recently administered, these individuals rated as follows:

	EXCEPTIONAL	AVERAGE	WEAK
I. Building Management	6	7	0
II. Public Relations	3	10	0
III. Staff Relations	2	11	0
IV. Administrative Procedures and Policy	4	9	0
V. Instructional Program	6	7	0
VI. Personal Qualities	11	2	0

$$13 \times 6 = 78$$

TOTALS	32	46	0	= 78
	EXCEPTIONAL	AVERAGE	WEAK	

\*Table 9 (List D)

Table 29

AN ANALYSIS OF THE SCHOOL PRINCIPALS  
WHO WERE DETERMINED "ANDROGYNOUS" ON THE BSRI

Number of Individuals

15

In accordance with the formal evaluations most recently administered, these individuals rated as follows:

	EXCEPTIONAL	AVERAGE	WEAK
I. Building Management	7	8	0
II. Public Relations	5	8	2
III. Staff Relations	5	8	2
IV. Administrative Procedures and Policy	3	11	1
V. Instructional Program	5	8	2
VI. Personal Qualities	10	4	1
15 x 6 = 90			
TOTALS	35	47	8
	EXCEPTIONAL	AVERAGE	WEAK

= 90

\* Table 7 (List B)

Table 30

AN ANALYSIS OF THE SCHOOL PRINCIPALS  
WHO WERE DETERMINED "UNDIFFERENTIATED" ON THE BSRI

Number of Individuals

14

In accordance with the formal evaluations most recently administered, these individuals rated as follows:

	EXCEPTIONAL	AVERAGE	WEAK
I. Building Management	5	8	1
II. Public Relations	3	11	0
III. Staff Relations	3	11	0
IV. Administrative Procedures and Policy	1	13	0
V. Instructional Program	4	9	1
VI. Personal Qualities	8	5	1

$$14 \times 6 = 84$$

TOTALS

24	57	3
EXCEPTIONAL	AVERAGE	WEAK

= 84

\*Table 6 (List A)

Table 31

A COMPARISON OF THE EVALUATION RATINGS  
OF THE FOUR TYPES OF STYLES ON THE BSRI

TYPE OF STYLE	Building Management			Public Relations			Staff Relations			Administrative Procedures and Policy			Instructional Program			Personal Qualities			Total Number of Individuals
	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W	E	A	W	
FEMININE	3	14	0	9	8	0	6	11	0	1	14	2	10	6	1	16	1	0	17
MASCULINE	6	7	0	3	10	0	2	11	0	4	9	0	6	7	0	11	2	0	13
ANDROGYNOUS	7	8	0	5	8	2	5	8	2	3	11	1	5	8	2	10	4	1	15
UNDIFFERENTIATED	5	8	1	3	11	0	3	11	0	1	13	0	4	9	1	8	5	1	14
Total Number of Individuals	21	37	1	20	37	2	16	41	2	9	47	3	25	30	4	45	12	2	59

E-Exceptional

A-Average

W-Weak

In considering the evaluator's particular philosophy of rating individuals, it was concluded that in two of the six areas a proportionate difference was evident. Administrative procedures and policy and personal qualities were the two areas that the Deputy Superintendent's ratings differed.

Table 32  
COMPARISON OF TWO CATEGORIES

	EXCEPTIONAL	AVERAGE	WEAK
ADMINISTRATIVE PROCEDURES AND POLICY	9	47	3
PERSONAL QUALITIES	45	12	2

The indicators considered in the evaluation are listed in Table 10. Administrative procedures and policy contained 16 different indicators and personal qualities contained 9. Further study of this particular evaluation instrument would also produce substantiating conclusions. The 9 indicators in the personal qualities area were generally subjective whereas the 16 in the administrative procedures and policy area were generally objective.

An analysis of each of the areas rated by the Deputy Superintendent are provided in Table 33 (Exceptional), Table 34 (Average), and Table 35 (Weak). Those principals who were rated as "Weak" (See Table 35), were primarily androgynous in five of the six areas. To preserve the confidentiality of the evaluation procedure, no conclusions were drawn.

Table 33

AN ANALYSIS OF THE PRINCIPALS  
WHO WERE RATED AS "EXCEPTIONAL"

COMPONENT ON EVALUATION FORM	TYPE OF STYLE				Total Number of Individuals
	Feminine	Masculine	Androgynous	Undifferentiated	
Building Management	3	6	7	5	21
Public Relations	9	3	5	3	20
Staff Relations	6	2	5	3	16
Administrative Procedures and Policy	1	4	3	1	9
Instructional Program	10	6	5	4	25
Personal Qualities	16	11	10	8	45



Table 34

AN ANALYSIS OF THE PRINCIPALS  
WHO WERE RATED AS "AVERAGE"

COMPONENT ON EVALUATION FORM	TYPE OF STYLE				Total Number of Individuals
	Feminine	Masculine	Androgynous	Undifferentiated	
Building Management	14	7	8	8	37
Public Relations	8	10	8	11	37
Staff Relations	11	11	8	11	41
Administrative Procedures and Policy	14	9	11	13	47
Instructional Program	6	7	8	9	30
Personal Qualities	1	2	4	5	12

Table 35

AN ANALYSIS OF THE PRINCIPALS  
WHO WERE RATED AS "WEAK"

COMPONENT ON EVALUATION FORM	TYPE OF STYLE				Total Number of Individuals
	Feminine	Masculine	Androgynous	Undifferentiated	
Building Management	0	0	0	1	1
Public Relations	0	0	2	0	2
Staff Relations	0	0	2	0	2
Administrative Procedures and Policy	2	0	1	0	3
Instructional Program	1	0	2	1	4
Personal Qualities	0	0	1	1	2

### Summary

In this chapter, the findings of the study were reported based on the original hypotheses which were concerned with differences between the BSRI classifications and evaluation ratings of school administrators in one specific school system. The focus was on the results obtained from statistical analysis of the data. The results formed the basis for conclusions and recommendations relating to differences between sex-role classifications and performance of duties as demonstrated by the formal evaluation procedure. A discussion of the results is found in Chapter 5.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to summarize the findings, to state conclusions from the findings, and to make recommendations for further study.

The purpose of this study was to examine the behavior of a specific group of educational leaders, to determine the presence of masculine, feminine, and androgynous qualities, and to relate these specific qualities to their performance ratings.

A review of current research and literature supported the sex-role stereotyping and socialization explanations for the slow development of androgyny. There were indications that a positive change was occurring.

Many researchers supported the desirability of androgyny as a characteristic of a leader's style. This particular study would provide a direct basis for comparison of leadership style (masculine, feminine, undifferentiated, or androgynous) to job performance in six separate areas (building management, public relations, staff relations, administrative procedures and policy, instructional program, and personal qualities). Should the results of this study support the opinion that the androgynous principal was more

successful, then implications for the training or retraining of school managers in one school system could be significant.

### Limitations

This study was limited in the following ways:

1. The population for this study was limited to the building principals of fifty-nine schools in the public school system selected for this study. Conclusions, implications, and generalizations, therefore, can be applied only to that specific population.
2. Comparisons of this study were limited to the results on the Bem Sex-Role Inventory (BSRI) and the most recent formal evaluation rating of each manager by the Deputy Superintendent of that particular school system.
3. Since the formal evaluation procedure was a process unique within one school system, conclusions, implications, and generalizations for training or retraining in the specific six components (building management, public relations, staff relations, administrative procedures and policy, instructional program, and personal qualities), can be applied only to that specific population.

### Summary and Conclusions

Six hypotheses were developed in relation to the purpose of the study. Each of the six hypotheses is stated immediately following a discussion of that subject area from the literature reviewed.

#### Females and Androgyny

Webb<sup>1</sup> and Robinson<sup>2</sup> concluded from their studies that black women achieved androgyny most easily with all other women still able to achieve this classification of androgyny more easily than men. The hypothesis generated in response to these studies was the following:

Hypothesis 1. A greater percentage of the female school principals will receive "androgynous" ratings on

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<sup>1</sup>Hattie Driver Webb, "A Study of the Relationship Between Sex-Role Identification and Characteristics Attributed to an Effective Administrator Among Black and White Women School Administrators," (Unpublished Ed.D. dissertation, The College of William and Mary, 1984).

<sup>2</sup>Christine R. Robinson, "Black Women: A Tradition of Self-Reliant Strength," Women and Therapy (Summer-Fall, 1983).

the Bem Sex-Role Inventory (BSRI) than will male school principals.

According to the findings, 20.5% of the males and 40% of the females received "androgynous" ratings on the Bem Sex-Role Inventory (BSRI). Hypothesis 1 was accepted.

### Gender and Classifications

Bem supported the contention that non-androgynous individuals restricted their behavior in accordance with cultural definitions of desirable behavior for women and men significantly more often than androgynous individuals.<sup>3</sup> The hypothesis generated in response to these studies was the following:

Hypothesis 2. A greater percentage of the male school principals will receive "masculine" ratings on the Bem Sex-Role Inventory (BSRI) than will female school principals; a greater percentage of the female school principals will receive "feminine" ratings on the Bem Sex-Role Inventory (BSRI) than will male school principals.

According to the findings, 27.3% of the males and 6.6% of the females received "masculine" ratings on the

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<sup>3</sup> Sandra L. Bem, Bem Sex-Role Inventory Professional Manual (Consulting Psychologists Press, Inc.: Palo Alto, California, 1981).

Bem Sex-Role Inventory (BSRI); 33.3% of the females and 27.3% of the males received "feminine" ratings on the Bem Sex-Role Inventory (BSRI). Hypothesis 2 was accepted.

Schein<sup>4</sup> and Kent<sup>5</sup> studied the relationship between requisite management characteristics and sex-role stereotypes and concluded that much of the impetus for change was possessed by women. The hypothesis generated in response to these studies was the following:

Hypothesis 3. More of the school principals who receive "undifferentiated" ratings on the Bem Sex-Role Inventory (BSRI) will be males.

Of the fourteen principals on List A, eleven were males. According to the findings, a significant difference was evident as 25% of the males and only 20% of the females received "undifferentiated" ratings on the Bem Sex-Role Inventory (BSRI). Hypothesis 3 was accepted.

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<sup>4</sup>Virginia E. Schein, "The Relationship Between Sex Role Stereotypes and Requisite Management Characteristics," Journal of Applied Psychology 57, No. 2 (1973).

<sup>5</sup>Jeanne Baker Kent, "Relationships Among Gender Stereotypes and Requisite School Administrator Characteristics As Perceived By Principals in the Commonwealth of Virginia," (Unpublished Ed.D. dissertation, The University of Virginia, 1984).



### "Masculine" Evaluation Ratings

"Masculine" leadership qualities are generally considered more effective in certain aspects of a manager's role; such as, those duties which would be more task-oriented. Two of the six areas on the evaluation document are considered more task-oriented: administrative procedures and policy and building management. The hypothesis generated in response to these studies was the following:

Hypothesis 4. The school system's evaluator will rate the "masculine" school principals higher in building management and administrative procedures and policy than those who are "feminine" or "undifferentiated."

According to the findings, the results were as follows:

Table .36

#### EXCEPTIONAL RATINGS IN TWO AREAS

	Building Management	Administrative Proce- dures and Policy
"Masculine"	46.1%	30.8%
"Feminine"	17.6%	5.9%
"Undifferentiated"	35.7%	7.2%

Hypothesis 4 was accepted.

### "Feminine" Evaluation Ratings

Numerous studies supported the contention that "people skills" was a feminine trait. Hamilton hypothesized that an individual's Bem Sex-Role Inventory (BSRI) score on femininity would be positively related with that individual's Leadership Opinion Questionnaire (LOQ) score on "consideration of persons" (C). This hypothesis received significant support as the Bem Sex-Role Inventory (BSRI) femininity was positively related to the Leadership Opinion Questionnaire's (LOQ's) "consideration of persons."<sup>6</sup> The hypothesis generated in response to these studies was the following:

Hypothesis 5. The school system's evaluator will rate the "feminine" school principals higher in public relations, staff relations, and personal qualities than those who are "masculine" or "undifferentiated."

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<sup>6</sup> Esther Elgin Hamilton, "Androgyny and Leadership: An Empirical Field of Study of Effective Influence in Decision-Making Groups," (Unpublished Ed. D. dissertation, Howard University, 1982).

According to the findings, the results were as follows:

Table 37  
EXCEPTIONAL RATINGS IN THREE AREAS

	Public Relations	Staff Relations	Personal Qualities
"Feminine"	52.9%	35.3%	94.1%
"Masculine"	23 %	15.4%	84.6%
"Undifferentiated"	21.4%	21.4%	57.1%

Hypothesis 5 was accepted.

#### "Androgynous" Evaluation Ratings

Numerous researchers recommended the development of the androgynous manager. Blanchard and Sargent stated that "tomorrow's managers will have to combine traits traditionally associated with one sex or the other."<sup>7</sup> Four recommendations were concluded as a result of Knapp's study: (1) develop more androgynous educators; (2) equalize the number of qualified male and female leaders serving as role models for participants of both sexes; (3) raise gender consciousness in participants; and (4) encourage participants to develop the positive characteristics of both sexes.<sup>8</sup>

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<sup>7</sup>Kenneth H. Blanchard and Alice G. Sargent, "The One Minute Manager Is An Androgynous Manager," The Training and Development Journal, 39, No. 5 (May 1984).

<sup>8</sup>Clifford E. Knapp, "Escaping the Gender Trap: The Ultimate Challenge for Experiential Educators," Journal of Experiential Education, 8, No. 2 (Summer 1985).

The hypothesis generated in response to these studies was the following:

Hypothesis 6. The school system's evaluator will rate the "androgynous" school principals higher in building management, administrative procedures and policy, public relations, staff relations, personal qualities, and instructional program than those who are "masculine," "undifferentiated," or "feminine."

According to the findings, the results were as follows:

Table 38

EXCEPTIONAL RATINGS IN ALL SIX AREAS

	Building Management	Administrative Procedures and Policy	Public Relations	Staff Relations	Personal Qualities	Instructional Program
"Androgynous"	46.6%	20 %	33.3%	33.3%	66.6%	33.3%
"Masculine"	46.1%	30.8%	23 %	15.4%	84.6%	46.2%
"Feminine"	17.6%	5.9%	52.9%	35.3%	94.1%	58.8%
"Undifferentiated"	35.7%	7.2%	21.4%	21.4%	57.1%	28.5%

Table 39  
AVERAGE RATINGS IN ALL SIX AREAS

	Building Management	Administrative Procedures and Policy	Public Relations	Staff Relations	Personal Qualities	Instructional Program
"Androgynous"	53.4%	73.3%	53.3%	53.3%	26.7%	53.3%
"Masculine"	53.9%	69.2%	77 %	84.6%	15.4%	53.8%
"Feminine"	82.4%	82.4%	47.1%	64.7%	5.9%	35.3%
"Undifferentiated"	57.1%	92.8%	78.6%	78.6%	35.7%	64.3%

While "androgynous" principals were rated highest in building management, they were rated second to "masculine" principals in administrative procedures and policy, second to "feminine" principals in public relations and staff relations, third to "feminine" and "masculine" principals in personal qualities and instructional program. Hypothesis 6 was rejected.

#### Discussion of Findings

From the findings in this study, it was concluded that the fifteen school principals in the public school system selected for this study who were determined to be "androgynous" by the Bem Sex-Role Inventory (BSRI), were

not rated as more exceptional in the six areas of evaluation by the Deputy Superintendent. Several factors may have contributed to this negative conclusion.

The fifteen "androgynous" principals represented 25.4% of the principals in that school system. Of that 25.4%, the Deputy Superintendent rated 8.9% as "weak" in the six areas of the formal evaluation. This 8.9% represented the highest number of "weak" ratings for all four classifications: masculine-0%, feminine-3%, and undifferentiated-3.5%. It is impossible to determine whether or not this 8.9% represented two individuals or eight different principals who were rated as "weak" in at least one of the six areas. The confidentiality of the evaluation procedure precludes any accessibility to this type of information. It was significant that this high percentage of "weak" ratings did contribute to the lowering of the overall evaluation in all six areas.

A comparison of the evaluation ratings of the four types of styles on the Bem Sex-Role Inventory (BSRI) was presented in Table 31. The evaluation ratings of the Deputy Superintendent for the six categories presented a significant difference in two of the areas: administrative procedures and policy and personal qualities.

Table 40

## A COMPARISON OF EVALUATION RATINGS IN TWO AREAS

	Exceptional	Average	Weak
Administrative Procedures and Policy	9 15.3%	47 79.6%	3 5.1%
Personal Qualities	45 76.2%	12 20.4%	2 3.4%

The indicators for each of the six evaluation areas are listed in Table 10. The area of administrative procedures and policy contained sixteen different indicators which were linked to specific tasks whereas the area of personal qualities contained nine indicators which were more subjective judgments on the part of the evaluator. Without conducting further study it is difficult to ascertain the reason for the difference. It would appear that the evaluator in this instance found it much more difficult to rate the principals as "exceptional" in an area where the indicators were more objective as compared to the considerably higher percentage of "exceptional" ratings in a more subjective area of evaluation.

The Deputy Superintendent determines the composite rating in the evaluation of the principals in the school system selected for this study. However, input from central office administrators is considered in those evaluation areas appropriate for their departments.

The sample of fifty-nine school principals in a suburban school system in this study presented a significantly different classification of sex-roles than those obtained by Bem in the normative sample.

Bem's percentage of subjects in the 1978 Stanford University Normative Sample were as follows:<sup>9</sup>

Table 41  
BEM'S NORMATIVE SAMPLE

	Feminine	Masculine	Androgynous	Undifferentiated
Males	11.6%	42.0%	19.5%	26.9%
Females	39.4%	12.4%	30.3%	17.9%
Totals	51.0%	54.4%	49.8%	44.8%

Table 42  
RATINGS OF THIS STUDY'S SAMPLE

	Feminine	Masculine	Androgynous	Undifferentiated
Males	27.3%	27.3%	20.5%	25.0%
Females	33.3%	6.6%	40.0%	20.0%
Totals	60.6%	33.9%	60.5%	45.0%

<sup>9</sup>Sandra L. Bem, Bem Sex-Role Inventory Professional Manual (Consulting Psychologists Press, Inc.: Palo Alto, California, 1981).



The discrepancy between the percentages in this study and Bem's Normative Sample were substantiated by Gaudreau, who found non-management females to be more feminine and less masculine than males in equivalent positions, while no significant difference was found between non-management males and managers of both sexes.<sup>10</sup>

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<sup>10</sup>P. A. Gaudreau, "Investigation of Sex Differences Across Job Levels," (Unpublished Ed.D. dissertation, Rice University, 1975). Dissertation Abstracts International, 1975b, 36, 4-B.

### Suggestions for Future Research

Based on the findings in this study, further research relating to differences between sex-role classifications and performance of duties as demonstrated by a formal evaluation procedure could be productive. Following are several specific suggestions for investigation:

1. Additional data should be collected on the relationship of differences between males and females and their own sex-role classifications.
2. The performance of duties as demonstrated by the formal evaluation for specific sex-role classifications in other school systems should be studied.
3. A comparison of the sex-role classifications between school principals and managers of other types of organizations should be investigated.
4. The relationship of the sex-role classifications perceived most effective and the individuals' actual sex-role classifications should be studied.

It may be concluded when the results of this study are compared to the results of Kent's study, that there is

a relationship between the characteristics of men and women and successful school administrators. Both studies supported Kent's hypothesis that administrators are perceived to possess characteristics commonly ascribed to both men and women.<sup>11</sup>

In her book, The Androgynous Manager, Sargent demonstrated conclusively that the most effective manager for the future would be that man or woman who can blend the best qualities of both sexes--the androgynous manager. The androgynous administrator would function well in the new management theory--concern for task and concern for people which would produce happy people and successful organizations.<sup>12</sup>

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<sup>11</sup>Jeanne Baker Kent, "Relationships Among Gender Stereotypes and Requisite School Administrator Characteristics As Perceived By Principals in the Commonwealth of Virginia," (Unpublished Ed. D. dissertation, The University of Virginia, 1984).

<sup>12</sup>Alice G. Sargent, The Androgynous Manager (AMACOM: New York, 1981).

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## Abstract

### AN EXAMINATION OF ANDROGYNOUS TRAITS AS DEMONSTRATED BY PUBLIC SCHOOL BUILDING ADMINISTRATORS

Ramona Boone Stenzhorn, Ed. D

The College of William and Mary in Virginia, 1987

Chairman: Robert Maidment, Ed. D

#### Purpose

The purpose of this study was to examine the behavior of a specific group of educational leaders, to determine the presence of masculine, feminine, and androgynous qualities, and to relate these specific qualities to their performance ratings. The researcher examined current literature relating to the concept of androgyny in several areas.

#### Method

The Bem Sex-Role Inventory (BSRI) was administered to a sample of 59 school administrators from one school system. The scoring of the BSRI resulted in four separate categories: feminine, masculine, androgynous, and undifferentiated. The school system's evaluator provided a rating (exceptional, average, or weak) of the 59 principals in six areas. Six hypotheses were developed in relation to the purpose of the study:

Hypothesis 1 - A greater percentage of the female school principals will receive "androgynous" ratings on the Bem Sex-Role Inventory than will male school principals.

Hypothesis 2 - A greater percentage of the male school principals will receive "masculine" ratings on the BSRI than will female school principals; a greater percentage of the female school principals will receive "feminine" ratings on the BSRI than will male school principals.

Hypothesis 3 - More of the school principals who receive "undifferentiated" ratings on the BSRI will be males.

Hypothesis 4 - The school system's evaluator will rate the "masculine" school principals higher in building management and administrative procedures and policy than those who are "feminine" or "undifferentiated."

Hypothesis 5 - The school system's evaluator will rate the "feminine" school principals higher in public relations, staff relations, and personal qualities than those who are "masculine" or "undifferentiated."

Hypothesis 6 - The school system's evaluator will rate the "androgynous" school principals higher in building management, administrative procedures and policy, public relations, staff relations, personal qualities, and instructional program than those who are "masculine," "undifferentiated," or "feminine."

#### Results

An analysis of the data formed the basis for conclusions and recommendations relating to differences between sex-role classifications and performance of duties as demonstrated by the formal evaluation procedure. The findings supported the first five hypotheses, although the "androgynous" administrators were not rated as high in those areas in which the "masculine" or "feminine" administrators excelled. Implications for future research were discussed.