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The Impact of Male Gender Dissonance on Women's Potential Eligibility for Advancement to K-12 Public School Superintendent

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The Impact of Male Gender Dissonance on Women's Potential Eligibility for

Advancement to K-12 Public School Superintendent

A Dissertation by

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head in work. I love my tribe!

ABSTRACT

The Impact of Male Gender Dissonance on Women's Potential Eligibility for

Advancement to K-12 Public School Superintendent

by Mona Montgomery

Purpose: The purpose of this phenomenological replication study was to discover what behaviors female administrators exhibit that may prompt male administrators with whom they work with in California public education to demonstrate behaviors associated with gender dissonance and to discover any impact these dissonant behaviors may have on women's potential eligibility for advancement to the position of K-12 school superintendent.

Methodology: This qualitative phenomenological replication study explored the experiences of seven female and seven male K-12 public school superintendents in Orange, San Diego, and Riverside Counties in California. Respondents were selected based on delimiting criteria and a purposive criterion sampling method. Interview questions and protocols were performed based on the original study conducted by Dr. Ryder in 1998. An expert panel was assembled to evaluate the four interview questions and probes and field testing was conducted to further obtain feedback on the instrument and process. Face-to face interviews were conducted to collect data and software coded emergent themes aligned with the conceptual areas.

Findings: Examination of qualitative data was aligned to the four conceptual areas: role confusion, communication differences, cultural differences, and women's personal power. Findings show that females display specific behaviors associated with gender dissonance that cause men to exhibit dissonant behaviors. The majority of the

participants felt that behaviors associated with gender dissonance impact eligibility for advancement to the position of K-12 public school superintendent.

Conclusions: The study concluded that women need to gain confidence in order to move to higher leadership positions. Women need to be aware that their dress can cause dissonance. Women need to mentor/sponsor each other. Women need to display decisive decision-making abilities in leadership. Women are expected to meet all responsibilities both personally and professional. The #MeToo movement has impacted how men and women interact in educational administration. Emotions exhibited by females in the workplace need to be controlled. The good ol' boys club continues to be prevalent in educational administration. Finally, men and women need to be aware of behaviors that prompt gender dissonance.

Recommendations: Eight areas of further research were recommended to enhance the literature, including replication studies with different populations.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I: INTRODUCTION

"No country can ever truly flourish if it stifles the potential of its women

and deprives itself of the contributions of half of its citizens."

- Michelle Obama, Former First Lady of the United States

Over the last 20 years, women have made significant strides in the United States work force yet continue to navigate the labyrinth toward the path to equality in leadership (A. H. Eagly & Carli, 2007). According to the U.S. Census Bureau (2017), women consist of 50.8% of the population in the United States of America. The U.S. Bureau of Labor Statistics (2015) indicated that women in the labor force rose rapidly during the second half of the 20th Century, especially from the 1960s through the 1980s. The U. S. Bureau of Labor Statistics further indicated that 56.8% of the labor force consisted of women and the number of women earning a college degree from 1970 to 2015 has increased from 11% to 42%, and even with these increases women earn only 82% of what men earn on average.

Equality in the workplace in the 21st century has yet to be achieved, especially for the highest levels of executive leadership (Johns, 2013; S. J. Jones & Palmer, 2011; Leopold, Ratcheva, & Zahidi, 2016; Sandberg, 2013). Only 6.9 % of chief executives at Fortune 1000 companies are held by women (Chira, 2017). Women continue on a pathway of twists, turns, bumps, and roadblocks to attain the highest-level leadership positions. They seek to achieve equality, and strive to be given equal opportunities to lead and earn top positions of leadership (Sandberg, 2013). Further, women that aspire to high levels of management face barriers as they attempt to gain access to a predominantly male dominated workplace (A. H. Eagly & Carli, 2007). The leadership styles of men

and women often differ which may attribute to these barriers (Johns, 2013). Women are closing the opportunity gap unfortunately gender equity is elusive as parity in positions of leadership is estimated to occur in the year 2085 (Klos, 2013).

In education, women have historically taken on the role of classroom teacher. In the area of educational leadership, females continue to be outnumbered by men in higher administration levels (T. E. Glass, Björk, & Brunner, 2000). In 2011-2012 in the United States, 76.3% of teachers were female, 51.6% of principals were female, 78% central-office staff were female, and only 27% of superintendents are female (Superville, 2016). Of those estimated 27% female superintendents, the majority serve in districts with average daily attendance of 500 students or less while males typically serve in districts with higher enrollment and higher pay (T. E. Glass et al., 2000). Even through women leaders are obtaining more positions in educational leadership, female educational leaders often face male centric attitudes on leadership, family responsibilities, coupled with the lack of female mentorship, all attributing to the lack of upward mobility to higher administrative levels (C. C. Brunner & Kim, 2010; Cumings Mansfield, Welton, Lee, & Young, 2010; Dobie & Hummel, 2001; Fuller, 2013; T. E. Glass et al., 2000; Litmanovitz, 2010).

Women seek to achieve equality and strive to be given equal opportunities to lead and earn positons at the highest level (Dobie & Hummel, 2001; M. Ryder & Briles, 2003; Sandberg, 2013). For example, the position of school superintendent is the Chief Executive Officer (CEO) of a school district. The position has many responsibilities such as supporting, guiding, and inspiring growth in students, while taking into consideration budgets, staffing, and board relations (C. C. Brunner & Kim, 2010). Even though the

2

percentage of women has steadily increased, males still constitute the majority of all superintendents in the United States (T. E. Glass et al., 2000; Muñoz, Pankake, Ramalho, Mills, & Simonsson, 2014).

California mirrors national statistics in the gender inequity in the area position of superintendent. According to the Association of Association of California School Administrators (ACSA) (2008), 16% of all California superintendents are female. California superintendents are shown to be experienced, well educated, male and white (Rosin, Frey, & Wilson, 2007). Noteworthy, smaller school districts throughout California with Average Daily Attendance (ADA) of less than 1,000 students often have a superintendent/principal designation listed as a superintendent position. It is not uncommon for the majority of these positions to be held by women compared to that of solely superintendent (Rosin et al., 2007).

Women continue to maneuver through the labyrinth of securing high level leadership positions (A. H. Eagly & Carli, 2007, Johns, 2013; S. J. Jones & Palmer, 2011, Sandberg, 2013). They face many barriers such as gender bias, stereotypes, and work/family conflicts (C. C. Brunner & Kim, 2010; Bynum, 2015; Chira, 2017; Superville, 2016). Society has traditional expectations for women and men with women being nurturing and collaborative and men being assertive and strong (A. H. Eagly & Carli, 2003; A. H. Eagly & Wood, 2011; Madden, 2011). Research has shown that leadership styles of women and men differ and that having to conform to a set of norms outside of a natural disposition may lead to feelings of dissonance in the workplace (A. H. Eagly & Johannesen-Schmidt, 2001; S. K. Johnson, Murphy, Zewdie & Reichard, 2008; M. Ryder & Briles, 2003). An exploration and determination of the behaviors that

hinder women's advancement to superintendent may allow for greater understanding and gender equity (Garzaniti II, 2017; M. Ryder, 1998).

Background

Women constitute more than 50% of the overall population yet progress into the workforce and further into the leadership ranks has not afforded women equal gender representation (Catalyst, 2017; Chira, 2017). The gender wage gap has narrowed and the number of women in managerial positions has steadily risen (Philip & Matt, 2007). Women make up 44% of the overall labor force with 36% working as mid-level officials, 25% in executive level management and 6% serving in the highest rank of leadership, that of CDOs (Corley & Warner, 2017). Women's progress in professional advancement in the United States over the last decades of the 20th century should be celebrated yet more work will need to be done in order to reach parity.

A global perspective reveals that women in the United States rank 26th in women's economic participation/opportunity and 73rd in political empowerment. In the United States women hold seven cabinet-level positions, three U.S. Supreme Court Justices, 23% of the U.S. Senate seats, and 19.3% in the House of Representatives (Rutgers, 2018).

Although women outnumber men on college campuses since 1988, they have not moved into the highest levels of leadership in our country (Wharton, 2013). On the current pathway, it will take women until the year 2085 to reach parity in key leadership positions in the United States of America (Klos, 2013). The continuing lack of gender inequality in top level positions of leadership will have women remain the lesser sex.

The overwhelming evidence of continued gender inequality in upper management positions brings forth many theories as to why this lack of growth exists. One such theory address both the innate conscious and unconscious biases that may exist in the workplace and is termed gender dissonance.

Gender Dissonance

Gender dissonance is first introduced by Festinger (1957) and is derived from cognitive dissonance theory. Festinger's research identifies that the existence or awareness of being psychologically uncomfortable contrasts with normal feelings. This phenomenon can motivate a person to reduce dissonance and achieve consistency. When faced with dissonance, people are motivated to reduce this feeling through the avoidance of situations and information that contribute to the increase in dissonance (Festinger, 1957). Further studies reveal that when men and women work together there is a conscious or subconscious difference in how they interact which causes dissonance (Garzaniti II, 2017; M. Ryder, 1998; M. Ryder & Briles, 2003).

Society still depicts males and females in traditional gender roles (Vinkenburg, Van Engen, Eagly, & Johannesen-Schmidt, 2011). For example, when females display leadership and change skills not employed by traditional male supervisor's negative response from males in the workplace can often result (T. E. Glass et al., 2000; Fuller, 2013; M. Ryder & Briles, 2003). In instances where females show risk-taking and assertiveness, dissonance from males in the workplace can occur which has been known to hinder female advancement into the highest positions available.

According to S. K. Johnson, Murphy, Zewdie, and Reichard (2008), women leaders need to have both the qualities of sensitivity and strength in leadership roles,

although males only need to demonstrate strength. Another example that illustrates how gender dissonance can occur in the workplace is when males perceive women taking too long to make decisions and/or women taking a variety of emotions into account in the decision-making process (S. K. Johnson et al., 2008).

M. Ryder and Briles (2003) conclude that gender dissonance is the "subconscious discomfort, uneasiness or anger that men may feel when they work or interact with women" (p. 29). Behaviors females exhibit in the workplace may cause males they work with to feel dissonance (Simpson & Stroh, 2004). When females take on qualities that are not traditionally perceived as male, gender dissonance can take place and thus create potential barriers to female advancement in the workplace (M. Ryder & Briles, 2003).

Theoretical Framework

To provide meaning to this study a theoretical framework was used as it gives a rationale, scholarly perspective, and justification to a study (McMillian & Shumacher, 2014). Five theories that are a part of this framework are: (a) expectation states, (b) social role, (c) role congruity, (d) expectation violations, and (e) gender role strains. These models provide a deeper understanding for what impedes women from attaining high level management positions.

Expectation States Theory

The expectation states theory discusses the establishment of status hierarchies within a group trying to achieve a common goal (Bales, 1950). It is how people evaluate each other's competence. According to Bales (1950) characteristics such as gender, age, race, education, and sex can create one's perceived superiority over another. The hierarchy of each group is based on status characteristics such as influence, participation,

and prestige that occurs in groups to classify members and the performance expectations of these group members. Status characteristics encourage people to believe they are superior over others even if the characteristics play no role in the work the group is undertaking (Wagner & Berger, 1997). An example falling within this theory involves the inherent belief that males are expected to be more dominant than females and women are expected to be weaker than males.

Social Role Theory

The principal of this theory proposes that men and women may act different dependent of social situations and societal expectations (A. H. Eagly, 1987). Society separates roles according to gender and has expectations on how each are to behave (Karau & Eagly, 1999). W. Wood and Eagly (2012) documented how sexual stereotypes in the area of leadership indicated societal expectations for men and women. Men were expected to be more assertive and strong and women were to be more collaborative and flexible. Men and women are influenced by gender stereotypes and tend to follow societal pressure to confirm within these norms. Social role theory has helped to bring a spotlight to expectations in social roles in relation to gender and also to the division of labor according to males and females.

Role Congruity Theory

Role congruity is a theory that aims to explain the prejudice that may occur against females in leadership. Men are perceived to have qualities that are better suited to leadership than females. This is evidenced by the research reporting females have greater difficulty in attaining leadership roles and if and when they do, achieving success in those roles (A. H. Eagly & Karau, 2002). When women are viewed as having too many male

attributes they are perceived by most people as harsh and when demonstrating too many

soft female characteristics seen as weak (A. H. Eagly & Carli, 2007; A. H. Eagly &

Diekman, 2005). Several researchers have proposed that women need to be aware of this

aspect of role incongruity that can result in a dissonant atmosphere and serve as a barrier

to obtaining higher level executive positions (Bongiorno, Bain, & David, 2014; A. H.

Eagly & Carli, 2007; A. H. Eagly & Diekman, 2005; A. H. Eagly & Karau, 2002).

Expectation Violations Theory

Women and men are expected to communicate in specific ways. When women

take on male attributes in communicating with others they violate actual or perceived

social norms (A. H. Eagly, 2007). For example, it is well documented in the literature

that men are able to self-promote their accomplishments but when women do the same

they are perceived as bragging (Sandberg, 2013; Tarr-Whelan, 2009). Expectations

violations theory proposes to explain how people stereotypically expect how things

should be done or people should act (J. K. Burgoon & Hale, 1988). An example of

expectations violations is when men use curse words in speaking without much

consternation, but a woman is expected to maintain a level of "ladylike" behaviors that

would not use profanity (D. I. Johnson & Lewis, 2010)

Gender Role Strain

J. H. Pleck (1995) introduced gender role strain which refers to how men feel

about masculinity. The three types of strain men may experience are (a) discrepancy, (b)

trauma, and (c) dysfunction (J. H. Pleck, 1995). Discrepancy is when a man fails to

measure up to what society sees as being a man (Levant, 2011). Next, as boys grow into

men and are made to "be a man" they experience gender role socialization that can cause

trauma (Levant, 2011). Lastly, the fulfillment of gender role norms can have negative consequences (J. H. Pleck, 1995). How men feel and behave towards women in the workplace may be partially explained by this theory.

Women in the Workforce

Women have always been in the workforce whether working as an innkeeper in the Klondike, assembling weapons in a factory during World War II, or serving as a member of the board room in a Fortune 500 company (Koberg & Chusmir, 1991). Historically women have stepped into the workforce due to necessity but now women choose to enter the board room because they have the passion to lead, are in families needing two incomes to make ends meet or are facing single motherhood (Szameitat, Hamaida, Tulley, Saylik, & Otermans, 2015). Women seek to achieve equality and strive to be given equal opportunities to lead and earn positions at the highest level (Sandberg, 2013). Recent literature supports the thesis that some behaviors females exhibit in the workplace can cause dissonance and therefore, lead to unequal responses between men and women in leadership (M. Grogan & Shakeshaft, 2010; Simpson & Stroh, 2004). Further research even suggests that women's leadership opportunities may be reduced if not blocked due to dissonance response to female leadership actions. (A. H. Eagly, Johannesen-Schmidt, & Van Engen, 2003).

Access for Women to the Position of Superintendent

P. G. Northouse (2015) found that women tended to be effective leaders and were more likely to use transformational leadership styles. According to the National Center for Education Statistics (NCES) (2015), women earned 63% of doctoral degrees in educational leadership in 2013. It is not surprising that most of these classes were taught

9

by males (Cumings Mansfield et al., 2010). From a role model perspective, women may benefit from the female perspective in their educational programs (Bynum, 2015).

Women constitute 76% of teachers and 78% central-office staff nationwide (Superville, 2016). Even though women fill the majority of these positions nationwide throughout the school systems, females assume the role of school superintendent at a mere 27%. The most effective pathway women can take as a strategy to reach the higher leadership levels is to become a principal at the elementary level. Females assume the elementary principalship by 54% while only 26% of women lead secondary schools (Domenech, 2010). Within the female-dominated profession of education, very few females are given the opportunity to fill the highest-level leadership positions, especially the position of superintendent (Yong-Lyun & Brunner, 2009).

Recent research suggests that females perceive the role of superintendent as one of an educational leader while men see it as a manager (C. C. Brunner & Kim, 2010; Lane-Washington & Wilson-Jones, 2010; Cubillo & Brown, 2003; A. H. Eagly, Johannesen-Schmidt, & Van Engen, 2003; C. Shakeshaft, 1986). The role of superintendent has undergone tremendous change in the recent era of educational reform. Superintendents are no longer seen or hired as managers but as instructional leaders (C. C. Brunner & Kim, 2010). Increased accountability to state and federal government with less funding has added to the difficulty of the position of superintendent. This position requires skills of collaboration, instructional leadership, and role modeling in order to help principals and teachers transform our schools (Fuller, 2013). Current literature also proposes that applying skills of transformational leadership will help school districts with the change process, a skill that women easily bring to the leadership table (A. H. Eagly,

Johannesen-Schmidt, & Van Engen, 2003). Women tend to connect more with others

and have the ability to be more collaborative with their employees. These are skills and

qualities associated with transformational leadership which have the potential to

transform an organization (M. Grogan & Shakeshaft, 2010; Karau & A. H. Eagly, 1999).

Impact on Eligibility for Advancement for Women Superintendents

Many roadblocks are placed in front of women in their attempt to ascend to the

highest educational position in a public-school district, that of superintendent. Barriers

including: (a) stereotypes, (b) work conflicts, (c) lack of mentors and sponsors, and (d)

ultimately the glass ceiling and escalator all impact women's potential to rise to the

superintendency.

Stereotypes

Women are often stereotyped as not being as prepared as a man for the job of

superintendent (C. C. Brunner & Kim, 2010). Gender systems are deeply entrenched in

our societal hierarchy and leadership, based on gender stereotypes, contain status beliefs

that give men more status than women in their worthiness and competence in leadership

(C. L. Ridgeway, 2001). Specifically, being masculine is aligned to being a competent

leader (Madden, 2011), while demonstrating feminine qualities such as caring and

collaboration are not always representative of what people perceive as skills of

leadership. Women develop skills to react to different situations where stereotyping

occurs and depending on the situation, women learn to react in the manner that will yield

results whether it be acting in traditional female or male ways (Garn & Brown, 2008).

Gender systems are deeply entrenched in the societal hierarchy and leadership because

11

gender stereotypes contain status beliefs affording men more status than women in their worthiness and leadership competency (C. L. Ridgeway, 2001).

Work Family Conflict

Literature indicates work family conflicts are one of the main reasons female administrators do not apply for the job of superintendent (Klatt, 2014). Societal expectations of the women's role in mothering and maintaining a home exudes pressure on women seeking to move into the role of superintendent (Lebo, 1995; Loder, 2005; J. E. Sanchez & Thorton, 2010). Women often navigate various career pathways to school administration positions, often with gaps up the educational leadership ladder due to child rearing responsibilities (J. E. Sanchez & Thornton, 2010). In contrast, many women stay in the teacher role while their children are young and concentrate on curriculum and instruction instead of climbing up to positions of leadership. Some researchers report women's extended time in the classroom and having more hands-on experience may better prepare them for the job of superintendent (C. C. Brunner & Kim, 2010). Additional research even suggests that placing an emphasis on work and family balance in education may encourage more women to seek the position of superintendent (Klatt, 2014).

Mentorship

Recent literature and research indicates strong evidence supporting the need for mentorship and sponsorship for women by women wanting to advance to the level of school superintendent (C. C. Brunner & Kim, 2010; Bynum, 2015). Mentorship is a relationship with someone that is more experienced and knowledgeable than oneself in both a formal and informal nature (Sandberg, 2013). Further, whether the mentoring is in

the formal leadership preparation program, or in a more informal situation, the positive value provided to women seeking to attain a leadership role such as superintendent is important to their future success (Cumings Mansfield et al., 2010; Wallin, & Crippen, 2007). The theme of mentorship is very strong in the research and refers to the need for women to help each other to learn the skills to become a school superintendent (Connell, Cobia & Hodge, 2015; J. A. Dana & Bourisaw, 2006b; S. J. Jones, & Palmer, 2011). The research on women in leadership is clear: support and mentorship for women by women is powerful (Bynum, 2015; Ibarra, Carter, & Silva, 2010; Sandberg, 2013).

Sponsorship

Sponsorship is important for women in their attempt to attain leadership roles. Women report having mentors more often than men, yet this mentorship fails to help in gaining the next level in their leadership aspirations (Ibarra et al., 2010). Sponsorship takes on an even further dimension involving a person of influence in the field that makes decisions on promotion (Scanlon, 1997). Sponsors support, advocate, and follow up on the progress their protégé has towards career goals (J. A. Dana & Bourisaw, 2006b). Having strong sponsorship is an important factor in the advancement of the careers of women (Grady, 1995; Ibarra et al., 2010). Sponsorship within an organization creates an inclusive culture and without these relationships females continue to face barriers in obtaining new leadership opportunities.

Glass Ceiling and Escalator

The Glass Ceiling Commission (1991) defines the glass ceiling as "the unseen, yet unbreakable barrier that keeps minorities and women from rising to the upper rungs of the corporate ladder" (p. 4). Boards of education which pose the power of selecting a

13

superintendent will usually choose males over females in a job applicant pool (C. C. Brunner & Kim, 2010; J. A. Dana & Bourisaw, 2006b). Although gains in the area of principals and district offices have been made by women, the glass ceiling remains intact and is reflected in how few rise beyond the glass barrier to the position of superintendent (Kelsey, Allen, Coke, & Ballard, 2014).

While women experience the glass ceiling, men also find themselves underrepresented in predominately female occupations such as elementary teaching, nursing, social work, and librarians (C. L. Williams, 1992). When men are in these professions they rise higher and faster than women (Hultin, 2003). Women face trouble advancing in the workplace and breaking through the glass while men use the glass escalator to elevate them into leadership roles within their organizations.

Four Conceptual Areas

M. Ryder (1998), presented four conceptual areas based on areas of dissonance exhibited by women in the workplace. Garzaniti II (2017) followed Ryder and added to the examination of dissonance through the lens of the four conceptual areas. Behaviors associated with the conceptual areas of: (a) role confusion, (b) communication differences, (c) cultural differences, and (d) women's personal power that may cause males to demonstrate dissonance will be examined.

Role Confusion

A. H. Eagly, Karau, and Makhijani (1995) indicated a wide range of expectations for women and men in leadership roles. The research reported that people were more successful in stereotypical masculine roles and women in feminine ones (A. H. Eagly et al., 1995). Dissonance may occur when these roles become intertwined and men and

women do not adhere to their assigned societal roles. People may associate a trait with being male or female and not see the individual and each person's own individual characteristics (Brannon, 2005). Educational leadership has been male-dominated and role confusion may be an area of impact on women aspiring to the position of superintendent.

Communication Differences

M. Ryder and Briles (2003) indicate one of the most important elements of power that people possess is the ability to communicate. B. Annis and Gray (2013) argue there are differences in how men and women respond to workplace situations. By understanding what these differences are and how to better facilitate communication, dissonance between the sexes can be reduced. For example, B. Annis and Gray (2013) found men felt women asked too many questions which delayed decision-making and women reversely did not feel included in workplace conversations. Misunderstandings of these common communication differences can often lead to dissonance experienced by men in the workplace. When women display a collaborative and communicative leadership style it is perceived in direct contrast to a more direct and aggressive male communication style (M. Grogan & Shakeshaft, 2010). Much progress has been made for women's leadership communicative styles, however, this area remains a subject of scrutiny for women in the leadership arena. Women continue to hone skills of effective leadership communication styles to eliminate problems and sources of dissonance in the workplace (M. Ryder & Briles, 2003).

Cultural Differences

American society has a gender hierarchy that provides males with more power and status than that of females (A. H. Eagly & Wood, 1999). Dissonance can occur when women display too much femininity and not enough strength or masculinity in the work place (B. Annis & Gray, 2013). Women trying to gain access to the world of school superintendent enter a male dominated culture (Gill & Jones, 2013). Men and women not only differ biologically but also in life experiences (Case & Oetama-Paul, 2015). Changing the culture of a school system can cause competition and dissonance as it disrupts how things have historically been done.

Discrimination exists as a reflection of role expectations dictated by society. Dominant behaviors associated as more masculine are seen as less attractive in women in the workplace (Ibarra et al., 2010). For women to succeed they must navigate this labyrinth of being not too masculine or feminine in their managerial style (Johns, 2013; S. J. Jones & Palmer, 2011; Superville, 2016; Zachary, 2010).

Women's Personal Power

Due to the psychological disposition that women physically give birth they are expected to not have the traits necessary for leadership, but those only for motherhood (A. H. Eagly, Wood, & Diekman, 2000). Sandberg (2013) called for women to increase their own personal power and sit at executive tables at the highest levels emphasizing women should lean into conversations and not sit on the outside. Many studies report that in order to gain top leadership positions, women must tear down barriers such as lack of confidence and self-esteem (Briles, 1996; M. Ryder & Briles, 2003). When women's personal power is exerted in the workplace an increase in women's confidence results

often contributing to overcoming these internal barriers. Initially women often face a backlash when they assert themselves in the workplace yet when they find their inner power they are able to lead successfully (A. H. Eagly & Karau, 2002; Myers & Sadaghiani, 2010).

Statement of the Research Problem

Women make up slightly more than half the population in the United States of America (U. S. Census Bureau, 2017). They also supply the country with 56.8% of the labor force (U. S. Bureau of Labor Statistics, 2015). In addition, the U. S. Census Bureau further reported 42% of women earning a college degree, while only earning 82% of what men earn on average.

In the United States, 73.3% of teachers are female (National Center for Education [NCES], 2015), 65.1% education administrators (Bureau of Labor Statistics, 2015), and 78% of central-office staff (Superville, 2016) are female however only 27% of superintendents are female (T. E. Glass et al., 2000). In K-12 education, women substantially outnumber men except for the top position of leadership, that of the superintendency. Little research can be found reporting the current gender break down according to district and size of district within the K-12 superintendency. Researchers agree that the K-12 system primarily consists of women and in order to bridge the leadership gender gap, more women will need to become superintendents (T. E. Glass et al., 2000; Muñoz et al., 2014).

Researchers proclaim that transformational leaders are needed to bring about change in contemporary organizations (Anderson & Anderson, 2010; Bass & Reggio, 2006). There are indicators that female leaders are often more transformational in their

leadership styles than male leaders (A. H. Eagly & Carli, 2007; A. H. Eagly, Johannesen-Schmidt, & Van Engen 2003).

Despite numerous studies that have evaluated the lack of female superintendents in the K-12 school system and the evidence of gender bias (Banuelos, 2008; C. C. Brunner & Kim; 2010; Dobie & Hmmel, 2001; Garn & Brown; 2008; M. Grogan & Shakeshaft, 2010; Muñoz et al., 2014; Superville, 2016), few studies have identified the behaviors female superintendents exhibit that may prompt male administrators with whom they work in the California K-12 public school system to demonstrate behaviors associated with gender dissonance (Garzaniti II, 2017; M. Ryder, 1998). Recent evidence suggests that gender dissonance experienced by males who interact with females in the workplace can impact a woman's access to the position school superintendent. A replication study of M. Ryder's (1998) study would determine if change has occurred over twenty years and what dissonance behaviors still hinder women in the advancement of K-12 superintendent.

The literature regarding gender dissonance is minimal; however, it has been updated since M. Ryder's (1998) original study. Additional research is needed in the area of gender dissonance and the impact it has within the educational workplace. Most theorists believe that men and women need to gain awareness of dissonance behaviors and societal gender expectations in order to change the existing culture (Bongiorno et al., 2014; A. H. Eagly, Johannesen-Schmidt, & Van Engen, 2003; Prentice & Carranza, 2002). Garzaniti II (2017) recommends a replication study of M. Ryder (1998) that re-visits the population from the original study. This replication of Ryder's study would

show if change has occurred over time and what dissonance behaviors still hinder women's advancement to the role of superintendent in the K-12 school system.

Purpose Statements

The first purpose of this qualitative replication study was to discover what behaviors female administrators exhibit that may prompt male administrators with whom they work in the California K-12 education system to demonstrate behaviors associated with gender dissonance.

The second purpose of this study was to determine what impact these dissonant behaviors may have on women's potential eligibility for advancement to the position of superintendent in the California K-12 education system.

Research Questions

The following research questions were created to guide this research:

1. What behaviors exhibited by female administrators are perceived by selected superintendents as prompting male administrators with whom they work in the California K-12 educational environment to demonstrate behaviors associated with gender dissonance?

2. How do selected superintendents feel dissonant behaviors exhibited by female administrators' impact women's potential eligibility for advancement to the position of superintendent?

Significance of the Problem

Research indicates that women continue to be underrepresented in the highest-level positions and face barriers as they seek higher levels of leadership. Gender stereotypes, few role models, and lack of mentorship all contribute to the lack of female

leadership (Bynum, 2015; Chira, 2017; Sandberg, 2013). There is a lack of studies that provide an insight into how gender roles impact women in their advancement in their careers. Equally lacking in the research is the impact of male gender dissonance on the advancement of women to the highest of leadership levels. This study sought to add to the body of research and provide a greater understanding in this area.

On the current trajectory, women will not reach parity for almost 70 years (Klos, 2013). Gender inequality damages both the physical and mental health of millions of females across the globe (UNICEF, 2006). For societal health, it is important that women's status relative to men improve and women become more visible in all areas of leadership. Gender role belief has changed over the past 50 years and women continue to take on more careers that have traditionally held by men and challenge traditional stereotypical societal norms (A. H. Eagly, 1987; A. H. Eagly, Johannesen-Schmidt & Van Engen, 2003). The lack of women represented at the highest-level positions in organizations is still problematic.

Future leaders currently sitting in classrooms in the K-12 school system are not exposed to female leadership in the highest position with only 27% of superintendents being women (T. E. Glass et al., 2000; Kowalski, McCord, Peterson, Young, & Ellerson, 2011). Males are 40 times more likely to advance to the superintendency than women (Skrla, 2000). The office of superintendent has also undergone a tremendous change due to many educational reforms. Superintendents not only need to be strong leaders but also need to be collaborative, demonstrate strong instructional leadership skills and serve as role models to shape those they lead to transform schools that will educate the next generation. A critical priority to decrease gender dissonance is needed to raise the

consciousness of the public and district school boards in order to establish the need for women to rise into the highest of influential K-12 public education positions.

M. Ryder's 1998 study revealed dissonant behaviors exist between the sexes within the K-12 school superintendent role. With the passing of 20 years, further research into gender studies and leadership has occurred and this study will attempt to explain if those same dissonant behaviors exist. Gazaniti's (2017) study validated Ryder's findings and suggested a replication of Ryder's study to revisit the population from the original study. The study would need to exam literature and replicate the research to determine if any changes have occurred in 20 years.

Further research on this topic will contribute data and evidence to formulate strategies that can be implemented within the K-12 school system to help women administrators attain the position of superintendent. The literature indicates and magnifies the inequities that exists between the sexes in public education at the highest level. Women have made strides since M. Ryder's (1998) study, yet women still are underrepresented as K-12 superintendents. The research is clear that women need to continue to exemplify their strengths and challenge traditional societal gender roles and expectations that are ingrained into our societal norms. As men and women become aware of existing dissonant behaviors, this awareness will perpetuate the change in attitudes that need to occur in order to avoid dissonance feelings and behaviors.

Definitions

Barrier. Something that hinders the forward progress of a person or movement.

Communication. Information that is exchanged between two individuals using verbal and non-verbal methods.

Culture. Beliefs, customs, and the way of thinking in a society or organization.

External barriers. Outside factors that women may experience that impedes the ability to attain promotions to position of upper leadership.

Female administrator. Females that are employed by a school district which hold a position of evaluator and supervisory authority on a school site. Examples of positions are assistant principal, principal, directors, and coordinators.

Gender dissonance. The conscious or subconscious incongruity that men and women may feel when they work together (M. Ryder & Briles, 2003).

Gender roles. Societal roles that are assigned to men and women that exemplifies society stereotypes (W. Wood & Eagly, 2012).

Glass ceiling. A term that is used to describe the invisible barrier women may encounter that hinders them in achieving promotions into the highest-level positions.

Glass escalator. A term that is used to describe the fast-upward trajectory to senior level positions that men encounter in female dominated industries.

Internal barriers. Intrinsic factors that women may experience that impedes their ability to attain promotions to position of upper leadership.

Male gender dissonance. The conscious or subconscious incongruity that men may feel when they work together with the opposite sex in the workplace (M. Ryder & Briles, 2003).

Mentor. A person that gives advice and guidance to a less experienced individual in an organization.

Sponsor. A person that gives advice, guidance, and becomes an active advocate that networks and assists in promoting a less experienced individual in an organization.

Superintendent. The head of a school system, composted of schools and departments, hired by the school board to directly manage the administrative affairs of a school district.

Delimitations

This study was delimited to K-12 public education superintendents in southern California. Only superintendents who: (a) had a minimum of one year's experience as a K-12 public education superintendent, (b) were knowledgeable of women's issues in K-12 public education, (c) exhibited strong verbal and non-verbal communication skills, and (d) were recognized throughout the K-12 public education community for their support to mentor female superintendents or those that aspired to the position were asked to participate in this study. To satisfy these delimiters, the researcher employed snowball sampling. Findings from this study were only generalizable to this specific population.

Organization of the Study

Chapter I established the foundation for the reader with the background, purpose, and research questions of the study. Chapter II gave support to the study and reviewed literature surrounding the area of study through a theoretical framework on gender differences and dissonance. Chapter III outlines the methodology of the study and gives substance through information given by the examined population, the sample, and the researcher's background. In addition, Chapter III gives definition to the study through the purpose, research questions, instrumentation, data collection, data analysis, and the timeframe the structure attained completion. Chapter IV analyzed and discussed results derived from data collected in the study. Chapter V provided the findings and suggested conclusions as well as recommendations for future areas of research based on the data.

23

CHAPTER II: REVIEW OF THE LITERATURE

Introduction

"We need women at all levels, including the top, to change the dynamic, reshape the

conversation to make sure women's voices are heard and heeded not overlooked and

ignored." - Sheryl Sandberg, COO Facebook

Chapter II will ground this study in the existing literature as it pertains to women

searching for the position of superintendent within the public K-12 school system and the

hurtles they must overcome. This chapter will begin with the explanation of what gender

dissonance entails and how it plays a role in the rise of women in the public education

world. Next it will give the reader the pathway of women in the workforce as leaders, in

education, and as superintendents. The theoretical framework will address five gender

theories and gives an understanding of how gender dissonance occurs in education at the

highest levels. The following section provides women's access to superintendency and

the impact on eligibility for advancement to this position. Stereotypes, work-family

conflicts, mentorship, sponsorship, glass ceilings, and the glass escalator will be

addressed as impacts on the rise of women. Challenges faced by women are explained

through the four conceptual areas of: (a) role confusion, (b) communication differences,

(c) cultural differences and (d) women's power. The goal of this literature review is to

set the stage of what has been written in the literature during the time period since Dr.

Ryder's original study undertaken in 1998.

Gender Dissonance

Festinger (1957) first introduced the concept of cognitive dissonance theory and

from this theory the concept of gender dissonance was born. When individuals feel

psychologically uncomfortable and are in contrast to normal feelings it can be referred to as dissonance (Festinger, 1957). Human beings seek to find pleasure and happiness. When confronted with pain, sadness, or uneasiness they tend to flee or avoid. When emotions are exhibited that are not generally shown in a particular situation dissonance can occur (Hopp, Rohrmann, Zapf, & Hodapp, 2010). Festinger (1957) outlined that when a person finds themselves grappling with new information in their framing of old understandings cognitive dissonance occurs (Gorski, 2009). Psychological discomfort becomes dissonance when it is incongruent with an individual's prior belief (Drill, 2014).

To combat dissonant feelings, one must be flexible and adaptive to resolve the conflict of current feelings and prior experiences (Macrae & Bodenhausen, 2000). The feeling of dissonance causes discomfort and therefore is not sought out. In order to change dissonance Festinger (1957) surmised that the environment that created the dissonant feelings must be changed. The work that was done by Festinger created the foundation for the theory of gender dissonance to emerge.

According to the work of M. Ryder and Briles, (2003) gender dissonance is the "subconscious discomfort, uneasiness or anger that men may feel when they interact with women" (p. 29). The discord that happens in one's mind is cognitive dissonance, the discord the sexes feel toward each other is gender dissonance. M. Ryder's (1998) study purports that behaviors exhibited by females may create dissonance in their male colleagues and can build barriers that hinder the advancement of females to the highest leadership positions. Being an assertive change agent is revered in men and yet socially frowned upon for women thus females pay a cost for their accomplishments if they are seen as creating a disturbance in the social continuum (Sandberg, 2013).

Aggressive and hard-charging women violate unwritten rules about acceptable

social conduct. Men are continually applauded for being ambitious and powerful

and successful, but women who display these same traits often pay a social

penalty. Female accomplishments come at a cost. (Sandberg, 2013, p. 17)

Women in the Workforce

Women have been a part of the working landscape in American history since the

mid-1800s (Kessler-Harris, 2003). Women ran hotels, sold baked goods, and even mined

during the California gold rush (Johnston & Johnson, 2017). A. H. Eagly and Carli

(2007), state that women accounted for only 18% of the workforce in the early 1900s.

Most served as domestic workers, hairstylists, seamstresses, and nurses (Kwolek-Folland,

2007). Rosy the Riveter emerged during World War II to show women they had a role to

fulfill in the workplace in order to help win over a common enemy while working in the

factories (Doepke, Hazan, & Maoz, 2015; Lewis & Neville, 1995). Women needed to

provide for their children while their husbands were at war. They also began to fill

clerical and retail jobs and started to branch into the business world especially after a

death of a spouse (Kessler-Harris 2003).

The female labor force increased 50% from 1950 to 1970 (J. P. Smith & Ward,

1985; Wan Ismail & Al-Taee, 2012). It was during this and the next decade that women

began to understand and embrace that being in the workforce was a viable option. Title

VII of the Civil Rights Act in 1967 made it illegal to discriminate against an individual

based on their sex and started a change in hiring practices in the United States (A. H.

Eagly & Carli, 2003). This important legislation now gave women the legal foothold into

the world of work and resulted in women becoming a permanent fixture in the American

labor force. During this time, the feminist movement of the 1960s and 1970s was determined to gain more equality for women (A. H. Eagly & Carli, 2003). Equality in pay and position for women was the focus. With more and more women becoming a part of the labor force and earning college degrees at a faster rate many began seeking higher leadership positions (Gutek, 2001). As a result, women ages 25 to 64 earning college degrees more than tripled from 1970 to 2014 (U. S. Bureau of Labor Statistics, 2015).

Women in Leadership Roles

Currently, women are more educated than in the past (Johnston & Johnson, 2017). While women are represented in almost all career fields the news is not all good (U. S. Bureau of Labor Statistics, 2015). Although women have higher education and access to a broader spectrum of jobs their earning power is still less than males (Catalyst, 2017). In 2016, women working in a full- time capacity still earned almost 20 percent less than those of their male counterparts (Catalyst, 2017). Women in the past came into the workforce out of necessity and now enter various career opportunities with a passion to strive for leadership in addition to having families to support with dual or single incomes (Szameitat et al., 2015). Women that attain the elusive C-suite of chief executive positions still hover around 6.9% in Fortune 1000 companies (Chira, 2017). Overwhelmingly men continue to sit in the most powerful chairs of leadership. To see women at the highest echelon of leadership is not the norm in the United States of America.

The research is clear; women are attaining advanced degrees at a higher rate than men (Koch, D'Mello, & Sackett, 2015). Women knew that in order to reach higher level leadership roles women, they need to attain the necessary education (Cheung & Harpern,

2010). Fifty-eight percent of women are earning bachelor's degree, 23% are earning master's degrees and 5.50% are earning doctoral degrees, thus taking the time and finances to gain these degrees in order to enter the workforce and in turn be considered for higher positions (Ginder, Kelly-Reid, & Mann, 2016).

Society still views leadership roles to be held by strong males (A. H. Eagly & Wood, 2011). When women attain upper tier positions of leadership the societal expectation to conform to male behaviors is prevalent (A. H. Eagly & Carli, 2003; A. H. Eagly & Wood, 2011). People have the expectation that being aggressive and bold is an expectation in order to become a leader and is connected to being masculine (Madden, 2011). "People more easily perceive men as being highly competent, men are more likely to be considered leaders, given opportunities, and ultimately emerge as leaders than women" (Madden, 2011, p. 61). Yet high level positons have changed into building capacity and shared leadership in a collaborative nurturing atmosphere which has been documented in the literature as a leadership skill employed by females (Gipson, Pfaff, Mendelsohn, Catenacci, & Burke, 2017; Zenger & Folkman, 2012). Interesting, the traditional manager is now being replaced with leaders that work together towards common shared goal amongst their employees.

From the beginning of time, men have dominated the arena of leadership and have therefore defined the style and roles of a leader in society (A. H. Eagly & Johannesen-Schmidt, 2001). The perception and expectations in leadership is that the role must be masculine in nature (A. H. Eagly & Wood, 2011). Women are seen as not being able to meet the expectations that high level executive positions demand to be an effective leader (M. Grogan & Shakeshaft, 2010). In addition, research also suggests that women are

cerceived as not wanting to lead and not being qualified enough to lead (Koch, D'Mello, & Sackett, 2015).

Women in Educational Leadership

During the early 1800s men dominated the teaching profession. Women were expected to be at home taking care of the household and not in the workforce. The career of school administrator emerged in the mid-1800s with men exclusively securing this position and women picking up the void to take on the job of teacher (Blount, 1998). By the late 1800s men and women were equally represented in the education field and by the 1900s women held 70% of all the teaching positions which has not changed much over the past century (Blount, 1998). In 1909 Ella Flagg Young, the first female superintendent of the Chicago Public Schools stated that "Women are destined to rule the schools of every city," (Blount, 1998, p. 1). Despite her enthusiasm this has not yet materialized in the 21st century.

Society has aligned the role of teacher as one that is nurturing and caring, with these characteristics primarily seen as female in our society (A. H. Eagly & Wood, 2011). Women have been stereotyped with character traits such as being emotional, submissive, and dependent that are not aligned with strong leadership (Hill, 2013; Wagner & Berger, 1997). Characteristics of being competitive, authoritarian, independent, task orientated, and individualistic are seen as positive and masculine and therefore traits to seek in great leaders (Walker & Aritz, 2015). Women in turn bring the gift of being supportive and inclusive and thus assisting organizations from being ruled by an iron fist to being lead with an outstretched hand. Shirley Hufstedler, the first U. S. Secretary of Education stated, "The large gender gap in education leadership reflects the large gender gap in

every other profession and business in the United States" (as cited in Litmanovitz, 2010, p. 26). With education being a segregated field the gender gap continues to be prevalent even at the highest level.

Women Superintendents

Although women represent 76.3% of the teaching force and 78% of central-office staff, only 27% have reached the office of superintendent (Superville, 2016). The U. S. Census Bureau states that the position of superintendent is one of the most male dominated executive level professions in the United States (as cited in Bjorn, 2000). The underrepresentation of women is not from a lack of training or experience, but more the norms and beliefs society sets regarding leadership (C. Shakeshaft, 1987; Skeete, 2017).

To be an effective superintendent and individual must be extremely skilled in many areas. Strong knowledge in finance, operations, and political intelligence are essential as they are all encapsulated in leading a charge of improving curriculum and instruction (C. C. Brunner & Kim, 2010; J. A. Dana & Bourisaw, 2006a; Dowell & Larwin, 2013; Lane-Washington & Wilson-Jones, 2010). Increased accountability at the state and federal levels of government with less and less funding has added to the difficulty of the position. The superintendent is the CEO of the public-school district in which they serve. Even with the overwhelming numbers of women serving at all levels in the school system the highest level still remains predominately male (Skeete, 2017).

The most successful pathway in which to reach the level of principal is in the elementary route although many more superintendents come from the secondary school arena (Bell & Chase, 1993; Domenech, 2010). Women, according to C. Shakeshaft (1987), either take the route of elementary principal or lead specialist, and then end at a

district level supervisor or director type role. Males have many different pathways in which they can ascend to the level of superintendent. They are able to move from elementary principal/vice principal secondary to supervisor/secondary principal to assistant superintendent and finally to superintendent (C. Shakeshaft, 1987; C. C. Brunner & Kim, 2010). Prior to acquiring an administrative role, males also take on role of athletic coach. The position of athletic coach can be very important as 63% of male superintendents have served as coaches in their career which can lead to the assumption that coaching can lead to more leadership opportunities such as secondary administrative positions (C. C. Brunner & Kim, 2010; T. E. Glass et al., 2000). C. C. Brunner (2000) reported that half of all men and only one-fifth of women in high level educational roles serve as high school principals, which is commonly considered an integral step in attaining the position of superintendent. Seventy percent of all superintendents come from the secondary school forum with only 18% of female superintendents having experience in secondary education (T. E. Glass et al., 2000; T. E. Glass & Franceschini, 2007).

Female superintendents have a higher likelihood of being single, widowed, divorced, or engaged in commuter marriages (Reed & Patterson, 2007). According to the decennial study of American Superintendents conducted by the American Association of School Administrators (AASA) 93.8% of male superintendents were married, compared to 81.8% of female superintendents (Kowalski et al., 2011). Over 6.6% of the women reported were single as compared to only 2% of men as well as only 8.8 % of women indicated they were divorced as compared to 3.7% of males (Kowalski et al., 2010). Several researchers suggest that these figures could indicate that women in high level

careers may have a more difficult time maintaining relationships which could potentially cause other women to not seek the job (Peeters, Montgomery, Bakker, & Schaufeli, 2005).

Men also obtain the level of superintendent earlier than women. Eighty-point six percent of male superintendents and 50% of females enter their first administrative post before 36 years of age (C. C. Brunner & Kim, 2010). Fifty-six-point three percent of men obtain their first superintendent position by 45 years of age, whereas only 30.6% of women were able to do so by the same age (Kowalski et al., 2010).

This extra time spent in the classroom and in roles beneath the superintendency could be seen as beneficial as the job of superintendent is no longer seen as managerial but one of instructional leadership (C. C. Brunner & Kim, 2010). Women encounter barriers as they seek the positon of superintendent and through an understanding of gender theory the labyrinth of gender dissonance in educational administration will be explained.

Theoretical Framework

Human beings tend to behave within their traditional gender roles (A. H. Eagly & Wood, 1991). Society perpetuates these stereotypes and compartmentalizes men and women into perceived roles (A. H. Eagly & Johannensen-Schmidt, 2001). When women step outside these society expectations and fail to fulfill their roles, discord occurs and prejudice against female leaders can occur (A. H. Eagly & Karau, 2002). When a violation of what is expected of females happens dissonance ensues and negatively impacts how females are perceived (J. K. Burgoon & Hale, 1988). Through all these

theories, human beings portray themselves as female or male which can be in direct conflict of how individuals see themselves (J. H. Pleck, 1995).

In order to provide an understanding of what impedes women from attaining high level management positions a theoretical framework will be used. These five theories give a scholarly perspective to the problem of gender dissonance in the workplace and how they occur in educational administration.

Expectation States Theory

Bales' (1950) seminal study established the expectation states theory. His study paved the way for more researchers to study and discover many social and gender theories. In this study Bales determined that in group interactions status hierarchies happen very quickly. The four correlated behaviors he observed were participation initiated, opportunities given to participate, evaluations received, and influence over others. An example to explain this theory was if a group member spoke more than others they were seen as having the best ideas and were more likely to gain influence on the direction of the group (Correll & Ridgeway, 2006). One example of this theory would be speaking more often is interpreted as being more assertive and therefore seen as having more leadership capacity and the individual gained a higher position in the group.

Status hierarches occur within groups when they are working towards accomplishing a collective goal or task. These goals and tasks are important in expectancy theory as this is what generates the pressure of hierarchal levels to emerge and how many opportunities individuals are given to contribute and participate. Social characteristics such as race, gender, and physical attractiveness influence the status that is achieved within the group. Stereotypically men are seen having more dominant

personality traits and women are seen as submissive and less likely to take charge of a group (Wagner & Berger, 1997) (see Figure 1).
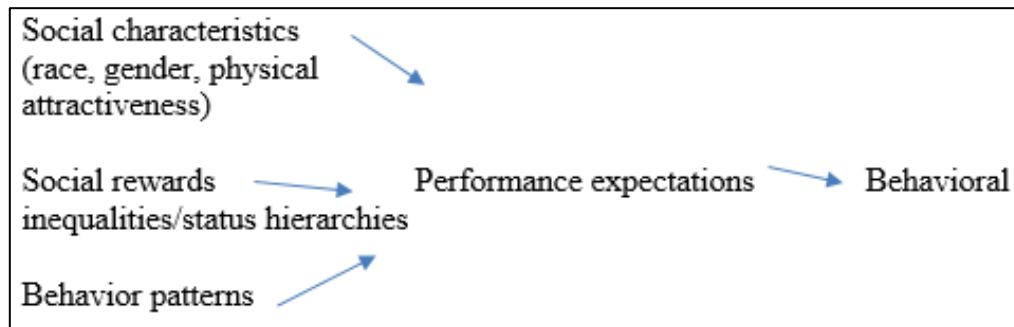
Figure 1. Status Heirarchies. Adapted from "Expectation States Theory," by S. J. Correll and C. L. Ridgeway, 2006, *Handbook of Social Psychology*, 29-51.

Society expects women and men to behave in certain ways (Koenig, Eagly, Mitchell, & Ristikari, 2011). For example, tasks are often determined to be more male or more female in nature (Wagner & Berger, 1997). The expectation is that men are more competent in male tasks and vice versa. Men want to get the job done while women want to ensure that relationships are nurtured along the way (Wagener & Berger, 1997). Men are seen as more rational, dominant and independent, while, women are seen as emotional, submissive, and more dependent. The pressure to conform to societal expectations and traditional gender alignment can create advantages and disadvantages for men and women (Koenig et al., 2011).

Women in the expectations states theory are held to a higher moral standard than men and are judged far more harshly for mishaps (Correll & Ridgeway, 2006). When women take on an assertive role in a group, they are likely to be ignored or viewed negatively (Reid, Palomares, Anderson, & Bondad-Brown, 2009). Women must work harder to outperform men in order to gain the respect necessary to be judged equally among peers (C. L. Ridgeway & Correll, 2004). For example, commentators have suggested in the national presidential election in which the first women, Hillary Clinton

was the nominee, the expectations of appearance and how the female candidate was to conduct herself was different from that of the male candidates.

Expectations states theory shows that if we expect someone to behave a certain way, this can be a self-fulfilling prophecy. In order to reduce inequality, our expectations must first be acknowledged, attempt to be understood, and then exposed as an inequality in order to change societal thinking (Correll & Ridgeway, 2006). Women in the workplace prefer equality, while men prefer equity (Wagner & Berger, 1997).

Social Role Theory

The phrase boys will be boys and girls will be girls is something that most people have heard. Society has divided tasks into either women's or men's work (W. Wood & Eagly, 2012). These duties are separated by the efficiency one sex can do them based on size, strength, and speed. Social role theory was described to understand the differences and similarities in gender and in the societal roles gender plays especially in the expected ways women are to act in society (A. H. Eagly, 1987).

Social role theory subscribes to the idea that behavioral expectations are based on gender. Women and men are expected to act in the manner within their assigned gender role based solely on their sex (Karau & Eagly, 1999). Stereotypes are used to create male and female categories and society expects people to stay within these gender role expectations (A. H. Eagly, 1987; W. Wood & Karten, 1986). Gender roles also influence personal identities of men and women (Witt & Wood, 2010; W. Wood, Christensen, Hebl, & Rothgerber, 1997).

In social role theory, there are two types of prejudice, prescriptive and descriptive. Prescriptive prejudice is the actual evaluations of women as less effective than men (A.

35

H. Eagly & Karau, 2002). Descriptive prejudice is when women are seen to have less

leadership ability and potential then men (A. H. Eagly & Karau, 2002). Descriptive

stereotypes see women as communal and warm yet prescriptive stereotypes view that

women should be communal just because of her gender.

As women gain experience in the workplace and attain higher status positions

they tend to assume qualities that are associated more with men (Thompson, 2004).

Being assertive and strong is seen as more male professional qualities that are necessary

for success in leadership whereas women are seen as being more emotional than their

male counterparts which, according to many researchers is less desirable (Pfafman &

McEwan, 2014; Gipson et al., 2017). So, it is no surprise that when women and men

remain in their prescribed sexually assigned roles they are perceived as better leaders (A.

H. Eagly, Karau, & Makhijani, 1995). Women need to find a way to appropriately

navigate these stereotypes without coming across too assertive thus being seen as too

dominant and not seen as being too weak. "Professional women are either too female to

be professional or too professional to be feminine" (Pfaman & McEwan, 2015, p. 3).

Social roles account for sex differences in group interactions (Shackelford, Wood,

& Worchel, 1996; W. Wood & Karten, 1986) and they also play a part in our emotional

experiences (Grossman & Wood, 1993; W. Wood, Rhodes, & Whelan, 1989) and group

performance (W. Wood, 1987) as human beings. A. H. Eagly (2009) indicated that the

way women and men conduct themselves is either communal or agentic in nature.

Communal indicating that one is more connected with others, while agentic refers to

being more self-assertive (A. H. Eagly, 2009). Women are considered more communal

and men are more agentic in accordance with societal norms (A. H. Eagly & Karau, 1991; Karau & Eagly, 1999) (see Table 1).

With leadership seen as traditionally more agentic there is incongruity of the gender expectations between men and women that often exists (Karau & Eagly, 1999). Upper level management positions are positioned to be more agentic thus leading to a greater bias towards women (Koch et al., 2015; Phelan, Moss-Racusin, & Rudman, 2008).

Table 1

Leadership Traits

Agnatic Traits	Communal Traits
Competent	Friendly
Assertive	Unselfish
Confident	Concerned with the feelings of others
Aggressive	Interpersonal
Task orientated	Understanding
Dominant	Affectionate
Ambitious	Caring
Independent	Expressive

Note. Adapted from "Invited Reaction: Gender, Social Roles, and the Emergence of Leaders," by S. J. Karau and A. H. Eagly, 1999, *Human Resource Development Quarterly, 10*(4), 320-327.

Agentic and Communal qualities are also seen in the workplace (A. H. Eagly & Johannesen-Schmidt, 2001). These agentic and communal behaviors are categorized and those that are more agentic in nature and assigned to males are seen as more favorable leadership qualities. It should be noted, that the research reports that agentic male characteristics were seen as more favorable than communal female qualities (A. H. Eagly, 2009) (see Table 2).

Table 2

Leadership Style Differences

Agentic Leadership Traits	Communal Leadership Traits
Influencing others	Speaking tentatively
Speaking assertively	Accepting direction from others
Initiating the assignments of tasks	Supporting others
Attention Seeking	Assisting with relational and interpersonal concerns

Note. Adapted from "The Leadership Styles of Women and Men," by A. H Eagly and M. C. Johannesen-Schmidt, 2001, *Journal of Social Issues, 57*(4), 781-797.

The attribute of being able to develop caring relationships and being socially sensitive to others is one that women exhibit (Eagly, 2009). In order to be perceived as a leader many women think they must display more masculine traits, yet when they do they can be discriminated for doing so (Koenig et al., 2011). Therefore, socially appropriate professional identity can be in direct competition with socially appropriate gender identity. "Research shows that women who behave agentically can be subjected to denigration and backlash for violating the prescriptive stereotype of being communal" (Gipson et al., 2017, p. 4).

Women leaders must consider ways to maintain the perception of appropriateness in their behaviors without conveying dominance in order not to violate the gender stereotype (Gipson et al., 2017; Phelan, Moss-Raucusin, & Rudman, 2008). This can be associated with feelings of dissonance. An example of this dissonance between communal and agentic qualities is when women negotiate salary. Women initiation of these negotiations are seen as too assertive and not as polite women (Amanataullah & Morris, 2010; Bowles, Babcock, & McGinn, 2005). Stereotypes are at the center of several theories, such as social role theory and role congruity in order to explain the gender gap in leadership.

Role Congruity Theory

The role congruity theory is connected to social role theory and argues that gender role expectations in society promote the idea that stereotypical qualities of women are not attributes that are needed for senior leadership positions (A. H. Eagly & Karau, 2002). This perception leads to gender bias and prejudice and lowers the demand for female leadership. Role congruity theory ascertains that when women exhibit traits not associated with being female they fail to align with societal expectations and therefore prejudice against them results when in leadership roles (Bongiorno et al., 2014; A. H. Eagly & Karau, 2002). Where social role theory explains the societal view of sex differences and the inequities of these classifications, the role congruity theory highlights the violations of these classifications and the possible consequences of these violations. When men and women fail to obey societal expectations that are put forth, individuals are often penalized (Skelly & Johnson, 2011).

Gender stereotypes contribute to biased evaluations in leadership and the societal expectation that women take care and men take charge in leadership (Hoyt & Burnette, 2013). Men's agentic qualities such as confidence, ambition, self-reliance, and dominance are the same qualities used to describe strong leaders (A. H. Eagly et al., 2000). When women display these more masculine traits it can result in prejudicial behavior (A. H. Eagly & Diekman, 2005). Women are faced with the problem of obtaining leadership roles in which masculine traits are seen as positive, yet if they display these traits they are violating a societal role. The incongruity exists between the perceived gender roles and the characteristics of women verses the qualifications of

successful leadership (A. H. Eagly & Diekman, 2005; Paustian-Underdahl, Walker, & Woehr, 2014).

Expectancy Violations Theory

J. K. Burgoon and Hale (1988) describe expectancy violations theory as a communication phenomenon where an audience expects certain behaviors and the behaviors that occur if the expectations are violated. The stronger the violation the stronger the reaction/discord and opinion that is formed by the audience about the speaker (J. K. Burgoon, 1993; J. K. Burgoon & Hale, 1988). Females can violate the expectations of an audience if they communicate in a way that falls outside the societal expectations (J. K. Burgoon & Hale, 1988). The message that is trying to be communicated can be severely impacted as well as the way the information is taken in.

When people start a conversation, there is an expectation due to societal norms of how the communication will transpire (J. K. Burgoon, 1993). The conversation, if conducted in the United States, may start with a salutation of hello and end with a closing of "good bye" or "thank you for your time." Factors that must be taken into consideration are the sex of the speaker, the relationship that has been established by the speaker and the listener, and how formal the discussion will be (D. I. Johnson & Lewis, 2010). Another factor that Brugoon (1993) explained was that of familiarity. If those communicating are personally familiar they will be close in proximity and be less formal whereby strangers will be more formal and stand at a greater distance.

In this theory, when a communicator engages in a behavior that is unexpected and in violation of societal norms the theory claims the violation will distract from the issue being discussed (Buroon, 1993). When an expectancy violation occurs, it can have

positive or negative results depending upon the audience reaction (J. K. Burgoon & Walther, 1990). If the violation is seen as negative it will detract from the person and if it is positive will add to the person's likability (D. I. Johnson & Lewis, 2010).

Women are expected to be more modest in their verbal communication than men and when violated can evoke negative responses from the audience (Brescoll & Uhlmann, 2008). Social role theory and gender role theory both identify that when females go against societal expectations they can create discord and suffer retribution. This aligns with expectancy violations theory (Brescoll & Uhlmann, 2008). Women must portray the "good girl" so they will not be treated negatively while conversely men are given the excuse of "boys will be boys" and forgiven social missteps (Paustian-Underdahl et al., 2014).

Gender Role Strain

Joseph Pleck's gender role strain first introduced in 1981 and further developed in 1995, discusses how men feel about gender roles and masculinity. J. H. Pleck (1995) identified that a conflict occurs when there is a clash with the cultural expectation of one's gender and how one truly feels. Gender roles can have negative consequences or impact on others when a person cannot be who they want to be (J. M. O'Neil, Helms, Gable, David, & Wrightsman, 1986). Gender role strain restricts one's ability to reach their human potential or someone else's potential and thus leads to low self-esteem (J. M. O'Neil, 1981).

J. H. Pleck (1995) developed three categories of strain, discrepancy, trauma, and dysfunction. Discrepancy explained that men have a need to live up to the ideal of being a strong, fearless, idyllic man (Levant, 2011). When a man does not live up to this ideal

41

they can feel anger and become depressed. He feels he has not lived up to the societal expectation to always be the stronger sex. Dysfunctional Strain is when a man is expected to always act male. When a male becomes angry it is expected he act out in a loud and physical manner. Trauma strain is the last classification where if a man cannot carry out his traditional roles and is challenged there can be devastating results. A man may not be able to come to terms with his wife needing to work and not stay home if he is unemployed for a long period of time. J. H. Pleck (1995) believed more research in his theory "carries the promise of more humane and egalitarian scientific study of the sexes." (p. 160).

Access for Women to the Position of Superintendent

Seventy-six percent of the nation's teachers are female (T. E. Glass et al., 2000; Litmanovitz, 2010; Superville, 2016). Despite females overwhelmingly represented in education, leadership in the field continues to be male, resulting in a disparity between those who lead and those who take direction. "The superintendency traditionally has been a male-dominated profession and remains so" (T. E. Glass & Franceschini, 2007, p. 16).

In the *American School Superintendent: 2010 Decennial Study* it was reported that females in the position of superintendent reached an all-time high of 24.1% (Kowalski et al., 2011). This indicates that there have been strides made towards gender equity, however, there remains a long distance towards equality (Shapiro, 2006). In California, nearly 84% of school districts are under the direction of a male superintendent. Of the 16% of women who are in the position of superintendent many

42

are in small high need rural school districts (T. E. Glass et al., 2000, T. E. Glass & Franceschini, 2007; Kowalski et al, 2011).

Ninety-nine percent of superintendents served as teachers in their career path, with males serving an average of five years compared to women with an average of 10 years (Kowalski et al., 2011). With double the time in the classroom females gain more instructional experience, and this adds to their effectiveness as instructional leaders which has proved to be an essential piece to leadership in education today (L. G. Björk, Kowaslki & Browne-Ferrigno, 2014; M. Grogan & Shakeshaft, 2011).

Female superintendents with extensive teaching experience also serve in multiple administrative roles prior to obtaining their position of superintendent with 78% of district level positions being held by women (T. E. Glass et al., 2000; Kowalski et al., 2011; Superville, 2016). District level positions such as coordinator, director, and assistant superintendent are common for women especially in the area of curriculum and instruction (T. E. Glass & Franceschini, 2007; Kowalski et al., 2011). Research indicates that women generally have to work longer in their career obtaining various experiences and working in a district level capacity prior to becoming superintendents than males do (T. E. Glass et al., 2000; T. E. Glass & Franceschini, 2007).

Women underrepresent critical positions necessary for the path to superintendency. Seventy-five percent of superintendents in the year 2000 held secondary administrative positions, yet females were significantly underrepresented especially at the level of high school principal (T. E. Glass et al., 2000). Goldring, Gray and Bitterman (2013), reported that 30.1% of high school principals are women while 63.8 % of elementary and 42% of middle school are female. When women do not have

the secondary experience piece in their resume, they are seen at a disadvantage in climbing the ladder towards superintendent (J. A. Dana & Bourisaw, 2006a; Sharp, Malone, Walter, & Supley, 2004).

Another aspect that women excel is being current in professional development and participating in higher education. According to the NCES (2015), it was reported that 62.6% of all master's level degrees were awarded to females and 53.3% of doctoral degrees. This is represented in female superintendents with 52% holding doctorates in comparison to only 41% of men (M. Grogan & Shakeshaft, 2011). While more women hold higher level degrees, in contrast only 10% choose to complete a superintendency credential (T. E. Glass et al., 2000). Women continually seek more professional development in the area of curriculum and instruction to remain current in the trends that are occurring in education and being able to keep their subordinates more prepared (C. C. Brunner & Kim, 2010).

The role of superintendent continues to change and evolve as our educational system is a state of reformation (Affeldt, 2015; Paul, 2014). The focus of educational achievement is being joined with the additional sweeping changes of the Common Core State Standards (CCSS), Every Student Succeeds Act (ESSA), new computerized Smarter Balance Assessment Consortium (SBAC) student testing systems, Local Control Funding Formulas (LCFF), and performance targets set through the Local Control Accountability and Plans (LCAP) (Franquiz & Ortiz, 2016; Menefee-Libey & Kerchener, 2015; Paul, 2014).

Regardless of the number of significantly more qualified women in education, they continue to remain underrepresented in the highest-levels of leadership in the

educational system (L. G. Björk, 2000; Blount, 1998; T. E. Glass et al., 2000; Kowalski et al., 2011, Litmanovitz, 2010; Superville, 2016). The role of superintendent is complex and requires a diverse set of skills in curriculum, instruction, communication, budgets, and politics that support students, staff and the community (L. G. Björk et al., 2014). The position requires the players to walk a balance between being an instructional leader and that of a manager (Paul, 2014; L. G. Björk et al., 2014; Menefee-Libey & Kerchner, 2015). Women have continued to make improvements in climbing to top-level positions in education yet inequality still exists despite their qualifications and education. Understanding the impact on eligibility for women to rise to superintendent status will help raise the consciousness of the barriers that need to be overcome in a male-dominated position.

Impact on Eligibility for Advancement to Superintendent

Barriers for women seeking to serve in leadership capacities including that of superintendent are consistent in the literature (C. C. Brunner & Kim, 2010; A. H. Eagly & Johannesen-Schmidt, 2001; T. E. Glass et al., 2000; M. Grogan & Brunner, 2005; S. L. Gupton, 2009; McGee, 2010; Wickham, 2008). While gains have occurred in women attaining higher levels in leadership at higher rates, they continue to face challenges over management style, finding support from colleagues, and finding balance in their work and their lives (Hurley & Choudhary, 2016). An analysis of the literature revealed both internal and external barriers including stereotypes, inequity in hiring practices, work-family conflicts, mentorship, sponsorship, and the existence of the glass ceiling/escalator.

Stereotypes

Gender stereotyping exists when "women are mostly viewed as occupying communal/feminine occupations, whereas men are viewed as occupying agentic/masculine occupations" (Lopez-Zafra, Garcia-Retamero, Pilar, & Matos, 2012, p. 98). Men and women alike hold the societal view that men are better and more capable in leadership roles than women and thus perpetuate the view that men are more desirable to hire (Baker, 2014; C. Shakeshaft, 1987; Skelly & Johnson, 2011). This stereotype perpetuates through school districts when school boards see that it is not a "woman's place" to run a school district (Chase & Bell, 1990; Comeaux, 2009).

In order to climb the leadership ladder, some women have modeled their behaviors after qualities of their male colleagues, rather than playing to their personal strengths (Baker, 2014; Kelsey et al 2014; Koenig et al., 2011). When women take on male behaviors they are characterized as being bitchy instead of assertive. Men are stereotypically more assertive and confident, and women are more collaborative and likable thus male traits are more consistent with the role of a leader. This then leads to bias and prejudice against women (Ayman & Korabik, 2010; A. H. Eagly, 2009; Rudman & Glick, 1999). Stereotypes lead people to group people into boxes according to beliefs of how specific groups should act and behave, not based on their individual abilities, therefore, restricting their opportunities (A. H. Eagly, 1987; Koch et al., 2015).

Stereotypical expectations can yield behavioral conformation and can be automatically activated yet gender stereotyping is built on an individual's expectations and the norms in society (Skelly & Johnson, 2011). For example, during a meeting when copies or coffee need to be made an assumption often prevails that the women should

46

complete these tasks regardless of their leadership rank. As a result, women internalize their stereotypical role, making them look less attractive as a strong leader (A. H. Eagly & Karau, 2002). Sandberg (2013) urged women to not get the copies but to 'lean in' and create the message that regardless of sex everyone is capable of making the copies or the coffee. Stereotyping causes barriers and females do not have equal opportunities and upward mobility in organizations due to gender stereotypes diminishing female's ability to lead.

Inequity in Hiring

A significant barrier that impacts female superintendents is the selection and hiring processes in school districts where men are generally offered positions over women (Benzel & Hoover, 2015; C. C. Brunner & Kim, 2010). Elected school board officials are responsible for the selection and hiring of superintendents (Benzel & Hoover, 2015; C. C. Brunner & Kim, 2010). The position of superintendent, in fact, is the only employee in a school district that is directly hired by an elected board (EdSource, 2007). The literature indicates that more males in decision-making positions contribute to the problem of women not being the successful candidate in superintendent searches (Benzel & Hoover, 2015; Wallace, 2015). When men are in the selection seat, they are more likely to choose men than women (A. H. Eagly, Karau, & Johnson, 1992; A. H. Eagly & Wood, 2011). Additionally, they also occupy more decision-making positions than women thus outnumber women in the vote for a candidate. Even as a country the United States ranks 98th in the world for percentage of women in its national legislature and women holding statewide and state legislature seats is less than twenty five percent (Hill, 2014).

Women additionally are faced with being the traditional primary caregiver and in charge of the familial responsibilities and as a result are not always viewed as the best candidate to be hired by school boards (Mahitivanichcha & Rorrer, 2006). Women continually are underrepresented in occupations of high responsibility and high-income levels (A. H. Eagly & Chin 2010, 2010; Koch et al., 2015). Organizations and school districts are becoming more focused on results and thus are looking for the most qualified personnel and not just what has always been done therefore eliminating the biased practice of hiring based on one's sex instead of one's ability (A. H. Eagly & Carli, 2003).

Work-Family Conflict

Society puts a tremendous amount of pressure on women to create a balance between work and family. Being a mother is seen as the primary role of most women and as such main caregivers are believed to be the higher level of importance than any kind of job or career (Kelsey et al., 2014; C. L. Ridgeway & Correll, 2004; J. E. Sanchez & Thornton, 2010). Family responsibilities are one of the most powerful barriers that block a women's pathway to administrative roles (Pirouznia, 2009). The conflict that women feel between the pull of family and the aspiration of reaching the level of superintendent is what keeps them from even applying for the position (Derrington & Sharratt, 2009; Klatt, 2014). The cultural belief that mothers should be there for their families creates an internal and external conflict that causes barriers for women aspiring for the higher-level positions which in turn also causes a shortage of women in leadership roles (Derrington & Sharratt, 2009; A. H. Eagly & Karau, 2002; C. L. Ridgeway & Correll, 2004). Bias against women that have children and family obligations are more prevalent than men or women without children (Borelli, Nelson, River, Birken, & Moss-Racusin, 2017; C. L.

Ridgeway & Correll, 2004). Female administrators face a barrier as they tend to not be as mobile due to family situations which include their spouse or partner's jobs (Wickham, 2008). Most women superintendents must consider their spouse and their career when making decisions in taking a position that is not local (J. A. Dana & Bourisaw, 2006b; Hoff & Mitchell, 2008; McGee, 2010).

Studies cite that personal and family support is an essential part of what women need in order to seek and serve as a superintendent (Derrington & Sharratt, 2009; Griggs, 2014; McGee, 2010). Women need help in the daily tasks of the home such as childrearing and housekeeping, and lack of spousal support is a barrier for women (Cheung & Halpern, 2010). This lack of support becomes the work-family clash and can result in a gender barrier for women that seek advancement in their career (Loder, 2005). Women need a reliable support system that helps not only in household tasks but also the tensions of the job are also relieved by their familial or communal supports and an equal partner in their relationships (Griggs, 2014; McGee, 2010; Superville, 2016). The literature emphasizes that these supports mitigate the effect of the barriers that females can experience in their ascension to the level of superintendent.

Mentorship

T. E. Glass and Franceschini (2007) reported that 39% of superintendents do not have a mentor. Mentorship serves as a powerful influence on human potential (L. G. Björk, 2000). Learning from someone else's strengths and experiences is an essential piece of mentorship (J. A. Dana & Bourisaw, 2006b; Griggs, 2014). Finding a network of mentors is not only for job advancement, but also for collaboration, learning, and friendship from other professional female leaders (S. L. Gupton, 2009). Mentors are

difficult for women to find as many women begin their administrative careers later in life than men (Witmer, 2006). For women to learn how to overcome challenges and barriers they face it is essential that they utilize a mentoring system and network with other women (C. C. Brunner & Kim, 2010; Muñoz et al., 2014). J. A. Dana and Bourisaw (2006b) state "the novice can become acquainted with school superintendents who can provide knowledge and insight for them in their efforts" (p. 203).

Relationships that are gained with others, especially those in similar roles, are cited as an important system for females in educational leadership positions (Griggs, 2014; Pecora, 2006). "Women administrators need support […] a sense of connection with others who understand the world in which they live" (Tripes, 2000, p. 2). These connections become very important when those in leadership face adversity. Women have a strong trait to naturally want to help each other grow in their aspirations (Chang, 2012). Although mentorship gives support and friendship it does not lead to women gaining the promotions; it is sponsorship which helps women and men go to the next level in leadership (Ibarra et al., 2010).

Sponsorship

Sponsorship is rooted in previously developed relationships with those that have served as mentors. This may include superintendents who one holds in high esteem and have been successful while also possessing expertise, valuable experience, advocacy, support, and keen insight (J. A. Dana & Bourisaw, 2006b). A sponsor goes beyond giving feedback but helps give those they sponsor a vision which can help launch them to the next level of their career (Ibarra et al., 2010).

Sponsors are a key component in helping a candidate succeed in their job pursuits as they are in the inner circle and in the 'know' where they can advocate and influence others in their decision making. When someone is sponsored their sponsor has put their reputation on the line and endorsed them for a position (Blade, 2017). When seeking a sponsor, it is important to find an individual who shares similar values and goals and also has skills and knowledge they can pass on in order to help achieve the goals that are sought. They must also take the time to devote to the relationship and be in a position of power based on their knowledge and access to positions the individual seeks (Gilmour & Kinsella, 2009).

Women continually balance the strains of work and home. These constraints give few opportunities for women to go out and obtain the sponsorship from those higher in the organization that is beneficial in reaching the next level by guiding career decisions, making introductions and navigation workplace politics (Warrell, 2017). Gowland's (2018) research suggests that women's conferences increase income and also those that attend are twice as likely to gain a promotion within a year of attendance. As the low number of female superintendents persists, there will continue to be a low number of sponsors for women who aspire to the top role in educational leadership. Research shows that aspiring women need role models like themselves that will encourage and support them through the ascension to the chair of superintendent (T. E. Glass et al., 2000).

Glass Ceiling and Escalator

The barrier of prejudice and discrimination that excludes women from the highest-level position in education can be attributed to the idea of the glass ceiling (Kelsey et al., 2014). The "glass ceiling," although invisible, is a very prevalent

roadblock that limits the progression of women within the educational workplace. As people ascend into the administrative hierarchy, the level of discrimination increases. This increase in discrimination proves true with the greater number of women receiving high levels of education and representing the majority of graduates yet are still grossly underrepresented as executives in the largest companies and in education (Cotter, Hermsen, Ovadia, & Vanneman, 2001; Galloway, 2012; Lemasters & Roach, 2012). P. G. Northouse (2007), stated that women are simply different than men and lead differently. He explained the glass ceiling could be explained by human capital, gender differences, and prejudice. "In sum, substantial empirical evidence reveals that gender stereotypes can significantly alter the perception and evaluation of female leaders and directly affect those in, or aspiring to, leadership roles" (P. G. Northouse, 2007, p. 278).

Some academics have stated that women no longer encounter the glass ceiling as they have reached some of the highest levels of leadership (P. Smith, Caputi, & Crittenden, 2012). Yet the empirical and anecdotal evidence is clear that while few have reached these levels women have created a mere crack in the ceiling (Konrath, Au, & Ramsey, 2012; Latu, Mast, Lammers, & Bombari, 2013; Wienclaw, 2015). The glass ceiling is still solid and without more of a spotlight on what is occurring women are far from shattering it (A. H. Eagly, & Johannesen-Schmidt, 2011; Gill & Jones, 2013; Vinkenberg et al., 2011).

T. E. Glass et al. (2000) stated that based on the AASA's *2000 Study of the American School Superintendency*, 61% of the women superintendents surveyed felt that the glass ceiling existed and lessened their chances of being selected when trying to attain their position. The struggle with the good ol' boy system is a component that surfaces

across the literature (Hoff & Mitchell, 2008; Kelsey et al., 2014). Derrington and

Sharratt (2009) claim the earliest that equal numbers of women and men will share

equally in the position of superintendent would be in the year 2035. In order to break the

glass ceiling, "women often have to fight harder, wait longer, and survive more scrutiny

to become a superintendent" (Derrington & Sharatt, 2009, p. 10). It is clear gains have

been made and women aspire to the job of superintendent; yet the opportunity to reach

the position is not always present due to the barriers women face (J. A. Dana &

Bourisaw, 2006a).

Although society has bestowed the notion that males have qualities that match the

ideal leader males have been underrepresented in the occupations that were more

acceptable for women to perform (D. Jones, 2017). When males are in the minority or

token male employee the pathway men have to climb in their career is often presented

with opportunities to elevate quickly using the glass escalator (C. L. Williams, 1992).

Even when males are content with the position they "face invisible pressures to move up

in their professions. Like being on a moving escalator, they have to work to stay in

place" (C. L. Williams, 1992, p. 87). Even in occupations, such as education, which is

composed mostly of women, the gender perception is that men's skill and ability to lead

facilitates their advancement to administrative levels (Wingfield, 2009). More men are in

decision making positions which determine who gets the job of superintendent thus a

gender bond can occur and create the escalator whereby men ride to the top quickly (C.

L. Williams, 1992).

Four Conceptual Areas

In Ryder's work in 1998, four conceptual areas based on examples of dissonance were presented. Aligned with the four conceptual areas of: (a) role confusion, (b) communication differences, (c) cultural differences, and (d) women's personal power, situations in which females exhibit behaviors that may prompt males to demonstrate behaviors associated with gender dissonance are examined.

Role Confusion

"Boys will be boys and girls will be girls" is an accepted and engrained saying in our society. With both women and men now finding themselves side by side in leadership positions and working together the sexes embark on a journey through a labyrinth of learning to work in unison. A. H. Eagly (1987) suggested sex-role stereotypes may determine how men and women behave socially and what qualities they believe are desirable for each sex. When men encounter women in positions that have usually been held by men role confusion can occur. Males are uncertain how to act around females in the workplace and fear they will offend them with their behavior (B. Annis & Gray, 2013). Men have a comfort with men and do not always filter themselves as they would when a woman is present. When women are present it can cause them to feel discomfort and discontent which in turn can cause dissonance (B. Annis & Gray, 2013).

Appendix A outlines the concept of role confusion and provides the foundational background into its dissonance areas.

Expressions of sexuality. In movies, commercials, print advertisement, etc., women are consistently portrayed as using their sexuality in order to get the product,

man, and advance in their careers. Using ones "feminine wiles" to get what you want is a way for women to increase their popularity and influence on others (A. H. Eagly & Carli, 2003). The use of sexuality at work can cause dissonance between men and women. Men can feel discomfort and anger when they feel manipulated by a woman using her sex in order to get her way. "Men often find themselves walking on eggshells with women in the workplace, an apprehensive and hesitant feeling" (B. Annis & Gray, 2013, p. 93). An example of this can be when women wear clothing that can be seen as provocative and showing their body parts in a sexual manner. Also, low cut tops, short skirts, overly high heel shoes, all give the connotation of being sexy. To maintain a professional atmosphere, it is important for females to dress in a manner that lessens the uncomfortable feelings that can occur when women dress provocatively or act in a suggestive manner (Gurung, Punke, Brickner, & Badalementi, 2018; M. Ryder & Briles, 2003; Sanz, 2016). In order to lessen bias in the area of gender, age, and race women sometimes alter their appearance (Gowland, 2017). Some women can dress more androgynous when they are in a position to be judged by their actions and work product and not by their looks.

The 2017 #MeToo Movement has increased awareness and interest in the topic of sexual harassment in the workplace. Harassment is aggressive, threatening, or lewd behavior which can occur over time or a one-time severe event (Bowman, 2018). In California state law requires employers to provide supervisory employees with two hours of interactive sexual harassment training and education every two years. #MeToo has brought forth a large amount of media attention to the topic of sexual harassment adding to a workplace that can be awkward when both sexes work together. An environment

where no amount of sexual harassment can take hold and a culture is established based on collaboration, teamwork, and respect with a no tolerance of any one person dominating another for any reason will be important (Gerdeman, 2018). There has been a consistent lack of training and understanding of what behaviors are inappropriate in the workplace (Riordan, 2018). M. Ryder (1998) discussed that sexual harassment is an area that organizations should address and educate the workforce in order to eliminate it. Twenty years later the subject matter remains prevalent and unsolved. It remains to be explored if the #MeToo movement will create fear in the workplace and men will become hesitant to hire women. Gerdeman (2018) quotes Colleen Ammerman, director of Harvard Business School's Gender Initiative, "But when you think back to Anita Hill over 20 years ago, there's a difference now in recognizing how widespread this is, and the conversation has turned to the fact that it's a systemic problem" (p. 2).

Sex role socialization. Males are taught from childhood to be strong and not to "act like a girl." They are groomed to be providers of the family and to be strong. "Real men don't cry" is engrained as a predominant societal norm. Traditionally boys and girls are socialized by their gender (T. E. Glass et al., 2000). The expectation is for men to provide the 'bacon' and women to make a home. A. H. Eagly and Karau (2002) explained that when genders stay within their assigned social roles it lessens confusion and is termed role congruity theory. When these roles are not adhered to, dissonance occurs. When society compartmentalizes humans as purely male and female it loses peoples individuality (Brannon, 2005).

People connect being masculine to being a competent leader (Madden, 2011). Women are often viewed as having less of an ability to lead based on gender (A. H.

Eagly & Carli, 2007). "Because people more easily perceive men as being highly competent, men are more likely to be considered leaders, given opportunities, and ultimately emerge as leaders than women" (Madden, 2011, p. 61). A women's role is to be caring, nurturing and emotional, which can be seen as weaknesses in the workplace, especially in male dominated fields (Catalyst, 2007).

When women enter into the leadership role they are held to a higher standard than their male counterparts (Johns, 2013). They are in a no-win situation, if they are too caring and kind they are viewed as week, yet if they are too assertive they are seen as too harsh. These competing pressures are referred to by A. H. Eagly and Carli (2007) as the double bind. This often results in women trying to downplay their skills and to assimilate in order to obtain a positon and not cause discord in the workplace (Bryans & Mavin, 2003)

Differing leadership skills between men and women. Men have historically dominated leadership positions with society giving the perception that males are more effective and stronger in the role of leader (Turner, Norwood, & Noe, 2013). Women continue to be under-represented in executive leadership positions. While their career climb into leadership is different from that of men, it is often a difficult journey with their marginalization within organizations (A. H. Eagly & Chin, 2010; Clarke, 2011; Sandberg, 2013). Women face a jungle gym or labyrinth in their rise to positions of power rather than a hierarchical linear line (A. H. Eagly & Carli, 2007; A. H. Eagly & Johannesen–Schmidt, 2001; Sandberg, 2013). Females are often confronted with a culture that is more masculine and must undergo gender stereotyping in the workplace (A. H. Eagly & Carli, 2007; Metz, 2009). The more leadership is masculinized,

leadership styles of women will be seen as a problem versus a strength thus limiting access to leadership positons (Madden, 2011).

Literature shows that women leaders have more "communal" traits where men have more "agentic" traits which are linked to what society view as good leadership skills (Chin, 2011; A. H. Eagly & Carli, 2012; Madden 2011). The communal traits of being compassionate, caring and having more concern over others is viewed weaker than the agentic traits of aggression and dominance (A. H. Eagly & Carli, 2007).

Women have a more collaborative leadership style (A. H. Eagly, 2007) which is more conducive to transformational leadership which is based on equity (Denmark & Paludi, 2018; Paustian-Underdahl et al., 2014). Women are faced with a no-win situation. If they are too nurturing they are seen as weak, and when they are too assertive they are seen as being too aggressive and not nurturing enough. A. H. Eagly and Cali (2007) determine this as a double bind, "the key disadvantage of the double bind is that it creates resistance to women's leadership and influence" (p. 4).

As society and organizations progress so does effective leadership. Transformational leadership styles that incorporate collaboration, teamwork, communication and engagement support female leadership qualities and are emerging attributes that modern organizations seek (Denmark & Paludi, 2018; D. Jones, 2017).

Communication Differences

Men and women communicate in different ways and how the sexes perceive communication is also different (B. Annis & Gray, 2013). In order for the message to be heard the receiver and the sender must share a common meaning. In order for an

organization to perform, an optimal level of communication and understanding must take place.

When men do not understand how women communicate dissonance can occur (B. Annis, 2010). When women are stronger in their communication and opinions they can be seen as bragging. When they ask too many questions they are seen as delaying decisions or being indecisive (B. Annis & Gray, 2013). M. Ryder and Briles (2003) determined that communication is one of the more powerful tools that people possess and is one area that causes a great deal of dissonance in the workplace between men and women. Giving men and women the tools to listen and talk to one another may lessen incongruities and dissonance from occurring thus increasing organizational understanding (see Appendix B).

Different conversational styles. Men and women communicate in different ways (Coates, 2015). Men communicate in order to give a clear message with a clear purpose. Getting to the point and solving problem as efficiently as possible is the goal. Reversely women tend to use communication in order to discover how those in the conversation are feeling and solidifying bonds and relationships (B. Annis & Gray, 2013; Torppa, 2010).

Women use more indirect talk when they speak to others while men are direct in their communication. Women suggest, while men tell, what they want. Females use of tentative language lessons makes them more likeable yet not as respected in the workplace (Reid et al., 2009). Men want to get to the point rather than "beat around the bush." Women who engage in assertive conversations often earn her the reputation of being a "bitch" and can cause role incongruity for men yet earn the respect of women (Reid et al., 2009). Research suggest that attaining a balance between assertive and

tentative communication is the key for women having the most influence in an organization (Rudman & Glick, 1999).

Taking a more direct communication style can cause problems in the workplace for females (Johns, 2013). When women self-promote they are seen as bragging about themselves which puts them at risk of role incongruity (J. L. Smith & Huntoon, 2014). If a male self-promotes it is seen as a positive trait as a leader yet women are judged negatively (A. H. Eagly & Karau, 2002). Females are painted as good leaders if they are verbally promoted by others (J. L. Smith & Huntoon, 2014), yet are viewed as less likeable if they promote themselves (Amanatullah & Morris, 2010). Learning to speak about oneself without being viewed as a braggart is a complication that women navigate in the workplace (Council, 2018).

When females ask questions, they try to get the full picture of a situation while males see this as lacking confidence and competence as leaders. Women use more words in order to communicate and connect with others than men (B. Annis & Gray, 2013). When too much talking occurs, men shut off thus leading to dissonance and a lack of understanding (M. Ryder & Briles, 2003).

Conversational rituals. The female superintendent walks a fine line in order to emphasize discussion and deliberation before making decisions in a collaborative leadership model (M. Grogan & Shakeshaft, 2011) while not appearing too weak in her communication. The ritual dance of being strong yet collaborative creates many workplace challenges and discomfort (J. A. Dana & Bourisaw, 2006b).

When women use tentative language what they gain in likability they lose in respect (Reid et al., 2009). The more feminine communal qualities are seen as being

softer and kinder. When men come into conversations they can be very direct and aggressive. To counter this, females tend to neutralize the feeling in the room by apologizing for themselves and others (Gurian & Annis, 2008). The apologetic peacekeeper trait which is exhibited can anger men and cause dissonant feelings. Females are caught between being a community builder and a "ball buster."

Women who give criticism to others are often perceived as being overly negative in the workplace (J. C. Williams & Dempsey, 2018). Criticism causes dissonance as it is not seen as a communal feminine attribute (B. Annis & Gray, 2013). In contrast women in leadership need to give as well as receive critical feedback in order to grow as a professional (J. C. Williams & Dempsey, 2018). When receiving criticism, women tend to become more emotional than men (B. Annis & Gray, 2013). Showing emotion can cause men to become uncomfortable and reluctant to give authentic feedback which is important for women aspiring to the next level of leadership.

"Women can be their own worst enemy" when it comes to work place gossip. Men ask direct questions to those individuals involved in a situation while women will ask others behind the scenes. On the one hand gossip, can be used as a powerful tool to gain social bonds and influence in the workplace (Farley, Timme, & Hart, 2010; Ferrari, 2015). Reversely, gossip can be negative as it can limit a women's power in the workplace and paint them as untrustworthy (McKeown, 2015). These mixed messages are confusing and causes work place unrest (Kuo, Chang, Quinton, Lu, & Lee, 2015).

Collaborative leadership requires leaders to be deliberate and discuss issues with those they work within an organization (M. Grogan & Shakeshaft, 2010). Being highly communicative, women tend to be more collaborative in their approach to leadership (A.

H. Eagly & Carli, 2007). They take the time to talk to people to give them information

but also to form a relationship (M. Grogan & Shakeshaft, 2010). Having all of these

discussions can be viewed by males as being indecisive and weak (B. Annis, 2010).

Cultural Differences

A. H. Eagly and Wood (1999) state that in America, there is a gender hierarchy

which provides men with more power and status in society than women. Men want

women to act like women yet in the workplace male traits are seen as more preferable

than female (B. Annis & Gray, 2013). Being dominate in an organization is seen as

positive yet when women are their authentic selves they are seen as weak and may face

dissonance by those at work (B. Annis & Gray, 2013; J. Wood, 2009). Men dominate in

educational leadership (Gill & Jones, 2013) and for women to rise and ultimately acquire

the chair of superintendent they must learn to navigate through the maze of male-female

relationship dynamics and disrupt the norm.

Men are competitive by nature while women tend to shy away from competition

(Guirian & Annis, 2008; Niederle & Versterlund, 2011). Having females join this

competition causes men to learn new rules to the game. Men know how their male

competitors play the game and are confident in their abilities. With women joining the

bench they need to consider emotions and communications as part of the rule book.

Males have been comfortable with the rules and are confident with their strategies in

order to win while women continually learn to fit in. While healthy competition can be

beneficial too much can cause the gender gap to increase (Niederle & Versterlund, 2011)

(see Appendix C).

Women's confrontation of the dominant culture. The societal stereotype is to assume if someone is in a leadership position they will be male (Ryan & Haslam, 2007). In order for women to gain equity in the workplace they need not only be a woman they also need to have attributes that are aligned with that of a man (Johns, 2013; Mavin, 2008). Creating the balance between not being too feminine and not too masculine is always a tightrope walk (Ibarra et al., 2010).

Women have careers, are mothers, and are wives and have learned to juggle all of the above without complaint. They are faced with having to fulfill the expectation of being an equal breadwinner, the main caregiver, the house keeper and the perfect spouse. Societal expectations of traditional roles for women prescribe that they support, provide and follow their man even while holding an equally stressful career (Miller, 2012). Women face different expectations than males as they try to keep all the balls in the air without complaint or special considerations. Marvin (2008) states that in order to gain respect in the male world women need to be able to play their roles in silence.

A. H. Eagly and Karau (1991) refer to a token member of a group being the single person that is different in a group. Being a token female can put a spotlight on that individual. This individual can be held to higher expectations and standards (Correll & Ridgeway, 2006). Recently California passed a bill requiring publically traded companies to place at least one woman on their board. This bill creates a step forward for females to be represented in order for women's advancement in corporate America (Carpenter, 2018). It does however cause concern that women will receive the brand of token female due to this legislation and not gain positions on merit. With more women on boards there is a higher likelihood for female leaders to choose women for key

positions within large corporations and the gap in equality becomes closer (Carpenter, 2018).

Men are perceived as the dominant sex and therefore hold a higher level of status on the hierarchical ladder (Correll & Ridgeay, 2006). When women stay in their 'lane' and do not push to gain power over men they attain more influence within the workplace (Reid et al., 2009). When women assume a more subordinate role it aligns with more societal expectations, yet can cause women to feel like they are inferior (A .H. Eagly & Johannesen-Schmidt, 2011). The confrontation of dominant and subordinate roles could create dissonance in the workplace.

Men's competition with women. Men "take comfort in thinking of themselves as superior to women" (A. H. Eagly & Cali, 2007, p. 197). This feeling of gender inequality is present at all levels of leadership (Chin, 2011; J. V. Sanchez-Hucles & Davis, 2010). Men purely have an advantage in the race to the highest levels of leadership purely by being male (Ryan & Haslam, 2007). When men and women earn the same pay, and are seen as equal in all areas including child rearing and housework responsibilities, gender equity will be attained (Warner & Corley, 2017).

Women's Personal Power

Worried that the facade of not "having it all" will be found out, women fear their low self-confidence will be seen by others (Niederle & Versterlund, 2011; M. Ryder & Briles, 2003; Sandberg, 2013). If women do not overcome their internal discord and increase their confidence in their abilities to lead, this fear can cause women in leadership positions dissonant behaviors in the workplace (Leo, Reid, Geldenhuys, & Gobind, 2014). As leaders gain confidence in their abilities their internal negative self-talk

dissipates and confidence emerges (Rogelberg et al., 2013). When women gain in their personal power they do less second-guessing and find more confidence to "lean in" to conversations and become able to find creative solutions to problems they face (Sandberg, 2013) (see Appendix D).

Women's self-confidence issues. Women, especially those who are high achieving and college educated doubt themselves and their worthiness of success (Dancy & Brown, 2011). Clance and Imes (1978) determined that "despite their earned degrees, scholastic honors, high achievement on standardized tests, praise, and professional recognition from colleagues and respected authorities, [imposters] do not experience an internal sense of success" (p. 241). The fear of failure creates an atmosphere where women think they must prove themselves as well as their ability and competence by performing at high levels (A. H. Eagly & Carli, 2003). The fear that others will find out they are not capable of doing the job and holding high level positions leads to a lack of self-confidence. An addition to this fear is that the men that women work with will also discover they cannot do the job (M. Ryder & Briles, 2003). The imposter syndrome drives women to work harder in order to prove they are worthy of the positions they hold (M. Ryder & Briles, 2003). The feelings from lack of self-confidence and self-esteem can cause dissonant behaviors in the workplace (Leo et al., 2014).

Sandberg (2013) discussed that women need to focus on career, not perfection and "having it all" is not a real expectation. Being clear to others of their needs and showing confidence is important for women to succeed (Council, 2018). When women are in small groups they can be dismissed if they contribute too much (A. H. Eagly & Carli, 2003). Yet, when men contribute they are seen as knowledgeable and women can

be seen being too aggressive or taking over a conversation (Tulshyan, 2015). Females

find it difficult on how much or little to share in male dominated environments (A. H.

Eagly & Carli, 2003). On one hand, if women are too tentative they are perceived as

weak yet can be more influential (A. H. Eagly & Karau, 2002). On the other hand, if

they are assert themselves or appear too overly confident, their actions can cause

dissonance with male colleagues (M. Ryder & Briles, 2003).

Finding a path through the labyrinth of being a nurturing caring individual and

being a confident, decisive leader is difficult to navigate. Women climbing the ladder of

leadership must understand when to appear to serve and when to stand up and lead

(Cheung & Halpern, 2010; Council, 2018; Sandberg, 2013).

Women's power issues. "This is man's world" is pervasive in the educational

administration world (Helterbran & Rieg 2004). Randstad US, states that only 31% of

women feel they have the same opportunities afforded to men in the workplace (as cited

in Faw, 2018). When women feel they have no power in the workplace they often look

to the use of manipulation, sabotage, and threats in order to climb in organization (Ryder

& Briles, 2003). The research is clear on women in leadership positons; resorting to

these behaviors can cause insecurity and low self-esteem in women.

When more women and men discuss and embrace the discomfort they feel in the

workplace, change can occur (Sutton, 2015). Females want to be seen as competent and

contributors (B. Annis & Gray, 2013) able to lead at the highest of levels. "[Women's]

leadership styles appear to be somewhat more attuned to most contemporary conditions"

(A. H. Eagly & Carli, 2007, p. 189). Seminal researcher C. Shakeshaft (1987) as well as

many others currently studying women indicated that women, even with all the criticism,

are still better qualified for educational leadership than a man (Banuelos, 2008; Benzel &

Hoover, 2015; Blount, 1998; C. C. Brunner, 2000). Having passion and purpose gives

women a sense of urgency which in turn gives the ability to achieve with no limitations

(Hargreaves & Fink, 2006).

Male Gender Dissonance and Female Eligibility for Advancement to K-12 Public Education Superintendent

The world today is rapidly changing and evolving and the job of K-12 public

education superintendent is continually striving to change with it. There is a sense of

urgency with superintendents to find meaning in their work as students' futures are in

their hands (V. M. J. Robinson, Lloyd, & Rowe, 2008; UNESCO, 2016).

Strides have been made in the equalization of gender in the K-12 public school

superintendent offices. Current demographics still reveal a huge disparity in the number

of females that hold the position compared to the number of men. Women are older,

more qualified, and are more educated, have higher productivity, and work longer hours

than men yet do not rise in equal numbers to the "big chair" (J. A. Dana & Bourisaw,

2006b). The literature solidifies that there is no doubt that women have the expertise to

lead schools in this era of rapid change.

Societal roles have played a large role in forming the barrier of women advancing

to that of superintendent. When women step outside their assigned role and show

qualities that are more traditionally male dissonance can occur (Ryder & Briles, 2003).

"Women's roles as nurturers and collaborators may more effectively result in improved

student performance in a school district, but those roles are not typically viewed as being

valuable as more traditional leadership roles demonstrated by men superintendents" (J. A.

Dana & Bourisaw, 2006a, p. 29). While women take on masculine traits in order to climb the leadership ranks they are continually pushed down as it violates the expectations society has placed on them to be the softer more nurturing sex. The male domination in educational administration is pervasive and makes it difficult for women to rise to higher positons (Wallace, 2015).

A scan of the literature regarding gender dissonance produces little results, however, in 2017, Garzaniti II added to Ryder's original 1998 study. How gender dissonance impacts the workplace is an area that is important for researchers to add to the literature landscape. The increase in awareness of dissonant behaviors and the expectations society bestows on gender will help change how men and women interact and will assist in the avoidance of feelings of dissonance and behaviors.

Summary

This replication study of Ryder's 1998 study focused on possible behaviors female leader exhibit that cause their male colleagues to feel dissonance. Although women have made progress in achieving equality in numbers in the workplace, the gender gap is still alive and well in the superintendent office of the K-12 public school system. Research surmises that the majority of those that work in education are female yet, those that reach the pinnacle of superintendent are predominantly males (C. C. Brunner & Kim, 2010; Cumings Mansfield et al., 2010; Dobie & Hummel, 2001; Fuller, 2013; T. E. Glass et al., 2000; Litmanovitz, 2010; Muñoz et al., 2014; Superville, 2016). Currently only 27% of women occupy the position of superintendent in the United States (Superville, 2016).

Literature has contradictory conclusions on the perception of the effectiveness of male versus female leaders (Johns, 2013). While some identify men as the more effective leader others find women to be preferable (Fuller, 2013; P. G. Northouse, 2015). Society, however, continues to see leaders as being synonymous with being male (A. H. Eagly & Carli, 2007). Women that have ascended into the chair of superintendent have proven that they are capable to take school districts to the next level of excellence towards mastery of 21st century skills.

Barriers exist for women despite their rise in the ranks in the public-school system. They continue to face stereotyping, inequity in hiring practices, work-family conflict, lack of mentorship, few sponsors, glass ceiling, and glass escalator barriers. Women have proven they can hold the job of superintendent yet fewer and fewer aspire to the job due to difficulty they face in the ascension through the ranks.

Women and men have unique gifts and traits that are needed in the workplace. The literature is clear that while it is still a man's world, women are making an impact and changing the landscape. Learning the unique differences between leadership styles of men and women in the workplace is key to organizational success. Adapting and accepting personal leadership styles that incorporate strengths of both women and men will allow for women to gain parity in the workforce.

With men in power positions, they have the ability to hire more males and do not have to address feelings of discomfort or gender dissonance (B. Annis & Gray, 2013). This perpetuates the hiring of men and continues to keep the number of women in the highest leadership positions down. Despite the literature demonstrating that women have tremendous leadership capacity and skill; few have identified the behaviors female

educational leader's exhibit that may prompt those that surround them and hire them to demonstrate behaviors associated with gender dissonance (Garzaniti II, 2017; Ryder, 1998). Equally, no research has been conducted to determine what impact these dissonant behaviors may have on women's potential eligibility for advancement to the position of K-12 public school superintendent in California since Ryder's 1998 study twenty years ago. The synthesis matrix organized research that was utilized in this study can be found in Appendix E.

CHAPTER III: METHODOLOGY

"It is time that we all see gender as a spectrum instead of two sets of opposing ideals.

We should stop defining each other by what we are not, and start defining ourselves by

who we are." - Emma Watson, UN Women Goodwill Ambassador

Overview

This replication study used a qualitative phenomenological method to share the

stories of superintendents in Orange, San Diego, and Riverside Counties in southern

California. Chapter I described the methodology used to answer the research questions.

The purpose statement and research questions are first presented and the description of

the research design is explained. The population and sample are explained along with the

process of sample selections described. Chapter II reviewed the literature through

theoretical frameworks with the umbrella of gender differences and gender dissonance.

Chapter III restates the purpose statement, research questions and includes the

population, sample, instrumentation, data collection, data analysis, ethical considerations,

and limitations of the study.

Purpose Statement

The first purpose of this qualitative replication study was to discover what

behaviors female administrators exhibit that may prompt male administrators with whom

they work in the California K-12 education system to demonstrate behaviors associated

with gender dissonance.

The second purpose of this study was to determine what impact these dissonant

behaviors may have on women's potential eligibility for advancement to the position of

superintendent in the California K-12 education system.

Research Questions

1. What behaviors exhibited by female administrators are perceived by selected superintendents as prompting male administrators with whom they work in the California K-12 educational environment to demonstrate behaviors associated with gender dissonance?

2. How do selected superintendents feel dissonant behaviors exhibited by female administrators' impact women's potential eligibility for advancement to the position of superintendent?

Research Design

McMillian and Schumacher (2010) define research as the systematic process of collecting and logically analyzing data for some purpose. According to J. W. Creswell (2007) qualitative research examines and searches to understand the meaning individuals have with social or human problems. The in-depth interviews with superintendents provided the qualitative data to answer the two research questions. Qualitative research is a type of inquiry research that presents results as a discussion of trends or themes (M. L. Patten, 2012). The basis of qualitative research is on words and not numbers. It is used to provide insight and trends through exploratory research that seeks to understand motivations, opinions, values, behaviors, and reasoning of particular populations. Qualitative research is the humanistic side of research (McMillian & Schumacher, 2010). This type of inquiry research presents results as a discussion of trends or themes (M. L. Patten, 2012).

The qualitative replication study used phenomenology as the methodology. This captures and describes how humans experience a phenomenon and how they make sense

of it. By interviewing 14 K-12 exemplary superintendents the study gained in depth perspectives and qualitative understanding was achieved (J. W. Creswell & Plano Clark, 2011). The purpose of the study is to discover the lived experiences of K-12 superintendents and identify female administrator behaviors that may prompt their male counterpoints to experience gender dissonance in the workplace. The selected methodology encapsulates this as it aims to achieve a "deeper understanding of the nature of meaning of everyday experiences…." (Patton, 2015, p. 115). The study also searches to identify if the behaviors identified that prompt male administrators to experience gender dissonance may also impacts women in their ability to attain advancement to the position of superintendent.

Phenomenological studies are considered interactive because the researcher aims to understand and capture the respondent's experiences and perceptions. These perceptions are what the researcher aims to capture directly through detailed semi structured interviews (M. L. Patten, 2012). Interviews were selected so further probing could be done by the researcher in order to gain deeper answers (Merriam, 2009). Participation in the interviews were in person with 14 K-12 superintendents in order to record their perceptions, feelings, descriptions through the telling of their personal stories. The researcher then analyzed the transcripts in order to code the data into conceptual areas. The information through this phenomenological methodology may assist women in the assentation to position of superintendent in the K-12 school system.

M. Ryder's (1998) original study utilized a descriptive approach in identifying behaviors in female administrators that prompt male administrators to experience gender dissonance in the educational work setting. The utilization of this approach was

appropriate as it sought to summarize what people saw and felt in order to identify specific dissonant behaviors (M. L. Patten, 2012). A phenomenological method of study would complement the original study as the "researcher identifies the essence of human experiences about a phenomenon as described by participants" (J. W. Creswell & Miller, 2009, p. 13). With the passage of 20 years the study would indicate if change has occurred through the interviews conducted. The researcher would not only learn identifiable dissonant behaviors, but would gain insight on how the respondents felt, as well as, a description of their experience and how this may impact female potential eligibility to the positon of superintendent.

Population

A population is the entire group of individuals a researcher may derive subjects in order to study that conform to specific criteria and share common characteristics (J. W. Creswell, 2007, McMillian & Schumacher, 2010; M. L. Patten, 2012). The population of this study was superintendents in California.

There are 1,025 California public school districts with a superintendent at the helm of each (California Department of Education, n.d.). As the leader of a school district, the superintendent report to an elected board of education. The superintendent is responsible for human resources, business services, budget, implementation of state and federal programs, food services, maintenance and operations, athletics, communication, working with stakeholders and maintaining the culture of the school district that promotes innovation, creativity and increases achievement (Frailey, 2016).

Target Population

A target population is individuals that conform to specific criteria and is chosen from the overall population from which the researcher can study and a further sample can be drawn (McMillian & Schumacher, 2010; Patton, 2015). Interviewing all superintendents in California was not feasible due to the expansive geography, expense and time. The target population of this study was superintendents in southern California public school districts.

Those targeted to participate in this study met the requisite qualifications of having a minimum of one full year experience in the K-12 California public school system, were recognized by their colleagues as being knowledgeable of women's issues, and supportive to female educators through mentorship. The respondents also exhibited strong verbal and non-verbal communication skills. The target population for this study would center on male and female superintendents in Orange, Riverside, and San Diego Counties in southern California.

Sample

McMillian and Schumacher (2010) refer to a sample as "the group of subjects or participants from whom the data are collected" (p. 129). Qualitative research does not have a sample size requirement (Patton, 2015). The sample size is determined on the depth of the interviews to better understand the story of the respondents (see Figure 2).
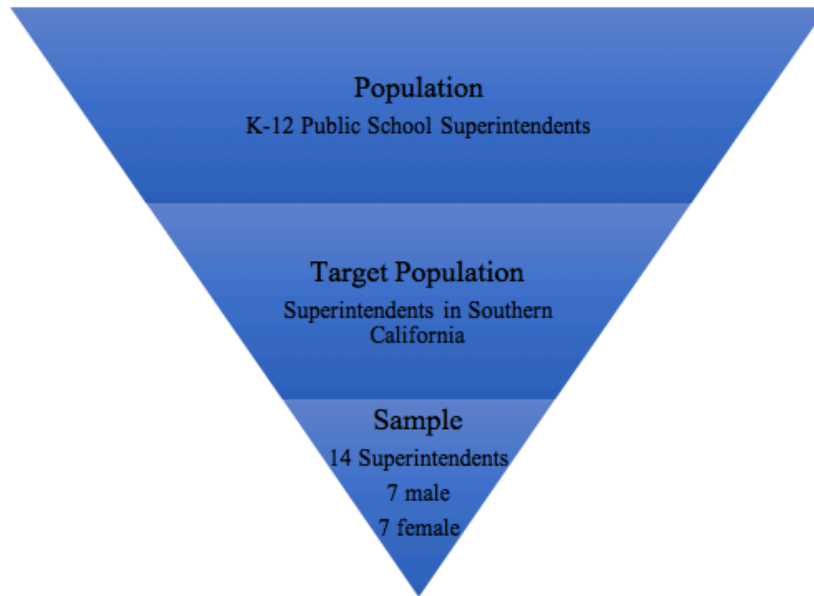
Figure 2. Population, target population, and sample.

Purposive criterion sampling method was used for efficiently and accessibility of subjects to collect the data in order to answer the research questions. The sample of 14 subjects is an "expected reasonable coverage of the phenomenon given the purpose of the study" (Patton, 2015, p. 314). Criterion sampling uses a list of criteria which respondents must meet in order to be included in the study (M. L. Patten, 2012). This sampling method narrowed the number of individuals that would be considered for this study. The criterion used to delimit the subjects was:

1. K-12 public education superintendents with one full year experience.

2. Knowledge of women's issues in K-12 public education as evidenced by attendance at women's conferences or conference sessions or courses related to women in leadership.

3. Exhibit strong verbal and non-verbal communication skills

4. Recognized throughout the K-12 public education community for their support to mentor female superintendents or those that aspired to the position.

Sample Selection Process

The sample that was used for this study consisted of seven female and seven male K-12 public school superintendents in Orange, San Diego, and Riverside counties in southern California. The researcher looked at all of the school districts in these counties and began the study by identifying all of the superintendents in these three southern California areas. After identifying 93 K-12 public school superintendents, a list of potential participants was developed.

From this list the researcher then used snowball sampling to ascertain the sample for this study. The first sampling selection process was used due to delimiting factors, such as, superintendents who had a minimum of one year experience and were knowledgeable of women's issues in educational leadership, narrowed the number of individuals that would be considered for participation (McMillian & Schumacher, 2010; M. L. Patten, 2012). The second process used was to ask a panel of experts to nominate study participants who could fit the criterion established for the study.

For the purposes of this study, two expert panel members who have extensive experience as superintendents were chosen to make nominations from the list. The panel and researcher selected superintendents using the following:

- Male and female superintendents in the position for at least one year in a K-12 public school district.

- Participants in ACSA.

- Recommended by their peers as having experience in diversity and gender quality issues.

- Exhibit strong verbal and non-verbal communication skills.

77

The potential participants were selected and asked to participate in the study. The process for contacting sample participants was as follows:

1. Potential participants were first contacted via telephone or email at their place of employment to ask for their involvement in this study (see Appendix F). The purpose of the study was explained, as well as, the benefits of the study. Any questions they had were answered by the researcher.

2. Once approval was received by the researcher, participants were contacted and interviews were scheduled based on the availability of the participant. Appointments were scheduled and the participant was notified that they would receive an email in advance of the meeting. The email would consist of informed consent form, interview protocol, and description of the study (Appendix G, H, and I). The interviews were conducted at the participant's place of employment and were recorded using a digital device after an audio release was signed. The interview protocol interviewer's copy was used by the researcher to keep the same script for each

Instrumentation

The primary instrument that was used in this study was the researcher herself. "In qualitative inquiry, the researcher is the instrument" (Patton, 2015, p. 22). Interview protocols for the interviewer can be found in Appendix J. Permission to use the instrument, tables and charts from the original study can be found in Appendix K and L. The researcher collected the data by asking the questions, recording the responses and coding/analyzing the information given by the participant. The interviews were conducted face to face in the superintendent's place of employment to maintain a natural

setting. This type of qualitative research allowed them to make sense of their real-world

experiences (Merriam, 2009). This allowed the subjects to feel comfortable in their

surroundings and gave them the ability to give a true view of what they felt and their

experiences. "This up-close information gathered by actually talking directly to people

and seeing them behave and act within their context is a major characteristic of

qualitative research" (J. W. Creswell & Miller, 2009, p. 175).

The interview questions designed in the original study sought to identify female

administrator behaviors that prompt male administrators to experience gender dissonance.

The impact of these behaviors on the eligibility to the position of superintendent were

investigated. The interview questions used in this study were based on the original study.

An expert panel was used to ensure that the questions were still relevant. The panel

refined the questions and field testing was conducted to gain feedback on the interview

techniques and if any further refinement was necessary.

The researcher used the Rev Transcription program to record the interviews. The

researcher was able to replay the audio of these recordings in order to listen for nuances

in responses such as vocal inflections, pauses and intonation. The participants received a

copy of the interview electronically so it could be reviewed and authenticated. Once

approval was given the researcher then was able to analyze the transcripts and code the

data in order to extrapolate themes which aligned to the conceptual areas.

Expert Panel

An expert panel to review and refine interview questions was established in order

to ensure alignment with the research questions. The three experts were chosen based on

their knowledge of women's issues and their experience in the qualitative research

process (see Appendix M). Each of the panelists reviewed the questions in order to confirm they were aligned to the purpose statement and research questions.

Expert 1. The first panel member received her Doctorate in Organizational Leadership from Brandman University. The focus of her research was behaviors exemplary to K-12 Superintendents for the use of creating personal and organizational meaning. She has excellent knowledge in women's studies, leadership, and the K-12 public school system.

Expert 2. The second member of the expert panel received his Doctorate in Educational Leadership at Azusa Pacific University. He is familiar with qualitative phenomenological research and has several graduate level degrees. He serves as an adjunct professor at the graduate level and is a principal in a K-12 public school district.

Expert 3. The third member of the expert panel was recommended to participate in this study. This member received her Doctorate in Educational Leadership and Administration at the University of La Vern. She was a part of the original study and extremely knowledgeable of women's studies. This expert held the position of assistant superintendent and superintendent. She currently serves as an adjunct professor at Brandman University.

Field Test

According to Roberts (2010), a field test gives the researcher feedback in order to revise the instrument used if necessary. Being a replica study, the researcher needed to re-validate the questions from the original study. Two experienced superintendents, one male and one female, were used to conduct the field test that meet the criteria established. The participants were given an invitation to participate. The interviews were observed by

an expert qualitative researcher. This expert was chosen due to their recent completion of a qualitative research study. Implementing a field test gives the researcher the ability to ensure that the questions are clear. It also gives the ability to practice giving the interview. The more naturally events unfold and participants feel comfortable the more information will be gained from the research data (McMillian & Schumacher, 2010).

After the interview was completed the data was transcribed and given to the participants for further input. The participants were given the task of determining if the questions were valid or needed to be changed. The researcher also required feedback on how the interview was conducted and if the participant was comfortable and felt free to answer questions in depth. Feedback was given to the researcher by both of the participants. Information received from the participants included feedback regarding interview style and delivery, and adherence to the interview protocol. This feedback was not intended as another interview but as a friendly conversation to ensure if there were any clarifying questions. The researcher wanted to uncover any areas where questions were unclear, enough time was given, the feelings and comfort of the interviewer were accounted for, and all terms used were understood.

Validity

"Validity is the degree to which your instrument truly measure what it purports to measure" (Roberts, 2010, p. 151). The researcher achieved validity for this study by the employment of an expert panel and through a field test. Through the use of an outside expert panel, interviewer bias was sifted out of the study. Interviewing skills were practiced and refined through the field testing. The field test allowed for the researcher to determine if the interview questions and probes would encourage the participant to

81

describe their experience in depth in order to gain rich data. The feedback given would enable the researcher to determine if the questions, probes, or length of the interview needed to be modified in anyway. All field testing occurred prior to the data collection and helped insure that the study accurately portrayed the thoughts and feelings of the participants.

Reliability

Reliability is ascertained when an assessment achieves the same results (J. W. Creswell, 2007; M. L. Patten, 2012; M. L. Patten & Newhart, 2017; Salkind, 2012). To ensure reliability was attained in this study, the researcher submitted data to an expert panel for review and used the intercoder reliability method. Coding is a process of sorting, labeling, and organizing qualitative data. The data is then analyzed and or interpreted to provide findings (Patton, 2015). Having agreement of several experts addressed the validity and the analysis of the data and the themes that emerged.

All interviews were recorded and transcribed. These transcriptions were available to the participants and the researcher asked for a check on accuracy in order to limit bias. Ensuring the accuracy of the transcriptions increased the credibility of the data and allowed for more accurate themes to become unveiled.

By working with an expert panel and field testing the interview questions the researcher ensured that alignment was achieved with the research questions. "The credibility of qualitative methods, therefore, hinges to a great extent on the skill, competence, and the rigor of the person doing the fieldwork" (Patton, 2015, p. 22). Furthermore, Patton (2015) states, "Effective interviewing techniques, skillful questioning, and the capacity to establish rapport are keys to obtaining credible and

useful data through interviews" (p. 27). Feedback collected on the interview questions, process and protocols from the expert panel through the field test helped the researcher gain confidence and become competent in data collection. Adherence to protocols assured the safety of the participants and helped to reduce researcher bias.

In order to establish increased reliability, the researcher used different strategies. This triangulation of "different strategies may yield different insight about the topic of interest and increase the credibility of finding" (McMillian & Schumacher, 2010, p. 331). Greater confidence in the data the analysis occurred through the use of interview transcripts, field testing data, review of the data, and use of independent review of data by the expert panel members.

Data Collection

Approval of this study was submitted to the Brandman University Institutional Review Board (BUIRB) in advance of the study. All collection of data was completed after the approval of the BUIRB. BUIRB ensures the study adhered to all ethical and legal guidelines. Secondly in the process of data collection the researcher to developed a directory of all superintendents in the K-12 public school system in Orange, San Diego, and Riverside counties in southern California that met the criteria for the study. Each participant would:

- Have a minimum of one full year of experience in the position of superintendent in a K-12 public school district.
- Be a participant of Association of ACSA.
- Recommended by their peers as having experience in diversity and gender quality issues.

- Exhibit strong verbal and non-verbal communication skills.

The researcher only selected individuals who met the criteria from the list of prospective superintendents to receive invitations to participate in the study. Also, through personal relationships and participating in the ACSA, the researcher started to create a list of individuals that would have a strong knowledge base of gender issues. These individuals were the beginning strands towards gaining the target number of candidates that would agree to serve as participants in the study. Through these people the researcher would then learn of other superintendents that would fit the criterion and be a strong candidate for the study.

Emails were sent to all of the participants ascertained that met the criterion. The email contained information and purpose of the study, as well as, the research questions. Upon agreement of participation, a second email and a follow-up phone call was sent. The researcher formally introduced herself and also supplied a copy of her resume. The participants were given confidentiality assurances and supplied all documents for informed consent. Data collected from the study would be secured and only be used by the researcher and all respondents' identities would remain confidential through the entire study. A time and place for the interviews were set with each of the participants.

A series of 14 face-to-face interviews with the various superintendents took place during the fall of 2018. The participant chose the time and place of the interview. This allowed the respondent to be in the most comfortable setting and at the best time in order to give honest answers which would yield rich data. Each interview was recorded using an audio device, as well as, the researcher took handwritten notes to guard against potential equipment malfunction and write down observations of the participants. The

interviews were to designed to evoke "descriptions of lived-through moments, experiential anecdotal accounts, remembered stories of particular experiences, narrative fragments, and fictional experiences" (Patton, 2015, p. 433). All questions and delivery of the interview were consistent with each participant. The interviewer maintained a formal tone throughout each interview and was cognizant to give no physical or verbal affirmations to the participants. Each of the interviews were approximately 45 to 60 minutes in length. At the end of each interview the researcher asked if there were questions, need for clarification, or additions. The participates were reminded that the transcription of the interviews would be given for their approval in a timely manner.

Rev Transcription was the application used to record and then later transcribe the interview. Once the interviewee reviewed the transcription and gave approval the research set the course in analyzing the data.

Data Analysis

Qualitative research seeks to gain an understanding of the underlying reasons, opinions, and motivations of the participants of a study (Patton, 2015). Each of the transcribed transcripts were carefully reviewed by the researcher in order to obtain a general idea of the data and for overall reflection of its overall meaning (J. W. Creswell & Miller, 2009). A coding strategy was employed by the researcher in order to ascertain categories which were then labeled into codes or themes (J. W. Creswell, 2007; Merriam, 2009). These codes were determined on commonalities, themes and patterns found within the transcribed responses and then transformed into findings (Merriam, 2009). The coding software NVivo was a tool used in the coding of the data and further to

analyze the frequency of the themes that unveiled themselves. J. W. Creswell and Miller (2009) states there are six steps in data analysis:

- Organization and preparation of the data

- All data is read

- Data is coded

- Coding of the data generates themes

- Researcher determines how these themes will be presented in the narrative

- The researcher extrapolates meaning from the data

Further triangulation with the data collected and coded, literature review and theoretical framework, enabled the researcher to determine if the findings supported and aligned with the research questions. The coded transcriptions and themes were reviewed by the expert panel for accuracy and alignment. The goal of the researcher is to make general statements about the differences and similarities among the categories/codes discovered in the data (McMillian & Shumacher, 2010). An alignment table for research questions, data, and analytical techniques can be found in Appendix N.

Ethical Consideration

The research study was approved by the Institutional Review Board of Brandman University, conducted with written consent from each participant. In order to ensure the rights of the superintendents in the study, safeguards were put into place in order to honor the anonymity of the participants. Each respondent was able to withdraw from the study at any time and ethical protections were provided and adhered to during the study to protect all participants (Roberts, 2010).

Creating an environment of trust was critical for this study. Due to the subject matter of the study and the political atmosphere the ultimate ethical treatment of the respondents will be critical. McMillian and Shumacher (2010) state the researcher must have a "sense of caring and fairness must be part of the researcher's thinking, actions and personal morality" (p. 339).

Due to the sensitivity of the subject matter the researcher ensured ethical research protections and avoided and potential harm to participants in keeping the security of the data, as well as, anonymity (M. L. Patten & Newhart, 2017). "All prospective participants must be fully informed about the procedures and risks involved in the research project before they agree to take part" (Roberts, 2010, p. 33). Transparency throughout the conduction of the study on the part of the researcher will give the participants more security and will create an atmosphere where truthful, in depth, rich data can be explored.

Limitations

"Limitations are particular features of your study that you know may negatively affect the results or your ability to generalize" (Roberts, 2010, p. 162). Each study has elements which cause limitations. In qualitative research the researcher is the key instrument which leads to potential bias (J. W. Creswell & Miller, 2009). While intercoder reliability was utilized the interpretation of the data can skew results. This interpretation cannot always be separated from the researcher's own prior understandings and history (J. W. Creswell & Miller, 2009). The limitations of this study are the small sample size, geographic location of study participants, fear of the participant, and bias of the researcher.

The sample size consisted of 14 superintendents out of 1,025 K-12 public school districts participating. Due to the size of the state of California and the number of public-school districts the researcher limited the participants. With in-depth interviewing being utilized the number of participants needed to be limited due to time and resources. Three counties within close proximity to the researcher's home with the ability to travel by automobile in order to conduct face to face interviews were chosen to select participants. The counties chosen were Orange, Riverside and San Diego. The participants may be fearful to participate in the study due to political ramifications and may not be entirely transparent in their responses. If the responses are not truthful the results could potentially be skewed and the accuracy could come into question. Next, the inherent bias of the researcher, who currently serves as a principal with aspirations to become a female superintendent could be present in the development of emerging themes. According to M. L. Patten (2012) bias is always present when conducting an interview, therefore, a field test was conducted to reduce this limitation. To reduce bias the critical reflection of stating one's biases is essential to the validity of the qualitative results in a study (Merriam, 2009). Lastly, the researcher used self-coding to extrapolate the data. In order to reduce bias in self-coding a member of the expert panel was used in order to validate the codes that were identified in the qualitative data. "To the extent that they agree, the results are dependable" (M. L. Patten, 2012, p. 157).

Summary

Chapter III, details the methodology used in this study. An overview introduced the chapter with the purpose statement and research questions being restated. The research design explained the selection of qualitative research for the basis of the study.

The population of study was described and the sample that would be extrapolated with the selection process was examined. The researcher as the instrument in which to glean the data and the use of an expert panel and field testing to gain more validity was explored. The study gave substance through the establishment of intercoder reliability and the providing of each responded with transcriptions of the interviews. The chapter outlined the data collection and analysis while outlining ethical considerations and limitations. Further analysis and discussion of findings will be presented in Chapter IV. The behaviors of female administrators that prompt male administrators to experience gender dissonance in the K-12 public school system that were reported by the fourteen superintendents are given. The behavior of those female administrators that were perceived by their superintendents to impact these women's potential advancement to the position of superintendent are highlighted.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

"What, after all, is the purpose of a woman's life? The purpose of a woman's life is just the same as the purpose of a man's life: that she may make the best possible contribution to the generation in which she is living." – Louise McKinney

This chapter unpacks the data collected from the phenomenological study which examines the experiences of K-12 public school superintendents. It reviews the purpose of the study, research questions, research methods, data collection methodology, population, and sample. The data is presented and organized by research question through the conceptual framework presented in Chapter II. A summary of the findings concludes chapter IV.

Overview

Chapter IV details the study's findings through a series of interviews conducted with 14 K-12 public school superintendents. The purpose was to analyze the lived experiences of these superintendents to determine their perceptions of male-female interactions and behaviors that may result from those interactions. The study also sought to determine if the interactors impacted females advancement to the position of superintendent. The researcher categorized behaviors around a conceptual framework: (a) role confusion, (b) communication differences, (c) cultural differences, and (d) women's personal power.

Purpose Statement

The first purpose of this qualitative replication study was to discover what behaviors female administrators exhibit that may prompt male administrators with whom

they work in the California K-12 education system to demonstrate behaviors associated with gender dissonance.

The second purpose of this study is to determine what impact these dissonant behaviors may have on women's potential eligibility for advancement to the position of superintendent in the California K-12 education system.

Research Questions

The following research questions were used to guide the research:

1. What behaviors exhibited by female administrators are perceived by selected superintendents as prompting male administrators with whom they work in the California K-12 educational environment to demonstrate behaviors associated with gender dissonance?

2. How do selected superintendents perceive dissonant behaviors exhibited by female administrators impact women's eligibly for advancement to the position of superintendent?

Research Methods and Data Collection Procedures

The qualitative method in this replication study used phenomenological as the methodology in order to explore the lived experiences of K-12 public education superintendents. The researcher, through a phenomenological study aimed to understand and capture the respondent's lived experiences and perceptions. The semi-structured interviews were conducted in person to capture the essence of their experience. Fourteen superintendents, seven male and seven females, from Orange, Riverside, and San Diego counties were interviewed from December 2018 through February 2019. All participants

were supplied the research questions prior to the interview, as well as, a statement of consent and confidentiality.

The interviews were recorded using two devices and were transcribed using Rev Transcription service. Data was then coded using the software program NVivo. The data was aligned with the conceptual framework of role confusion, communication differences, cultural differences, and women's personal power. Intercoder reliability was established by peer researchers analyzation and interpretation of the data in order to come to common conclusions (Patton, 2015).

Population

The population of this study consisted of superintendents in the state of California. There are 1,025 California public school districts with a superintendent as the top leader. The superintendents that were chosen for the study had one full year of experience, knowledgeable of women's issues in K-12 public education as evidenced by attendance at women's conferences or conference sessions or course related to women in leadership. They exhibited strong verbal and non-verbal communication skills and were recognized throughout the K-12 public education community for their support to mentor female superintendents or those that aspired to the position. The target population to participate in this study was male and female K-12 public education superintendents in Orange, Riverside, and San Diego Counties in southern California.

Sample

The sample of 14 K-12 public school superintendents was determined using a purposive criterion sampling method. The sample included seven male and seven female superintendents employed in Orange, Riverside, and San Diego Counties. The

researchers compiled a list of all the superintendents in these three southern California counties. From the list of ninety-three superintendents, a list of potential candidates was developed that full-filled the criterion established for participation.

Two expert panel members were used who have experience with superintendents to make nominations from the list. The delimitating factors used were:

- One-year experience as a superintendent in a K-12 public school system.

- Participation in ACSA.

- Recommendation by their peers as having experience in diversity and gender issues.

- Exhibition of strong verbal and non-verbal communication skills.

The final sample for this study consisted of seven male and seven female K-12 public education superintendents in Orange, Riverside, and San Diego Counties. The researcher used personal relationships and participating in ACSA events in order to gain access to the superintendents in the selected districts. The participants were contacted by telephone or email at their place of employment to ask for their involvement in the study.

Demographic Data

Due to the sensitivity of the subject matter the researcher ensured the participants anonymity and confidentiality. All of the data obtained was kept secure at all times. The names and any identifiable information were omitted from the findings of the study. Each of the 14 participants were identified numerically and are outlined in Table 3.

Table 3

Demographic Data of Sample

Participant	Gender	Month and Year of Interview
F1	Female	December 2018
F2	Female	December 2018
F3	Female	December 2018
F4	Female	January 2019
F5	Female	January 2019
F6	Female	January 2019
F7	Female	February 2019
M1	Male	December 2018
M2	Male	December 2018
M3	Male	January 2019
M4	Male	January 2019
M5	Male	February 2019
M6	Male	February 2019
M7	Male	February 2019

Presentation and Analysis of Data

In order to answer the research questions four conceptual areas were used by the researcher to code emergent themes. The four areas are:

- Role confusion

- Communication differences

- Cultural differences

- Women's personal power

Data was further sorted into themes that were supported by the literature and fit into the gender dissonance conceptual framework. Data is displayed using "M" to indicate male participant and "F" to indicate female participant.

Perceived Gender Dissonant Behaviors

Research Question 1 asked: *What behaviors exhibited by female administrators are perceived by selected superintendents as prompting male administrators with whom they work in the California K-12 educational environment to demonstrate behaviors associated with gender dissonance?* The gender dissonance conceptual framework was the core of how the data was coded with sub-components under each area.

Role Confusion

The main area of role confusion contains three categories:

- Expressions of sexuality

- Sex role socialization

- Differing leadership skills of men and women

The data was coded into these categories under the area of role confusion. Table 4 reports behaviors and the number of participants that reported them and the frequency.

Table 4

Behaviors Related to Role Confusion that Female Administrators Exhibit that Prompt Males to Exhibit Gender Dissonance as Reported by K-12 Public Education Superintendents

Situations Related to Role confusion in in which Females Exhibit Behaviors that Prompt Males to Exhibit Gender Dissonance	Number of Superintendents who Reported Behaviors			Number of References of Behaviors Reported		
	Male	Female	Total	Male	Female	Total
Expressions of Sexuality	5	4	9	16	10	26
Women whose behavior is perceived by men as a potential source of sexual harassment	3	2	5	6	4	10
Women who create sexual tension for men at work	3	3	6	10	6	16
Sex Role Socialization	6	6	12	32	35	67
Women who exhibit behaviors associated with power that are incompatible with men's perceptions of the evolving female sex role	5	5	10	12	15	27
Women who exhibit behaviors that are incompatible with men's stereotype of female work and sex roles	6	6	12	20	20	40
Differing Leadership Skills between Men and Women	7	5	12	33	22	55
Women who exhibit leadership skills like collaboration, shared power, and relationship building that are incongruent to male leadership skills of command and control	6	5	11	20	16	36
Women who demonstrate leadership skills such as collaboration, shared power, and relationship building that are viewed as more effective by their organizations than skills of command and control that some males currently use	7	3	10	13	6	19

Note. Number of participants reporting behaviors, n = 14 (males = 7, females = 7).

Expressions of sexuality. This area contained two themes: behaviors that may be perceived by men as a source of sexual harassment and women who create sexual tension for men at work. Sexual harassment was addressed by five of the 14 superintendents. The #MeToo Movement has launched sexual harassment into a daily topic and has highlighted it as a systemic issue across industries (Gerdeman, 2018). The increase in media attention has put this in the forefront of many leader's leadership lens.

The difference of what was tolerated in the past and what is not unacceptable now is illustrated by the participants. F6 shared when reaching the position of superintendent, the way one acts is under a microscope and everything is scrutinized,

> I remember early in my career slapping his knee. Which is not something I would normally do. It was being playful. I wondered if he thought I was harassing him or if I caused him or others to feel uncomfortable. I would not do that now in my position. I am watched in all that I do.

F5 shared how behaviors needed to be addressed once a woman achieves the executive level positions,

> I was an assistant sup and I had a male principal who was very good friends with the male superintendent and he would come to my office and he was very friendly and he would hug, and sometimes, kiss me on the cheek and it was just more of old school, and one time, I had to just say, 'Look, I don't want you doing that, do you know what I mean?'

Men are more comfortable working with men (B. Annis & Gray, 2013; Levy, 2017). M5 described how the men do not feel the need to be as careful when they are in the company of their male colleagues yet feel differently when females are present,

It comes down to be a protected class. We can let things fly with each other when we are not in mixed company. We let our guard down and we cannot be so guarded. Whereas when there's a female there, I think they're not as in their comfort zone.

On the other hand, women can also 'let their hair down' when they are gathered in greater numbers than men. M4 explained that the women superintendents *"can have mouths like truck drivers and be crude when they get together and you are the only male around."*

The frustration that men feel with the #MeToo movement is exemplified by Male 2,

There's transformational leadership, and then there's just political power. And you start reading headlines on the #MeToo movement, and listening to what people are saying, it's not about transformational leadership. Here's the thing, it's down to each individual's interpretation and victimization. I'm a victim, because you just somehow disenfranchised my value. And it's right down to the individual voice. Who can create the biggest headline? Who can create some kind of victimology about, 'Hey, I've been harmed!'

Table 5 provides a breakdown of the behaviors of women, described by men, as a potential source of sexual harassment.

Table 5

Women whose Behavior is Perceived by Men as a Potential Source of Sexual Harassment

Behaviors Exhibited by Females	Behaviors Exhibited by Males	Number of References	
		Males	Females
Women as possible source of sexual harassment by nature of gender	Discomfort, confusion, frustration, fear	3	6
Inappropriate behavior	Discomfort, anger, frustration, fear	4	5

Note. Number of participants reporting behaviors, n = 5 (males = 3, females = 2).

The research clearly explains that men feel uncomfortable when women dress provocatively or act suggestively in the work place (Gurung, Punke, Brickner, & Badalememti, 2018; Sanz, 2016).

M7 referred to the discomfort felt when a female dressed inappropriately at work,

To notice it in and of itself creates some level of discomfort because you're not trying to say, 'hey I'm noticing what you're wearing and in and of itself now I'm suggesting or noticing that you're dressing in certain way.' How do I say, 'Hey, you're dressing provocatively?' Without admitting, yeah, I'm noticing what you're wearing. It's kind of hard to miss.

Women dressing like women is equally important to F5,

Somebody asked do you think it matters about your appearance or about your clothes, and this woman superintendent said she doesn't wear make-up, and I just disagree and some people were saying, 'Oh, you should do what makes you feel comfortable.' Well, I think when you're trying to get your foot in the door, you got to play along. You got to play with the norm wants. I think that there is a

certain appearance and I think society likes. People like attractive people, not

overly attractive but attractive.

In contrast F4 felt that "*I am sick of being judged by what I look like. It is how I lead.*

Who cares if I wear make-up or not. Is my lipstick color that important?"

M3 shared that the way female in a cabinet position talked in order to gather

attention also caused dissonance,

The only thing I thought of that was, it was an awkward time in our cabinet when

we had someone who was a female who, the behavior was really kind of like

trying to get attention a little bit. In these interactions, she started to become very

inappropriately loud or giddy about something. It was ... There was an odd to

where like almost you felt like it was uncomfortable for her and she was really

trying to seek out attention.

Female 3 explained that as a female one must be *"incredibly self-aware of how other*

people are perceiving me. I just think it all comes down to self-awareness. All of it."

Table 6 provides a breakdown of the behaviors described and the feeling males

had as a result of these behaviors.

Table 6

Women who Create Sexual Tension for Men at Work

Behaviors Exhibited by Females	Behaviors Exhibited by Males	Number of References	
		Males	Females
Questionable/inappropriate dress	Discomfort, frustration, anger	5	2
Perceived inappropriate behavior	Discomfort, confusion, frustration, fear, annoyance	2	1

Note. Number of participants reporting behaviors, n = 6 (males = 3, females = 3).

Sex role socialization. Two themes are embedded within this category: women who exhibit behaviors associated with power that are incompatible with men's perceptions of the evolving female sex role and with men's stereotype of female work and sex roles. Sixty-two references were coded in the area of sex role socialization making it the second largest referenced area of the study.

M4 outlined a situation in the area of evaluation,

> Yeah. She was evaluating him and she didn't like what he was doing in the classroom. He didn't think that she had the expertise to come in and do that and then it became somewhat personal in nature and he kind of lashed out and I think he was feeling uncomfortable around his practice and so it was like, 'Okay, return to serve. Let's get really nasty, and let's wallow in the mud together.'

F4 gave the example,

> Of the four men, these three were all similar, either my same age or younger. And then this one was significantly older. He would not take direction from me in any way, shape, or form. He had no interest in hearing anything I had to say. He had no interest in taking feedback or direction. Wouldn't hear it. And it was a horrific struggle. Also, he wouldn't really ... from the team, 'cause the way I structure my teams is we're all allowed to give each other feedback and correction, 'cause we all need it, none of us are perfect. I'm in this spot, it doesn't mean I'm perfect. It just means I'm in the spot until you are, because I believe my team ... I build them to be in that next spot, whatever it is. So as APs, it's principals.

When women are in a position of power acting in an overly nurturing manner can be perceived as negative. When men are mothered by their superiors this can be create confusion and resentment. Women are then not seen as being able to make the hard decisions as demonstrated by M7,

Her temperament, she is a counseling guardian. She's basically an idealistic person who really wants to see the best things for people and it's hard for her to accept the reality that we can't save everyone. You know. She'd be that person on the beach with all the starfish trying to fling them all in, right? And I'm like, good for you. Let's throw in as many as we can. And others are like, you're just wasting your time. And some of it though, I sensed it was attributed to the soft spot that women have for people. I'm the one having to deliver these messages to people who no longer have positions. But, there was some attributing it to the mothering people and being overly emotional about something that we really need to kind of buck up.

M. Grogan and Shakeshaft (2011) state that leading with emotion is a female leadership trait. Societal roles are assigned to males and females and when these roles are not adhered it results in dissonance (A. H. Eagly & Karau, 2002). Yet in the area of leadership when a woman exhibits emotion from anger, frustration, or sadness it can be perceived as weakness and can cause dissonant behaviors in men (Johns, 2013). M3 shared an experience of a situation where he was upset that he had to apologize to a group of female principals when they became frustrated and overwhelmed,

I can remember actually doing a training and the subject was new and it overwhelmed some of the principals, female principals, and they cried in the

meeting and the superintendent made me apologize to the principals who were in

the wrong and I don't think that he would have done that if they were males.

Female 2 also saw emotion as a tremendous weakness,

It's my own reaction. I am uncomfortable when women cry in a leadership

setting. There's a leader in a local district who was in a board meeting and cried.

Lots of stress, lots of pressure, lots of things, and I thought, that just set women

back decades, because that fell into the stereotype that says, see women can't

handle the pressure. Women can't handle what's happening and that's the

reaction, to cry. I'm not her, I wasn't sitting in her shoes in that particular

moment, but I thought, at some point, that's when, if know that you're going to

reach a breaking point, you say, I need to excuse myself for a minute. You go

excuse yourself.

Female 3 also described that women need to be careful in how they show emotion,

There is a strong nexus in most school districts where cabinet level positions are

interacting with school board members, and the opportunity for women to interact

with school board members in a way that demonstrates strength, competence, a

calm focused disposition that we don't get overly sensitive, overly emotional,

because some of those things that are beautiful about being a woman can also be

your strengths are your weaknesses. So, the way that we conduct ourselves in

important settings.

Men have made some changes in the area of showing some emotion and are starting to

change this stereotype (Denmark & Plaudi, 2018). M6 commented that emotion is

acceptable yet still fights against the older generation perceptions,

103

I get emotional. Yeah, I mean people always say, 'I don't want to cry. I didn't want to cry in front of him.' They always say that and then I say to people, 'I've had principals in here that we've had some serious thing happen and they say I don't want to cry in front of you.' I tell them, 'I might start crying too.' I say, 'it's okay.' That's something that they say a lot. It happens sometimes and then I've watched other men kind of go like ... Not me. I get some Kleenexes and sit them on the table. Then I try to if I can, I'm not gonna just cry to cry, but I tell them 'It's all right.' Sometimes we feel things deeply and this is where this is coming from. I am very sensitive and emotional. It's something my parents hated because I just get really upset about things.

Table 7 outlines female behaviors which align with sex role socialization thus resulting in male behaviors.

Table 7

Women who Exhibit Behaviors Associated with Power that are Incompatible with Men's Perceptions of the Evolving Female Sex Role

Behaviors Exhibited by Females	Behaviors Exhibited by Males	Number of References	
		Males	Females
Giving feedback or evaluation	Resentment, frustration, uneasiness, discomfort	1	1
Acting overly nurturing or motherly	Confusion, resentment, discomfort	4	1
Showing emotion such as anger, frustration, or sadness in the workplace	Annoyance, discomfort, anger, uneasiness, resentment	6	10
Females accepting behaviors from a male they would not from a female	Confusion, discomfort, uneasiness	1	3

Note. Number of participants reporting behaviors, n = 10 (males = 5, females = 5).

Another theme that emerged was women accepting behaviors outside their gender roles more readily from males than from females (see Table 8). F4 stated, "*Well, look at when Barack Obama cried. He was a beautiful leader. When Hillary Clinton cried, she was falling apart.*" M6 explained a female mentor telling him that, "*As a woman, I face many times of double jeopardy. If I come late, people go she's always late. If you come late, 'Oh he's so busy. He has to go to everything!'*" The nurturing of women come out for males but not as much for males. FI gave the example of her superior showing emotion,

I worked for a man and he wore his emotions on his sleeve. Many times, when we'd be hearing the story or talking about something that meant something to him, he would emote. Not like a sobbing cry, but he would have to take a moment. A male showing emotion actually makes me feel connected.

M4 explained the incongruity that exists between the sexes,

If a male tears up it's like you know, he's in touch with that side of him. And if a female does it they can look negative. But I've found that too that, and I've had conversations with some of the female leaders, like you need to be very mindful of your emotion when you're working because of the fact that you're working with males and how they're gonna view that. And they're gonna view that as a weakness. You have to be mindful that you can't lead through emotion.

He further elaborated,

Men will feel like 'I'm just gonna dominate and be a bully.' And for some reason it seems like it's allowed amongst the women. They will allow that behavior from a male far more than they would allow it from a female.

Table 8

Women who Exhibit Behaviors that are Incompatible with Men's Stereotype of Female Work and Sex Roles

Behaviors Exhibited by Females	Behaviors Exhibited by Males	Number of References	
		Males	Females
Women with strong personalities	Anger, annoyance, resentment, frustration, respect	8	4
Women who are assertive	Anger, annoyance, resentment, frustration	10	11
Women who act in a direct manner	Uneasiness, confusion, dismissal	1	2
Women that enjoy sports	Confusion, annoyance, resentment	1	3

Note. Number of participants reporting behaviors, n = 12 (males = 6, females = 6).

Initially males discussed that when women were pushy or aggressive they felt "put off" yet, when the woman was strong they gained their respect and were seen as more effective leaders. M5 spoke of a female mentor,

Strong. She was strong, but she was not evil, and she was not cold. Well, I think what I've witnessed is that the more comfortable the female peer is in her authority, the more comfortable the male is with her authority. I don't think it has so much to do with gender difference as much it is if one perceives themselves to be confident and competent, then you're going to be perceived as confident and competent.

M3 felt that when women ask questions, and are humble, he found it more attractive,

I find it attractive in terms of a potential candidate or colleague that asks a lot of questions and when is asked is very humble in the way they approach their answer, at least if someone's trying to advance in their career. If a person seems more interested than they are trying to be interesting.

M2 felt that he gained respect when his female superior was direct in her expectations,

> Alright, so she came back to me and said, 'You got to stop.' I was just trying to
> get the job done. She directly explained there's a way to get the job done here in
> education, you've got to go through the correct channels and I'm making it more
> polite than it actually was.

Being assertive created frustration for males in the example witnessed by F3,

> She was very assertive in pushing back on his very disrespectful negative reaction
> to her passion about this thing we were talking about- 'Don't ever speak to me in
> that manner. If I were a man standing here, you would never say what you just
> said to me. Let's move on.'

She further shared an experience of needing to discipline a male for his behavior where she
needs to be more assertive, direct in a situation.

> I had to circle around with this person about having him really reflect on his very
> gendered, disrespectful comments to me in a meeting. It was, I absolutely know
> that that would never have happened if I were a man. I was very animated and
> very directive about what needed to happen. He didn't like that, and then was
> very derogatory toward me. And what's really interesting is, when you really
> think about that, when you think about this is my boss, per se, and you're still
> willing to communicate in such a gender-negative way, it's pretty bold. He was
> not even aware of how inappropriate that was. (F3)

M2 stated,

> And personally, if you're a female and you have hypersensitive sensitivity and
> interest in feminism and that sort of thing, maybe you're overly aggressive to men.

I don't know. But that's just part of everybody's background and value system

more so ... it's obviously brought on by gender.

F2 shared,

A man gives a directive he's assertive. A woman gives a directive and she's a

bitch. Same situation, same directives same deal, but the reaction of who's around

and so, well, that man's assertive. He knows that he wants. He's laid down the

law. He's a strong leader. Well the woman is, witchy, and those stereotypes are

still alive and well in terms of what happens and I think that's something that men

do not think of. I think too, on that same scenario, that there's something that's

happened and the man were to slam his fist on the desk, and say, 'That's it,' then

he's showing his leadership. A woman slams her fist on the desk and says, 'That's

it,' again, there's a different stereotype that fits to that. So, whatever caused that

peak of emotion, anger, frustration, hostility, whatever, that was, the doneness of

the conversation, the woman would either be insensitive or witchy or rude or

disrespectful or bossy or whatever. But there would not be the same adjectives

that would describe that exact same action if it was a man.

F5 felt that being assertive may make males uncomfortable but it was necessary in many

situations for women. *"I see that that can get in your way for men, but I don't think being

overly assertive hurts women at all"* (F5).

As women ascend to the highest level of leadership in a school district it is

important that they show they can be direct in their dealings with employees and with the

board of education. M5 shared, "*I think it's important for aspiring superintendents,*

especially females, that they speak directly and succinctly to the boards, because boards

are lay people. And they need to understand complex things in simple terms."

Women continue to be discounted as not being able to have opinions or

knowledge in the area of sports. The "boys" talking about last night's game or picking

winning teams occurs in all circles. Men can be surprised when women have interest in

the sports arena. They can treat those women with disregard. F5 discussed that she

enjoys all sports and has love of watching, participating in many sporting activities and

events. *"I'm a big sports person because I was a PE teacher and a coach, and so, I talk*

about that kind of stuff. And I think that some of my male colleagues have been surprised

when I can talk about things or I share. I have to prove my worth" (F5).

The area of sports continues to be an area where women are underrepresented. Men

come through the secondary coaching arena and it advances their career (C. C. Brunner &

Kim, 2010). F4 felt that athletics helped advance her career,

> But sports completely prepared me to be a leader, because you need to be
>
> aggressive, you need to be a team player, you need to be able to get along with
>
> other people. Sometimes you have to see things on the short term and long term.
>
> You have to work on your own skillset, you have to figure out how your skillset
>
> contributes to the entire team. I could go on and on. And you're taught to win
>
> and you're taught to lose.

The picture that becomes clear is that males and women are held to different standards.

Although changes are occurring they are bending more quickly for men than women in

the area of sex role socialization.

Differing leadership skills between men and women. Women who display leadership skills incongruent to male leadership skills and women who display leadership skills that are viewed as more effective in their organizations are the two themes in this category.

Emotion has been addressed previously in this study. The aspect of women being passionate and vulnerable arose as being areas that were incongruent to typical male leadership skills.

M7 stated that women are more passionate human beings and are defenders of the human aspect of what they do in their career,

I've found that generalization to be accurate. And yeah, she's a passionate person. I know her temperament and she's a defender of people and she wants people to feel good about the work that they do, and when they're not, she wants to fix it.

Instead of just being the unemotional person that makes the cuts he felt women wanted to discuss and continue to try and find solutions that did not exist.

F2 felt that women invested more time in the relationships. She felt that being able for other to get to know her as a person was something that was important in her leadership. *"Be intentional. You have to invest in those relationships with your colleagues. You have to invest in that opportunity for you to get to know other principals, other principals to get to know you."* M3 saw the ability of vulnerability as something that was necessary for becoming and exceptional leader. He admired the trait, *"I think that the ability to be vulnerable and to tell one on yourself and to self-deprecate is a positive trait, especially when you're getting to know somebody"*(M3).

F3 felt that when women showed empathy it was negatively by males,

> I mean, sometimes you know I think that as a woman in a leadership position like this, we observe these things and we feel these reactions on the part of men, or we can sense a very sensitive situation. You know, body language speaks more than words, right? We want to help and fix the hurt. We can be seen as not strong.

M1 shared that when women are too collaborative or communal they can be met with resistance, *"Why do they think they know more than me? Why are they lording it over me that they're either ahead of me or smarter than me or whatever the case may be? I've watched that or heard that."*

Males assumed that women need to always collaborate with others. F1 found it offensive when males assume she could not make decisions without her husband's advice,

> I know at one point when I started this position somebody said to me, and I'm not going to say who, but someone said to me, 'Well you may need to think about his or talk to your husband. This is a hard decision.' I don't need my husband or partner to make a decision, but because I am a woman I need to talk to someone about it.

Yet F7 shared that a male cabinet member would express that they needed to move on when there was too much collaborative chatter and having to loop back on issues made him very frustrated by his comments and body language.

Table 9 provides a breakdown of the keywords that describe female behaviors aligned with the differences in leadership skills between males and females and the behaviors exhibit as the result.

Table 9

Women who Exhibit Leadership Skills like Collaboration, Shared Power, and Relationship Building that are Incongruent to Male Leadership Skills of Command and Control

Behaviors Exhibited by Females	Behaviors Exhibited by Males	Number of References	
		Males	Females
Emotional, passionate, vulnerable, intentional	Confusion, annoyance, dismissal, frustration	11	8
Empathy	Annoyance, frustration, resentment	1	1
Collaborative, communal	Confusion, uneasiness, discomfort	8	7

Note. Number of participants reporting behaviors, n = 12 (males = 7, females = 5).

Communication Differences

The area of communication is outlined into two categories. These are different conversational styles and different conversational rituals. These categories were further broken down into sub-categories in which data was coded and themes emerged. Table 10 outlines the behaviors as they relate to differences in communication. The number of respondents that reported the behaviors and the frequency is also charted.

Table 10

Behaviors Related to Communication Differences that Female Administrators Exhibit that Prompt Males to Exhibit Gender Dissonance as Reported by K-12 Public School Superintendents

Situations Related to Communication Differences in in which Females Exhibit Behaviors that Prompt Males to Exhibit Gender Dissonance	Number of Superintendents who Reported Behaviors			Number of References of Behaviors Reported		
	Male	Female	Total	Male	Female	Total
Different Conversational Styles	7	5	12	12	6	18
Women who boast	0	0	0	0	0	0
Women who talk in an indirect manner	3	0	3	4	0	4
Women who are perceived to talk too much	3	2	5	6	5	11
Women who are perceived to use annoying methods of speech	1	3	4	2	1	3
Conversational Rituals	6	3	9	12	7	19
Women who use apology	0	0	0	0	0	0
Women who criticize others	2	3	5	0	5	5
Women who are overly sensitive to criticism	3	1	4	3	3	6
Women who gossip	0	0	0	0	0	0
Women who are overly emotional or cry	1	3	4	5	3	8

Note. Number of participants reporting behaviors, n=14 (males=7, females=7).

Different conversational styles. Within this category three themes emerged: (a) women who are perceived to talk too much, (b) women who are perceived as using annoying methods of speech, and (c) women who use indirect methods of communication.

Males commented for women to "cut the stories," "simplify," and "pull the trigger and move on." F3 gave the example of over talking,

113

I have a woman who works in a high-level leadership position in my district. She

is a person who over-talks everything. She is perceived as not being a good

listener, she over-explains, she cuts people off in conversation, she perceives that

her opinion is the most needed in every conversation. And a whole handful of us

have been working on this with her for years, but it is the reason she's not

promoting. The over-talking is not helpful, and she absolutely lacks self-

awareness in how she is impacting the people around her. That's an example of

when you have people who are in leadership positions of how she's going to get

promoted.

Different communication styles occur between men and women but when the message is

prolonged men can feel uncomfortable (Coates, 2015). When communication takes too

long dissonance can occur as depicted by F1,

I see the most dissonance is the level of detail that some of the people I work with

right now, male versus female, female on the whole extremely detailed, ask a lot

of questions, very probing. There's a couple of examples that I can tell that really

bothered the person who was being questioned. When the discussion lasts too

long we lose people.

M4 said, *"I think overplaying an alpha role would be a negative for me. Speaking more

than listening."* F5 continues the illustration of how women and men become frustrated

with each other,

I've had to deal with them in my cabinet where I've had the males kind of top

down or avoid communication. It's frustrating because I think women tend to

want to have more communication and more clarification. And so, men aren't

doing that. And then, even when the men get called on it, they get frustrated and irritated by the woman calling them on it because they're like, 'Why do you need more information. I met with you, and why do need this or why do you need that?'-kind of thing, and 'Why can't you understand that?'

When women communicate in "passionate," "loud," "giddy," "overly emotional" ways men become annoyed and resentful. M7 shared his annoyance with a cabinet member's behavior, *"Like almost you felt like it was uncomfortable for her and she was really trying to seek out attention which made us all feel uncomfortable."*

Men state that they want women to *"Get to the point!"* Finding a balance of assertive and rounded conversation is important to create harmony (Reid et al., 2009). M5, "*Those that are able to communicate concisely and clearly do a really good job, and those who reflect on their experience and knowledge in those situations do a really good job of advancing.*" M4 continues to add to this,

> So, there's like this recognition. They sense the response back. Right? They're actually looking to see what the response back is versus I guess sometimes when males say it they're a little slow to see like that recognition like, 'Well now what do I say? It's really uncomfortable.' And maybe hoping the silence will be filled by something else then. You know, someone else in leadership's going to move the conversation on.

M2, "*Females are more wholistic and trying to relate issues. Whereas males are more point driven and progress driven. They want to get to it, you know what I mean.*"

Table 11 breaks down the female behaviors that are aligned with different conversational styles and results in male behaviors. There is a total of 18 references.

Table 11

Different Conversational Styles

Behaviors Exhibited by Females	Behaviors Exhibited by Males	Number of References	
		Males	Females
Women who are perceived to talk too much	Annoyance, dismissal, frustration	6	5
Women who are perceived to use annoying methods of speech	Anger, resentment, annoyance	2	1
Women who use indirect methods of communication	Frustration, confusion, annoyance	4	0

Note. Number of participants reporting behaviors, n = 12 (males = 7, females = 5).

Different conversational rituals. This category has three four themes (a) women who are overly sensitive to criticism, (b) women who are overly emotional or cry, (c) women who apologize, and (d) women who gossip.

For true harmony to be achieved in the workplace both women and men need to give and receive criticism (Rosener, 2011). F7 illustrated how women lack the ability to take criticism,

We see men find themselves in a disagreement in a meeting and still find them go out for lunch. Females harbor things for a long time. If you point out a flaw they become all consumed with what was pointed out. You know, they have to talk to everyone about it. It is not constructive learning it becomes personal.

Four respondents touched on women becoming overly emotional with comments like: *"You have to be mindful that you can't lead through emotion," "Crying when you hear hard words is not showing leadership,"* and *"You can't let that kind of stuff dig into you."* The importance of not letting the emotions overwhelm was pointed to by FI, *"We*

have to be strong and put our game face on when we leave this room, because people look to us for what we are doing." F7 stated, *"How we publicly display our emotion is about perception and we as women have a long way to go.*"

The annoyance felt by men is illustrated by F5,

> It was just a lack of respect that that teacher had for that assistant principal. He would make the comments about, 'Are you gonna cry?' You know? Which it came out when he was frustrated.

F7 added,

> I'm not saying you can't show emotion. What I'm saying is you should be mindful of the emotion and how it's being perceived on the other end. Because if you're trying to get that teacher to do something and you start to cry out of 'frustration,' they're not gonna just go, 'Oh, she cried and I feel bad.' They're gonna see it as a sign of weakness.

F6 felt a male even liked the causing emotional reactions,

> I could see where he would love to ride her. Just to elicit that emotion from her because he liked that and would perceive her as she would cry. I knew she would cry in this meeting, too. She would cry in executive council. And then when she'd come back and cry over here, but he didn't care. That got him kind of excited and got him going that he would elicit that kind of reaction from somebody. Just not a very nice person.

Behaviors aligned with different conversational rituals and their resulting male behaviors are documented in Table 12.

Table 12

Different Conversational Rituals

Behaviors Exhibited by Females	Behaviors Exhibited by Males	Number of References	
		Males	Females
Women who are overly sensitive to criticism	Frustration, annoyance, uneasiness, discomfort	3	3
Women who are overly emotional or cry	Annoyance, uneasiness, discomfort, excitement	5	3
Women who use apology	Confusion, frustration, annoyance	0	0
Women who gossip	Annoyance, frustration, uneasiness	0	0

Note. Number of participants reporting behaviors, n = 9 (males = 6, females = 3).

Cultural Differences

Two categories are under the area of cultural differences: women's confrontation of the dominant culture and men's competition with women. Each category has within them sub-categories, and the examples of behaviors serve as the themes. Table 13 outlines the data which was coded into these sub-categories.

Table 13

Behaviors Related to Cultural Differences that Female Administrators Exhibit that Prompt Males to Exhibit Gender Dissonance as Reported by K-12 Public School Superintendents

Situations Related to Cultural Differences in in which Females Exhibit Behaviors that Prompt Males to Exhibit Gender Dissonance	Number of Superintendents who Reported Behaviors			Number of References of Behaviors Reported		
	Male	Female	Total	Male	Female	Total
Women's Confrontation of the Dominant Culture	5	6	11	8	41	52
Women intrude into previously male dominated areas of work	3	5	8	5	29	34
Women who request and receive special advantages or considerations in the work setting because they are women	1	4	5	3	12	18
Women's Competition with men	6	7	13	17	40	57
Women who encroach upon men's sense of entitlement, prestige, and power	4	3	7	15	33	48
Women who gain administrative promotions that men perceive are not based solely on qualifications but on gender	2	4	6	4	5	9

Note. Number of participants reporting behaviors, n = 13 (males = 6, females = 7).

Women's confrontation of the dominant culture. This category consists of two themes: women who intrude into previously male dominated areas of work and women who request and receive advantages at work because they are women.

Sports was a trend that females referred to eight times. The lack of male respect of female interest and knowledge in the area of sports was evidenced. F5 explained earlier in her career,

119

They're kind of the old-time coaches and I had to take a backseat sometimes to ...

get in line to be able to talk to them or integrate with them, but it wasn't ever

blatant, but it was just kind of they were over there, do you know what I mean?

When I coached basketball, I always had the worst time to use the gym, you know

what I mean? It was evident girls were last. We have the worst times to use the

gym.

She continued to explain that her knowledge and enjoyment in the area of sports was also

surprising to her colleagues,

I had an experience last year where I was with male superintendents and I was

talking about going to a golf tournament, not playing in a golf tournament but

watching a pretty big level golf tournament, and I think they were surprised that I

used my vacation time to go watch a golf tournament. So, you know, like that's

just their thing not yours.

M1 felt that when women did not share their experience in sports it hurt them,

So, one of the areas I would think that could be a hurdle is a mythical or perceived

lack of experience in what would be certain considered male dominant areas, like

let's say athletics. There are people that have great experience in athletics, but

somebody wouldn't know that. They wouldn't lead with … I've rarely seen ladies

lead with I was the leading scorer on my high school basketball team, I was the

prominent rebounder on my basketball team, I was the best pitcher in softball. I

haven't seen ladies lead with that in interviews and/or other settings as a

conversation starter, but I've watched males do that a lot. I was tied to this team, I

was the captain of my team, I was this, I was that. And so, I think sometimes

there's a perceived lack of experience there that may not exist. But I think that's a perceived injustice for females.

F2 felt that males just assumed that women are just not interested in the sports arena,

Let's say you would have a director and a group of principals and the male director or person, supervisor would invite the male administrators to go golf, but never include the female administrator, to golf. It wasn't anything work performance related, or things where there were derogatory things or conversations from a professional perspective. But I have the opportunity to observe that, and had a good relationship with the people that I was working with and had the opportunity to speak to the male supervisor and say, 'Just so you know, women can play golf too.' Like, we might suck, but we can play golf, in terms of you just have to be careful of what you're doing and what you're perpetuating.

F7 explained that she witnessed a male administrator feel he needed to handle more than the females because this was a 'man's work,'

The male administrator, whether it was his upbringing, his own belief system, ethnicity, I don't know, but there were times that he would display some gender bias or dissonance, where, 'Oh fine, yeah, I'll be the one that goes and supervises the football game because that's what I have to do,' or, 'Ok sure, I'll do all at football games. It's a man's sport.' If that was a male principal, you would not have said that. He would say things like, 'Little lady I can do this.' He would be very upset because he felt it was his job to do and we just couldn't do it.

Women can be seen as not being able to handle the job. F1 noted that a she was faced with always being asked to consult with her husband on important matters,

> I stopped the person, I said, 'I have to tell you: I would never discuss this matter with my husband. This is a confidential district opinion, matter. I don't need to consult him. I have experts here that I would consult. I would never consult my husband on a confidential school district matter.'

Women spoke about people being in disbelief that they were the superintendent. F7 noted,

> I had a male ask me where the superintendent's office was and I told him I would walk him to my office. It took a minute. He then walked into my office and asked if I could go get the superintendent and I shared that I was that person. He giggled and said, 'Little lady go get the big boss.' I stayed silent and he looked at my personnel assistant and she told him who I was.

F4 explained having to campaign to get jobs that were always given to males even when they were not doing well completing the tasks,

> I remember it was year four, and I had to literally say, you need to give me facilities, because this place looks terrible, and I need to do something about it. And you're the principal, and you should care more than I do. He was a good mentor and a good friend. He didn't see it. And I think because in his generation, he didn't have to, and he wasn't purposefully mindful about it on his own. So, I was always my dad's challenge, and so I know I was his challenge too when I was his AP, because I'm like, you let the boys do all that stuff, and when me and my sister, we can do this stuff too. And they're not doing a good job, so why don't

you just let me do it, and give them one of the stupid, I don't know, dumb

committees that you gave me?

Women as mothers and holding down the house hold while having a successful career came

into many discussions. Being seen as "having it all" was illustrated by F1,

Yeah. I think that women, especially women who have young children and you

have young children, I think there's a lot of that, 'Well, how can you do that when

you have young children? How do you make that happen?' I read Lean In at a

time when I was trying to figure out what I was going to do next. I was already a

principal, I was pretty young at that time, I was ... I don't know, in my early 30s.

And reading that book really helped clarify for me what I had already started to

do, which is if I'm going to do these jobs, it allows me to have access to high

quality childcare. It allows me to farm out things that would take me away from

my kids, normally. So, when I was hired on, I was very clear with the board, and

they knew it, too: I have young children. There's going to be a time every night,

unless it's an emergency, that I will be with my kids uninterrupted. And they have

been extremely respectful of that. So, when I get home, those two or three hours,

that is quality, uninterrupted time. So, I've really tried to focus on that quality

with my kids versus quantity. But you get a lot of judgment from your peers at

the kids school. Or even people within this district will say, 'Well, how can you

do that? How can you have your kids away from you that much?' Or, 'How do

you do it all?' And I'm always quick to interrupt, 'I don't do it all! I don't. I pay

for a lot to get done elsewhere. I don't do it all, I just try to do what I'm good at

the best I can.' But I think women need to give each other a break. I think we're

pretty hard on each other.

F1 highlighted that women can be just as hard on women as men are in the area of

childrearing. M4 and M7 both commented on their family and having to 'juggle'

responsibilities. M4 went further to say,

My wife is in a higher position than I am and is busier. Yet, everyone assumes

she is the person that does all of our household work. No one asks if I am picking

up the kids or if I am getting dinner ready. It is assumed that she is. I have seen

my colleagues have to explain how they 'do it all' yet I am not asked the same.

Table 14 illustrates female behaviors and how they align with women's

confrontation of the dominant culture thus resulting in male behaviors.

Table 14

Women's Confrontation of the Dominant Culture

Behaviors Exhibited by Females	Behaviors Exhibited by Males	Number of References	
		Males	Females
Women intrude into previously male dominated areas of work	Resentment, confusion, frustration	5	29
Women attempting to fit into the male culture (i.e. Sports)	Irritation, confusion, resentment	2	8
Women demonstrating that they know more than males	Resentment, frustration, anger	2	4
Perception that females cannot handle the role of Superintendent	Resentment, discomfort, confusion, annoyance	3	5
Women who perceive that they do more work than their male counterparts	Resentment, frustration, confusion, dismissal	1	4

Note. Number of participants reporting behaviors, n = 8 (males = 3, females = 5).

Women's competition with men. Within this category, there are two themes: women who encroach upon men's sense of entitlement and women who gain promotions that men perceive are based upon gender. Women attribute the reason they are hired as superintendent is their expertise in an area such as curriculum and instruction, while men reflect women achieve the positions because of strong personal characteristics that fit into the organization (Sampson & Gresham, 2017).

Six times females referred to the "good ol 'boys" and that it is "alive and well." F1 referenced,

> I think there's lots of examples of the boys club. I see a lot of that. By that I
> mean when I was a principal I watched other male principals texting each other
> during the meeting any time the boss came near like, 'Oh, what are you saying to
> her?' So, they would feel the text come in as this group ... one of the groups was
> having a serious conversation with the boss to try and throw them off. There's a
> real teasing boys club that I was never part of, but I didn't like that behavior. I
> don't like it when people take their jobs like a joke.

Having to prove herself was another area F1 commented,

> I think as a superintendent now, I see with some, not all, I do see some of that ...
> there's definitely a group of men who have been in the business a long time and I
> think they have a level of respect with each other that because they don't know
> me, may not have spent time with me yet.

M2 explained,

> Sometimes that becomes aggressive. And it's more so the male who's obviously
> historically been the aggressor, and I've seen that, who's trying to stay one up and

out in the front in some cases. But I've seen females as well trying to do the same thing and become pushy and it makes her look bad. I guess it isn't equal. Honestly, if you're a male who comes from a background that somehow discounts females, some cultures have done that historically. Arguably, I guess historically men have done over the years in some cases. In many cases.

F4 shared her treatment for being a competent female,

Yeah. I had that experience severely with a couple of men. One was a superintendent and one was a deputy superintendent and I was a principal, and never before had I had this happen. Never before had I been so disrespected for being smart and for being who I was. So really being ... And also, I had Type A ... And you're called Type A and you do your Myers-Briggs and the overachiever, all that, those are all those positive things that are associated. Then I was being called wound tight, uptight, impatient. So, you see, just same person, different language.

F3 explained that even though women are fully qualified their male colleagues find it surprising they are in their position,

It was quite a different way to be treated by people, and I thought I was the same person. I was asked how I got to be a high school principal. I was literally asked how I got the job. The tone matters, right? How did you get this job? I'm like, oh my God, I just finished my Ph.D. I've been an administrator, I've done all these jobs in this place. These people have seen me in all these jobs.

M5 felt that women gained prominence if they showed expertise in their field,

I think I see that if a woman really knows, is really an expert in her field, and understand that they are an expert in the field, that they gain instant gravitas with whomever is in ... and I think that's true with men. So, I think a woman coming in, being confident, knowing that they know what they're talking about, knowing that they got the experience and knowledge, really goes a long way and creating a pretty equal dynamic right off the bat.

F7 reflected on feeling left out in situations because of her gender,

Men will make plans together. They will go on the golf course, smoke cigars, have a beverage and forget to include the women. They assume we do not golf and don't even think about asking any of us to join. Women therefore cannot be in on the things that get discussed on the course. We are just excluded. I don't think if even comes into their thought of how this can be viewed.

Males participants reflected on how they had seen women be harassed or men trying to intimidate them. M4 shared examples,

He was nit-picking language from my female cabinet member. We were sitting next to one another, but he wouldn't even talk to her. He wouldn't even look at her. Wouldn't even address her. She would speak, and he would almost it intentionally ignore her to the point it was uncomfortable in the way that he was interacting. And at that point I'm thinking, 'Okay, this is almost pointless for him to behave this way. And I'm not gonna get in a tit for tat, so why are we here? Let's move on. This is what was said. This isn't the issue. The issue is this.' It's kind of not done that kind of behavior with me. And I would say it was probably related to the fact that it was a woman and he felt like he could. She decided to

try to go toe to toe with him, which that's all he wanted to do. So, in my opinion,

he won. He got exactly what he wanted. He had an adversary. I'm not gonna be

an adversary. I'm not gonna respond. The male became so frustrated that he was

like, 'I'm just gonna dominate and be a bully.' And for some reason it seems like

it's allowed. Women sometimes will allow that behavior from a male far more

than they would allow it from a female.

M4 further gave the example of how he had to become more assertive to a female,

I mean, that's the part where you're in this leadership role ... Just the other day I

had an issue with a board member, a female board member. One of the female

board members we had a really negative dialog at the board meeting. Mainly

because she told my staff they were lying about something and I don't appreciate

that. And I find that I have to be very careful because number one, I'm being

taped and being recorded. So, I have to be very careful of how harsh I come

across to that female board member because the community will not understand

the context and that I've been dealing with this behind the scenes for the last two

months on the situation. So, I have to be very careful with that. And so, I will go

to my wife who watches, other women in the community who are watching, my

staff, and say, 'How did that come across? I want to know did I come across as

really harsh?'

Later he also explained how he tries to help others see women leaders in a more positive

way,

You know? But I cannot change sometimes that individual's view of women

leaders but when I'm in the room when I have an opportunity to force that person

to listen, or another individual who doesn't have that respect for a female leader, I do my best to address that. Not in a full-frontal fashion because people become defensive. But to show that my principal who may be a female who's running up against this male teacher who's just being a pain in the rear-end, giving that female principal a lot of accommodations for that person. Building her up that I respect what she's doing, and if he respects me then he should respect the fact that I think she's doing a good job and just get over your petty ridiculousness. And that's purposeful. I will walk to certain teachers' classrooms that I know are sexist pigs, for lack of a better term, related to this principal. And I say, 'Let's go see those rooms.' Because I want them to see us together and that we're partners in this. I don't know that it's gonna change that person's behavior, but when push comes to shove and she's disciplining that person he knows that she and I are on the same page. So, what are you gonna do?

F6 illustrated that when a woman asks for help it is negative where a man asks and it is expected,

I was a director and he was an assistant sup. So, and just to give you some background, I was his VP and then he hired me as his director when he was an assistant sup and then he hired me as assistant sup for himself. So, there was some obvious years of him believing I could do the job and I could do the work. Also, so this is five years prior, I had just had another child, and he was upset because I had asked him to help me with writing professional development. I had kind of come to him last minute and said I think I'm gonna need help with da, dada, dada. And he was appalled that I would ask him for help. And then when

129

he sat in the PD, he was aggressive toward me during the session in front of the teachers that were there. 'Haven't you thought about', 'why haven't you considered,' in front of the teachers, rather than pulling me out later. He would not do that if I was a man.

Table 15 provides the breakdown of female behaviors and males feelings about these behaviors.

Table 15

Men's Competition with Women

Behaviors Exhibited by Females	Behaviors Exhibited by Males	Number of References	
		Males	Females
Women who encroach upon men's sense of entitlement, prestige, and power	Annoyance, frustration, betrayal	15	33
Women who show frustration with the Good ol' boys club	Irritation, dismissal	2	7
Women who are frustrated or upset with harassment or intimidation they receive from male administrators	Dismissal, annoyance, frustration	4	7
Women who are pushy or insistent and viewed as a threat	Irritation, annoyance, frustration, anger	5	4
Women who are frustrated with males take recognition for work that is collaborative or done mostly by the female	Confusion, annoyance, uneasiness	1	4

Note. Number of participants reporting behaviors, n = 13 (males = 6, females = 7).

Women's Personal Power

   Women's personal power have three categories within the man concept: (a) women who need to prove themselves, (b) women who are hard on themselves, and (c) women's power issues. These categories as contain sub-categories and data was coded within them. Table 16 outlines the behaviors and the number of participants that reported them related to women's personal power.

Table 16

Behaviors Related to Women's Personal Power that Female Administrators Exhibit that Prompt Males to Exhibit Gender Dissonance as Reported by K-12 Public School Superintendents

Situations Related to Personal Power in in which Females Exhibit Behaviors that Prompt Males to Exhibit Gender Dissonance	Number of Superintendents who Reported Behaviors			Number of References of Behaviors Reported		
	Male	Female	Total	Male	Female	Total
Women who need to prove themselves	7	6	13	11	30	41
Women's Power Issues	6	5	11	11	4	15

Note. Number of participants reporting behaviors, n = 13 (males = 7, females = 6).

   Women who need to prove themselves. Within this area there were three themes that were coded: (a) women with low self-confidence, (b) women who are excessively assertive, and (c) women that are hard on other women. There was a total of 56 references in this theme.

One of the areas that impact women is their internal dialogue and their lack of self-confidence (Ryder & Briles, 2003). When a woman has low self-confidence, this can lead to becoming excessively assertive in order to prove they have what it takes to lead (Leo et al., 2014). F2 state, *"If I reach out and I think there is some kind of competitive spirit to it, that if I show you that I don't know what to do you may think I am weak. We need to just get over ourselves."* Body language can even play a part in showing self-confidence or lack thereof. F3 explains,

It was the most blatant. I mean, sometimes you know I think that as a woman in a leadership position like this, we observe these things and we feel these reactions. Body language speaks more than words, right? And then being incredibly self-aware of how other people are perceiving me. I just think it all comes down to self-awareness.

F5 said,

I think what I've witnessed is that the more comfortable the female peer is in her authority, the more comfortable the male is with her authority. I don't think it has so much to do with gender difference as much it is if one perceives themselves to be confident and competent, then you're going to be perceived as confident and competent. So, I think having confidence, again that confidence in yourself.

Men also see body language as an indicator of self-confidence and can be a negative or a positive as illustrated by M1,

You know what's really interesting is I've seen more of when females are confident in their abilities then that can be put off by that. Why do they think they know more than me? Why are they lording it over me that they're either ahead of

132

me or smarter than me or whatever the case may be? I've watched that or heard. I can't give you an exact comment but the body language of why is that a person a know-it-all? Where in some of the same settings, when I've seen males do that, they're like, 'That's a really confident person. They have confidence and I'd like to know what they know.' So, I think there's a gap there sometimes.

Women being excessively assertive was referenced 16 times. M4 explained,

I've worked with a lot of women who can talk like sailors, you know? And have seen them use that what you could say is crude; those crude statements. I don't know if it's an attempt to kind of become part of that old male dominated crew and that's like this expectation that you would do that necessarily, but I haven't seen it.

F6 said,

She is brilliant and spot on with how things need to get done but she can also make people feel like she's aggressive or like she's not listening to them. She can get heightened. You could see when she's upset. I've seen her yell at people. At gentlemen too. But also, females, so not just boys.

F7 saw being assertive as being a positive but not being excessive and becoming a bitch. *"I think sometimes being perceived as being assertive and being confident can be taken as being a bitch."* F2 explains it as, *"It's all been men who are very comfortable with who they are and what they bring to the table and what their skillset is. Now women need this."*

F4 claimed to be an assertive woman created the drive to become a superintendent,

Never tell me never. I never even had the idea, and then when you told me I couldn't, I'm like, what is this superintendent? I was a principal, I was a high

133

school principal, not thinking superintendent. I never even thought about what that was or what they did. But I'm like, 'you just told me that I wouldn't do it and these other people would be men.' And clearly, I remember that conversation. They're were like, 'oh yeah, he will do it.' And I'm like, 'him?' And I'm like, 'why would he? Why do you think he would be a superintendent and I wouldn't be? He's six-foot-tall, he's a size two. He's lean. Nice looking guy, well put together, super nice guy.' But I'm like, 'so why is it that he would be a superintendent and I wouldn't be?' I would be told, 'Well, he just has a different skillset than you do.' I'm like, 'what skillset?' I really pushed, and I don't remember the conversation. But what I do remember is, he said 'you won't be a superintendent.' So, don't tell me never, 'cause that's just the idea that I need. It was my motivator, but it wasn't my impetus. But it's kept me pretty motivated.

M6 experienced a woman pushing for positions when he became a superintendent, *"When she came to work here, she began to make demands of me and say "I can't believe you're not going to help me with this. I can't believe you're going to let this happen."* He gave an additional example of being too assertive,

I have one director here that wants to be right all the time. At any cost, she will exercise that she knows more than that one and it's really a failing of hers because it's okay to let others shine. (M6)

Women are hard on women and tend to judge each other more harshly than men in striving to look like we have it all together (Sandberg, 2013). F1 stated,

I'm always quick to interrupt, 'I don't do it all! I don't. I pay for a lot to get done elsewhere. I don't do it all, I just try to do what I'm good at the best I can.' But I

134

think women need to give each other a break. I think we're pretty hard on each other. When you said about women being hard on each other, we're hard on each other, we look at what people wear or look like. Like the nail thing and the all of that stuff, people will often say, 'Oh, you don't have your nails done.' No. I don't have time to go to a nail salon. Sorry.

F5 shared *"I want people to be professional. I feel strongly about proper dress and appearance and kind of putting yourself together."* Yet in the area of appearance, F7 stated,

I will look at a woman's outfit and think that's really cute. But I won't do that with a guy. I'll look at their suit and go, eh. You'll know if it's wrinkled or he looks like he just got out of bed. But you won't look that closely, whereas with a woman, you'll go is she put together. Does she look the part? We can be hardest on each other.

M4 stated, *"I think that often times female board members are harder on female leaders than they should be. And I've just witnessed that in board meetings."* F1 also felt, *"I think that women are harder on other women, to be honest."* M6 said, *"Women sometimes don't like working for women. They choose a man over a woman. That right there is troublesome because if women aren't supporting women, then how do they get to other places."*

F2 explained that women try to protect one another as well,

I don't talk about my personal life, in my professional world or what not, but being young, being female. It was a high school setting and it wasn't the conversation with kids. It came up on my living arrangement and it was with

135

staff. A female said to me, 'Probably just better that you not share this, share that. That would not be a good idea.' Whether that was my morality or may not, and I don't think that same conversation would have been had to a male principal. This woman felt she should be looking out for the young fledgling, of an administrator, who has the opportunity of promise in her career, 'Don't ruin it by saying you live with someone and you're not married.' That was her protecting me.

Table 17 provides information of the behaviors aligned with who need to prove themselves because of the behaviors males exhibit.

Table 17

Women who Need to Prove Themselves

Behaviors Exhibited by Females	Behaviors Exhibited by Males	Number of References	
		Males	Females
Women with low self-confidence	Annoyance, irritation, discomfort	4	4
Women who are excessively assertive	Frustration, resentment, annoyance	4	10
Women who are hard on other women	Confusion, surprise, discomfort	3	16

Note. Number of participants reporting behaviors, n = 13 (males = 7, females = 6).

Women's power issues. This category has two themes, women who are controlling and women who are frustrated when their contributions are ignored.

Women being seen as controlling was commented on by M5,

In my career, some of my favorite supervisors have been females. My very first one was legendary in the district I was in. She was the first female high school principle in the district, ever. She was known as the dragon queen, and so when I started working with her I was very nervous. As I got to know her, she was the

most incredible person of the greatest integrity. I still remember all the lessons

she taught me. Me and my growth and development, I just wonder, you know, I

never really believe everything anybody says about anyone. She had a reputation

because she handled a football coach really well, I thought really well. She

controlled situations.

When women are ignored for their contributions it can be frustrating as illustrated by F7,

When I was in a different position watching a man assume another man made a

suggestion about the budget or facilities was frustrating. Just because I was a

woman it was assumed I could not know about how a building needs to be fixed

or a budget needs help. We only spend it we don't know how to allocate it.

F7 further spoke how women can be negated in the area of sports,

I couldn't possibly have an opinion on sports or contribute. What would I know

about football or baseball. I would have a meeting with the athletic director and it

would be as if he thought he had to speak louder and slower. I get the game, sir, I

get the game. I can actually talk with some knowledge hear you know. I played

at a high level.

Women let men get away with things so they look like they do more. F5

illustrated,

Where I've seen other superintendents do this like a woman superintendent I

worked with who had a male assistant sup and I felt like she didn't call him on his

so she would look more in control and that was frustrating to me. Like he got

away with not being engaged, not showing up to things. Like we'd all have to go

to evening things and he wouldn't go to them, as much as we would. I don't know

137

but from afar, it feels like he didn't get called on it. We needed to do more to

show we were better and he got away with doing less.

Table 18 outlines the behaviors and number of participants that reported on

women's power issues.

Table 18

Women's Power Issues

Behaviors Exhibited by Females	Behaviors Exhibited by Males	Number of References	
		Males	Females
Women who are controlling	Uneasiness, annoyance, confusion	5	1
Women who are frustrated when their contributions are ignored	Confusion, uneasiness, resentment	6	3

Note. Number of participants reporting behaviors, n = 11 (males = 6, females = 5).

Effects of Dissonant Behaviors

The second research question that the study sought to answer: *How do selected superintendents perceive dissonant behaviors exhibited by female administrators' impact women's potential eligibility for advancement to the position of superintendent?* All of the 14 participants were asked if any of the behaviors they identified could hurt a woman if she sought the position of superintendent. Thirteen out of 14 participants believed there were behaviors that could limit a woman from reaching the level of superintendent. Table 19 summarizes the behaviors that the participants identified that could limit a woman in her quest for advancement.

138

Table 19

Specific Behaviors that K-12 Public Education Superintendents Perceive are Likely to Limit a Woman's Potential Eligibility for Advancement to a K-12 Public School Superintendent

Participant	Specific Behaviors Reported by Participants
F1	So, I think if you're talking about getting ready for the superintendency it's love the job you're in, be open to other opportunities, and listen to people who are smarter than you who have suggestions on how you can do things better.
F2	Because you get people that get very wrapped up in, whether it be affirmative action or whether it be woman's rights or what not, but I don't, personally, want to get the job only because I'm a woman. Because if I get the job, only because I'm a woman, that doesn't mean I am going to be successful. Can I do that work? Can I meet the needs? Do I have the skillset that, that organization needs at the time?
F3	They think the job is too big for the emotional woman to do it.
F4	Never before had I been so disrespected for being smart and for being who I was. So, it was new for me to actually be discounted, to be expected to defer, to be discounted. That whole time in my career, I was called articulate, smart, and intelligent. Then the words that started being used for me were opinionated, argumentative, and defensive.
F5	I think what sometimes hurts them is being too timid or maybe not as attractive or overly attractive.
F7	Being very emotional or more emotionally connected can be viewed as bad.
M1	Until maybe you get deeper into interviewing, you're like, "I was the captain of my basketball team at the University of Nebraska." Because I think when people see that you've been the leader of an organization in a team setting that people see that as a leadership strength. I'm not sure I've seen in many interview settings females either lead with that or share that in the setting.
M2	I think boy, everything from laws to the systems to filled eligibility pools are still in place. Again, I come back to those that would determine the eligibility pools and their own value systems. If they were to run up on, they had an aggressive candidate who put them off in some way, well they might slide that off to the side.

(continued)

Table 19

Specific Behaviors that K-12 Public Education Superintendents Perceive are Likely to Limit a Woman's Potential Eligibility for Advancement to a K-12 Public School Superintendent

Participant	Specific Behaviors Reported by Participants
M3	I think overplaying an alpha role would be a negative for me. Speaking more than listening. Not that we don't want to hear what women have to say but sometimes to the detriment of the greater good of the collegiality or conversation.
M4	I think sometimes old school mindsets get in the way of that. I think we need this firm leader and they believe that it's got to be a male. It's got to be a white male. Right. And that, I think, is a societal issue that continues to plague us. You have to be mindful that you can't lead through emotion. And I've had people question that. Like, "Well, what do you mean by that?" Like it's a negative. Like I should be able to be emotional. I'm not saying you can't show emotion. What I'm saying is you should be mindful of the emotion and how it's being perceived on the other end.
M5	Yeah, that you're a female you should act like a female. I think if their bravado is a little more, like some of the men that have that kind of bravado, I think that would create a reaction, a negative reaction.
M6	Well, I think it's really important to do a great job where you are. I've always, I disliked when people say "I'm gonna be. I'm gonna do this." I never said those things. I just always enjoyed where I was and I did a great job wherever I was. I never thought that I was gonna get anything else. I mean, I never set out to be a superintendent.
M7	But the one, about the way, presenting yourself in a way that you know, I think it's harder for women. What is allowed? What can you wear? What is too much or not too much. I think that could play in. It's not quite clear what exactly is it okay to wear. Yeah, I don't know about the other, being too emotional or being too caring about people if that gets in the way. I would hope that it doesn't.

Findings Related to Research Question I

This section focuses on Research Question 1: *What behaviors exhibited by female administrators are perceived by selected superintendents as prompting male administrators with whom they work in the California K-12 educational environment to*

demonstrate behaviors associated with gender dissonance? The key findings in this area are aligned with the four conceptual areas.

Role Confusion

Superintendents in this study have identified female administrators that prompt male administrators to experience gender dissonance in the K-12 public school work environment related to the area of role confusion.

Finding 1: Expressions of Sexuality

#MeToo has created a new spotlight on sexual harassment and is making an impact in the educational workplace. Both sexes are very aware that when they work with each other they must be careful and their behaviors cannot be perceived as sexual harassment. Being in the position of superintendent comes with also being under a microscope. Men specifically expressed that they do not need to be as careful with each other as they are not a protected class. If men feel they must be concerned in their dealings with women they may choose to work with men over women thus impacting the ability for women to promote to higher positions such as superintendent.

Finding 2: Sex Role Socialization

Emotion in the workplace was an area of discomfort for both sexes. When women show an overabundance of emotion it can be seen as weakness and portrayed that a woman could not handle her position. The incongruity between the sexes was reported. Men were in touch with their feelings and women were weak when they showed too much emotion.

Finding 3: Conflict with Stereotypical Roles

The findings in this section suggested that when women leaders venture outside their assigned societal roles in the workplace dissonance can result. Men felt discomfort when women acted too assertive or pushy yet a woman in a leadership capacity was expected to be strong in their ability to lead. Respondent F7 shared, "*A man gives a directive he's assertive, a woman gives a directive she's a bitch.*" If women acted too "manly" she was seen negatively, and if she was too "girly" she is seen as soft and not able to lead effectively and make the hard decisions. Women that showed they had too many communal traits were seen as ineffective. Women reported that when they needed to act assertively or too empathically they witnessed their male colleagues exhibit dissonant behaviors.

The area of sports rose as an area of conflict in stereotypical roles. Men were surprised and felt unsure when women expressed interest in the area of sports. Women needed to prove themselves in order to be respected when speaking about sporting events or taking part in the latest golf tournament.

Communication Differences

Superintendents in this study have identified female administrators that prompt male administrators to experience gender dissonance in the K-12 public school work environment related to the area of communication differences.

Finding 4: Different Communication Styles

In the area of different communication styles women that were perceived to talk too much was a source of annoyance to males. Men wanted women to "pull the trigger and move on" or to "get to the point." When women ask too many questions it was

viewed as negative by their male colleagues. When women continue to probe for clarification it causes leads to male dissonance. Males were described as being more progress driven and too much discussion can delay that progress.

Finding 5: Different Conversational Rituals

The key finding in the area of conversational rituals was when women were overly emotional with males. When women became too emotional males became annoyed, uneasy, and uncomfortable. In one incident the male wanted the female to cry as he became excited by the power. These dissonant behaviors exhibited by males were illustrated by males and females. F2 shared that when a woman cried she "*put us back 10 years.*"

<div align="center">

Cultural Differences

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Superintendents in this study have identified female administrators that prompt male administrators to experience gender dissonance in the K-12 public school work environment related to the area of cultural differences.

Finding 6: Confrontation of the Dominant Culture

A key finding in this area was when women attempt to fit into the male culture especially in the area of sports. The lack of male respect of female interest and knowledge in the area of sports was evidenced. It was expected that women leave sports for the men to discuss and make decisions. When a woman initially attempted to participate in or have a conversation about sports they could be met with males that were dismissive. Males exhibited irritation, confusion and resentment with women in these interactions. Females needed to prove they could "hang" with the boys when it came to sports.

Women in the job of superintendent needed to prove they were capable to be in the position. They were asked if they needed to discuss things with their husbands prior to decision making. Females continually had to prove they were able to have a family and do their duties as a superintendent. Women had to discuss that they did not "do it all" yet a man never needed to address this question although both men and women can have dual income marriages with equally demanding professions.

Finding 7: The Good Ol' Boys Club

Six female superintendents referred to the good ol 'boys club signifying there is frustration amongst women in this realm. They are fraught with having to knock down this restrictive wall and are met with men dismissing them or being irritated by their presence in their club. These feelings create dissonance in the workplace.

Finding 8: Female Harassment by Males

Another key finding that aligns to men's competition with women is when women feel harassed or intimidated by men. When women are smart and capable they were seen as difficult and uptight.   Examples of being tapped on the shoulder to just relax and not to be too emotional or demonstrative was noted. Male superintendents noted that they witnessed other males speak to females differently than males thus causing dissonance.

Women's Personal Power

Superintendents in this study have identified female administrators that prompt male administrators to experience gender dissonance in the K-12 public school work environment related to the area of women's personal power.

Finding 9: Aggressive Women Perceived as a Threat

Aggressive or assertive behavior was a thread that continually surfaced in the study. Women needing to prove themselves came through as aggression and was met with frustration and resentment by both males and females. When a woman shows these strong behaviors, they are viewed negatively and causes dissonance.

Finding 10: Women Hard on Other Women

A key finding related to women's power issues was that women can be hardest on other women. When a female is seen as having it all together their female colleagues can exhibit jealously which in turn causes confusion for males. Women need to explain how they balance their work and personal lives where men are not confronted with this question. Women expect other women to look professional and put together. They judge each other's wardrobe but do not take notice of the clothing of males.

<div align="center">

Unexpected Findings

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Finding 11: The Importance of Confidence

A key area that was unexpected was the reference of confidence. When women were confident they were seen as competent. This confidence was not to be confused with being aggressive or overly assertive. Males felt that when a woman could speak confidently about her strengths or accomplishments they were viewed as having the ability to lead effectively.

Finding 12: I Never Experienced This

Eight of the participants in this study began their interview with statements that inferred they had never experienced dissonance in their career. The participants felt that women were strongly represented and the had experienced ups and downs in their career

but nothing that was gender related. As the interview progressed each came to realize that they had experienced some or several forms of dissonance.

<div align="center">**Findings Related to Research Question II**</div>

Finding 13: Dissonance Behaviors Impact Women's Career Advancement

Thirteen of the 14 participants in this study felt that there were specific behaviors that impact a woman from advancing to the position of superintendent. Over half of the respondents commented on being able to control ones emotions as being very important. When women show too much emotion they are seen as weak and not able to lead an organization effectively and efficiently. When women demonstrate too much emotion this behavior causes dissonance and in turn can hinder a woman's chances for promotion to the level of superintendent. Three of the respondents advised that in order to reach the highest level in a school district you need to do your current job exceptionally and love doing it.

<div align="center">**Summary**</div>

Chapter IV of this qualitative study presented data collected through the lens of four conceptual areas: (a) role confusion, (b) communication differences, (c) cultural differences, and (d) women's personal power. The participants were K-12 public school superintendents from Orange, Riverside, and San Diego counties in southern California. The study aimed to discover what behaviors female administrators exhibit that may prompt male administrators with whom they work in K-12 public schools to demonstrate behaviors associated with gender dissonance. The second part of the study sought to find the impact these dissonant behaviors may have on women's potential eligibility of advancement to the position of K-12 public school superintendent in California. A total

of 14 current superintendents participated in the study, seven being male and seven being female.

The participants participated in face to face interviews and the location of their choosing. All interviews were recorded and transcribed using Rev Transcription service. The data was then coded using NVivo in order to find emergent themes.

The summary of findings is categorized through the lens of four conceptual areas and are as follows:

Role Confusion

- Expressions of sexuality – the #MeToo movement has impacted how men and women interact. Fear that behaviors will be perceived as harassment is evident.

- Sex role socialization – Men continue to uncomfortable when women emit strong emotion responses in the workplace.

- Conflict with stereotypical roles – When women venture outside their stereotypical assigned roles and behaviors men feel discomfort. Women who are too assertive or pushy are looked at negatively. Women also showing understanding and interest in sports needed to work harder to prove their worth to reduce male dissonance.

Communication Differences

- Different communication styles – Women that talk too much or ask too many questions cause men to become frustrated.

- Different conversational rituals – Too much emotion like crying annoyed men and caused dissonant behaviors.

Cultural Differences

- Confrontation of the dominant culture – Lack of male respect and female interest and interest in the area of sports caused males to require women to prove themselves. Men exhibit dissonance when females are asked if they need to confer with their husband in order to make a decision as a superintendent.

- The good ol 'boys club – The existence of a good ol 'boys club was affirmed by men and women.

- Female harassment by males – Women continue to be treated differently and harassed by males just because they are females.

Women's Personal Power

- Aggressive women perceived as a threat – Aggressive or overly assertive behaviors are perceived as a threat.

- Women hard on other women – Women judge women more harshly than men especially in appearance.

Unexpected Finding

- The importance of self-confidence – Confidence was seen as necessary for women to be viewed as leaders and to prove they are capable of the job they are seeking.

- I never experienced this – Eight participants started their interviews explaining how they were not sure how they would be able to contribute to the study. All determined after an example was given that they had in fact experienced dissonance in more than one form.

The conclusion of this chapter was the examination of the second research question. Thirteen of the 14 participants responded that they felt that dissonant behaviors could impact a women's advancement to the position of K-12 public school superintendent.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

"Women belong in all places where decisions are being made….It shouldn't be that women are the exception." – Ruth Bader Ginsburg

Purpose Statement

The first purpose of this qualitative replication study was to discover what behaviors female administrators exhibit that may prompt male administrators with whom they work in the California K-12 education system to demonstrate behaviors associated with gender dissonance.

The second purpose of this study is to determine what impact these dissonant behaviors may have on women's potential eligibility for advancement to the position of superintendent in the California K-12 education system.

Research Questions

The following research questions were used to guide the research:

1. What behaviors exhibited by female administrators are perceived by selected superintendents as prompting male administrators with whom they work in the California K-12 educational environment to demonstrate behaviors associated with gender dissonance?

2. How do selected superintendents perceive dissonant behaviors exhibited by female administrators impact women's eligibly for advancement to the position of superintendent?

Methodology

This phenomenological replica study explored the lived experiences of K-12 public school superintendents in California. The researcher conducted interviews with

seven male and seven female superintendents in Orange, Riverside, and San Diego Counties. The interviews were conducted at locations selected by the participants during the months of December 2018 through February 2019. The recorded discussions were transcribed using the Rev Transcription service and then the data was coded using NVivo to determine themes which aligned with the conceptual framework. The framework consisted of: (a) role confusion, (b) communication differences, (c) cultural differences, and (d) women's personal power.

Population

The population for this study consists of all the California public school superintendents. At the time of the study there was 1,025 public schools in the state of California. The target population was male and female K-12 public school superintendents in Orange, Riverside, and San Diego counties. Those targeted to participate met the requisite qualifications of having a minimum of one full year experience in the K-12 California public school system, were recognized by their colleagues as being knowledgeable of women's issues, and supportive to female educators through mentorship.

Sample

A sample of 14 K-12 public school superintendents was selected to participate in the study. The sample consisted of seven male and seven female K-12 public school superintendents in Orange, Riverside, and San Diego counties. The method of purposive criterion sampling was used by the researcher. All of the superintendents in the three counties were identified by the researcher. The use of the criterion sampling narrowed the number of individuals considered for the study. The panel of experts were asked to

nominate study participants who fit the criterion. Study participants were then contacted

by email to secure participation and schedule the interview.

Major Findings

The findings in this qualitative phenomenological replica study are organized in

relation to each of the research questions. The findings were then aligned to the four

conceptual areas of: (a) role confusion, (b) communications differences, (c) cultural

differences, and (d) women's personal power.

Summary of Findings Related to Research Question I

Research Question 1 asked: *What behaviors exhibited by female administrators*

are perceived by selected superintendents as prompting male administrators with whom

they work in the California K-12 educational environment to demonstrate behaviors

associated with gender dissonance?

Superintendents in this study identified behaviors exhibited by female

administrators that prompt male administrators with whom they work in the K-12 public

education environment to demonstrate behaviors associated with gender dissonance

aligned with each of the four conceptual areas. Key findings were aligned to the four

areas.

Finding 1: Expressions of Sexuality

Sixty-four percent of the study participants referred to sexual harassment as a

behavior which can cause dissonance. Female dissonant behaviors exhibited by females

that surfaced were inappropriate dress and inappropriate behavior. Males felt discomfort,

confusion, frustration, anger, and fear. Men felt they could not discuss inappropriate

dress with a female as they feared being perceived noticing or sexualizing the female in

152

any way. The #MeToo movement has reached the educational ranks and is contributing to a culture where men and women are fearful of how behaviors can be perceived. Men commented they are more comfortable being with men as they are not a protected class. The #MeToo movement has increased anger and discomfort with men towards women and the image that women are speaking up against sexual harassment. In addition, men are very guarded when they have interactions with women and are equally uncomfortable if a woman becomes too 'comfortable' with their language and their behaviors.

Finding 2: Sex Role Socialization

Eighty-six percent of the study's participants referred to being uncomfortable when females did not behave within their prescribed stereotypical workplace manner for leadership positions. When women evaluated men, males exhibited dominant behaviors. Women becoming overly emotional, for example crying, was seen as causing dissonant feelings for men. Male behaviors were being uncomfortable, frustrated, and angry. Over emotional displays from women in leadership roles also made females angry and some felt that it did a disservice to women as a whole.

Finding 3: Conflict with Stereotypical Roles

Eighty-six percent of participants saw a conflict in stereotypical roles. Males were able to show emotion and were thus depicted as being in touch with his feelings while an emotional woman was seen as weak and not being able to handle the situation at hand. Behaviors that were exhibited from males with this conflict were confusion, discomfort, and uneasiness. Females having strong personalities that are also assertive and direct caused males to exhibit resentment, frustration, annoyance, and anger.

Finding 4: Different Communication Styles

Thirty-six percent of respondents felt that women talked too much it causing feelings of annoyance, frustration. These communication styles exhibited by women often resulted in their message being dismissed. Males tend to be more to the point and direct in their communication method. Women were seen as over talking and asking too many probing questions. Prolonged messaging made men feel dissonance.

Finding 5: Different Communication Rituals

Sixty-four percent of participants expressed that women who are overly emotional and overly critical in their conversations caused dissonance. Males felt frustrated, annoyed, uneasy, and uncomfortable. One male exhibited excitement when women cried. The females concluded he enjoyed being in a higher position than females and when they cried he felt more powerful. Finally, when women are criticized the tend to take it personally instead of using feedback in a constructive form.

Finding 6: Confrontation of the Dominant Culture

Seventy-nine percent of the study's participants indicted various female behaviors such as attempting to fit into the male culture, demonstrating they know more than males, and expressing they do more work than males cause feelings of dissonance. When women attempted to fit into the male culture they were met with dissonance. The feelings that males exhibited were resentment, confusion, frustration, irritation, discomfort, and anger. With the majority of superintendents being male, the perception by some is that women cannot handle the role. Women who were also mothers of young children were seen as not able to run a school district and a household. In the area of sports women were not seen as being able to have the knowledge to participate in

discussions. Males lacked respect of female interest and knowledge in the area of sports. It was men's work to handle the sports teams and coaches in the school district.

Finding 7: The Good Ol' Boys Club

Ninety-three percent of the study's participants referenced the area of men's competition with men. The frustration of women with the good ol' boys club was discussed and behaviors of men relative to this area was irritation and dismissal. Their "club" takes place in the ranks of superintendents in the form of males wanting to go on golfing, smoking cigars, or having beverages. Males were frustrated with the infiltration of women into their club.

Finding 8: Female Harassment by Males

Fifty percent of the study's participants referred that they felt there was a level of harassment by males in the workplace. Men shared that they saw women disrespected and dismissed. These instances were in one-on-one situations, large groups, and even resulted in pats on the shoulder for women to settle down. Males exhibited behaviors of frustration, annoyance and were at times dismissive.

Finding 9: Aggressive Women Perceived as a Threat

Ninety-three percent of respondents referenced women needing to prove themselves in some manner. Sixty-four percent referenced that aggressive or assertive women were seen as a threat. When women were pushy or insistent it was met with male behaviors that exhibited irritation, annoyance, frustration, and anger. When men are assertive they are perceived as strong but women exhibiting this trait was viewed as going against gender expectations, and thus causing dissonance.

Finding 10: Women Hard on Other Women

One half of the study's women respondents referenced that women can be the hardest on each other. Women strive to look like they have it all together. Females will judge what another female is wearing or their appearance but will not do that to a male. Competition amongst women is unhealthy and can impede their ascension to higher level positions. Men exhibited confusion, discomfort, and surprise when women were hard on each other and did not help those of the same sex.

Unexpected Findings

Through the literature and research for the study one unexpected finding was uncovered.

Finding 11: The Importance of Confidence

Almost half of the participants referred to confidence as something that was important for women to exhibit in order to lead. Confidence translates into competence for those that you are leading. When women second guessed themselves, it was seen as weak. Women leaders were often asked if they needed to refer to someone in order to make a decision. Many times, they were even asked if they needed to consult their husband before making a decision. Those respondents that experienced this or witnessed it were quick to stop that perception and confidently explain that they make decisions at work and not their significant others. Women also added that in the event of a confidential matter they would never discuss that with others. Confidence was seen as strength but there was a line that could be quickly crossed into assertive or aggression.

Summary of Findings Related to Research Question 2

Research Question 2 asked: *How do selected superintendents perceive dissonant behaviors exhibited by female administrators impact women's eligibly for advancement to the position of superintendent?*

Participants shared if they perceived dissonant behaviors exhibited by female administrators have an impact on women's eligibility for advancement to the position of superintendent which aligned to the second research question. The finding is drawn from participant responses.

Finding 12: Dissonant Behaviors Impact Women's' Career Advancement

All but one participant interviewed in the study reported that dissonant behaviors exhibited by female administrators can have an impact on a women's eligibility for advancement to the position of K-12 public school superintendent. Participants referenced controlling ones emotions as an area of importance and not having emotions under control can hinder women and cause dissonance. In addition, participants indicated that when trying to ascend to a higher position it is important to love your current position and to do it extremely well.

Conclusions

The following conclusions were discovered based on the findings of this study and supported by the literature:

Conclusion 1: Male Administrators Feel They Cannot Address Women Who Dress Provocatively

The male participants in this study gave examples from their own experiences dealing with female sexuality. The males expressed their discomfort when they

experienced women that dressed provocatively. If they were to talk to a female it would be viewed by others as if they were looking at their bodies. They were uncomfortable when females dressed or behaved in an overly sexual manner. Each male that shared situations about women dressing sexy or provocatively said that they would ask another female to speak to the woman about her inappropriate attire in the workplace. The study concluded that when men have to speak to woman about their bodies it causes an immediate uncomfortable situation which they do not want a female to take in a manner that condones the behavior.

Conclusion 2: Women Need to Gain and Exude Confidence in Order to Move into Higher Leadership Positions

The findings support that women need to be confident in their abilities. As leaders gain confidence the negative self-talk and fear lessens (Leo et al., 2014). When a woman becomes confident she gains a good understanding of her own personality which includes her strengths and her weaknesses. Women do not set out to attain the position of superintendent but instead they receive a tap on their shoulder by others that see their leadership abilities. Being confident in one's self is important for others to feel they can believe safely in their leader.

Conclusion 3: Women Need to Mentor and Sponsor Other Women

Sandberg's (2013) 'lean in' movement created a movement for women to mentor one another. The findings of this study supported that creating a relationship with other women that have more experience and knowledge is extremely positive. This network can assist in learning leadership skills and receiving assistance from those that have been in the position of superintendent. While women join women's groups for the social

support they also must use them in the area of career advancement. These groups are an

excellent way for women to meet mentors and receive sponsorship from leaders in the

field of educational administration. When a leader takes on a sponsor they make sure that

they advocate and support their protégé along their climb towards their leadership goals

(J. A. Dana & Bourisaw, 2006).

Conclusion 4: Women Need to Display Decisive Decision Making

A conclusion from the findings is that being decisive in decision making is an

important quality for women. The study determined that women need to be assertive in

their decision making. Women need to make sure they establish that they make decisions

and they do not have to get guidance from others, such as, their husbands. When leading

a school district there is a time for collaboration and a time for immediate decisions to be

made. A woman needs to show they are able to make these hard decisions and stand by

the pathway they are paving (Koch, D'Mello, & Sackett, 2015).

Conclusion 5: Women are Expected to Meet all Responsibilities both Personally and
Professionally

A conclusion supported by findings is that women are expected to meet all

responsibilities both professionally and professionally. They need to explain that they do

not do it all and are not "wonder woman." Women are held to a higher standard than

men and are also judged more harshly (Correll & Ridgeway, 2006). School boards need

to know they will not be pulled away from their duties as a superintendent in order to be a

mother or a wife. A woman must show that they can run a school district, and can run a

household, raise children, and shop for groceries with help from their supportive spouse

and hired help. Other women feel a connection when they share that they do not do it all.

The findings showed that men do not need to share this in order for women to feel connected to them as leaders (Geiling, 2013).

Conclusion 6: Males and Females are Basically Unaware of the Concept of Gender Dissonance Occurring in the Workplace

Another conclusion supported by the findings is that men and women initially do not feel dissonance occurs in the workplace. Almost all of the participants started the interviews with a statement like, "I don't know if I will be able to add to your study because I just don't think I have seen any dissonance in my career." As the researcher asked questions and gave an example of dissonance each respondent had examples to share. The behaviors that women exhibited in the examples created dissonance and thus could potentially be a barrier to female advancement in the workplace (Ryder & Briles, 2003).

Conclusion 7: The #MeToo Movement has Impacted how Women and Men Interact in Educational Administration

A conclusion supported by findings in the study and supported in the literature is that the #MeToo movement has had an impact on how women and men interact with each other in educational administration. Men have become more guarded in their interactions with women and less comfortable with women in the workplace. They fear giving feedback or criticism to women and are not comfortable in situations where they are alone with a female. Men are more explicit in their feedback to a male than a female which can create a barrier where women cannot learn and grow. Having a professional workplace where respect and trust is the norm is important for equity in the workplace.

Conclusion 8: Emotions Exhibited by Females in the Workplace Need to be Controlled

The findings and literature supported the conclusion that females need to control being overly emotional in the workplace. Based on the findings in this study, men exhibit dissonant behaviors such as being uncomfortable, angry, and frustrated when women express too much emotion in the workplace. The perception of women when they become overly emotional is that they are weak and they cannot handle their job (Denmark & Paludi, 2018). Women continue to be scrutinized for being too masculine or being too feminine in their managerial style (Johns, 2013).

Conclusion 9: The Good Ol' Boy Club is Alive and Well in Educational Administration

Another conclusion based on the findings of this study is the good ol' boy club exists in educational leadership. Men will have discussions on the golf course or while smoking a cigar with a beverage but do not see women capable of participating or even want women at these events. Males continue to be promoted based on their personality and how they fit into the group, yet women are judged by their expertise in curriculum and instruction (K. Robinson, Shakeshaft, Grogan, & Newcomb, 2017).

Conclusion 10: Men and Women Need to Be Aware of Behaviors that Prompt Gender Dissonance

The final conclusion supported by the findings of this study and the literature is that women need to increase awareness of behaviors that prompt gender dissonance in the workplace which may impact their advancement to the position of superintendent. Findings support the conclusion that dissonant behaviors exhibited by females can have

an impact on their eligibility for advancement to the position of K-12 public school superintendent. These behaviors can hinder women from assenting to the highest position in a public school. In order to create more equity in the work, both men and women need to understand how dissonance impacts working relationships. As the sexes gain awareness of behaviors that can cause dissonance, they can be avoided, thus creating a more equitable workplace for both genders.

Implications for Action

Based on the findings and conclusions form this study and the review of the literature, the following implications for action are recommended for school districts and professional organizations.

- School districts and/or local county offices of education should consider the practice of explicitly connecting female who aspire to the position of superintendent or currently serve as a superintendent with a designated mentor. The mentor can coach, guide, and prepare the aspiring or actively serving superintendent.

- Intensify the certification for superintendents. Currently, California does not require any specific superintendent training or certification for individuals to become superintendents. Certification would support females aspiring to become superintendents by giving them support in areas many do not have the opportunity to gain experience.

- Reevaluate the requirements of how school districts hire K-12 public school superintendents. School board members hire superintendents and generally use agencies through private search firms or local county office of education

in order to help in this search. More stakeholders should be used in the
process of hiring superintendents. Certificated, classified, management,
parents, and students should have a viable part in the process and selection.
Practices should be put in place to mitigate any advancement due to personal
or political agenda and should be based on qualifications, not the school you
attended, the good ol 'boys club you are a member of, or your gender.

- Sponsoring and mentoring for superintendents should be a high priority. This
  will enable superintendents to analyze feedback and create action plans for
  their leadership plan affording them the opportunity to take all stakeholder
  needs into account. The sponsor/mentor can provide needed authentic
  feedback that a superintendent may not receive from their employees or the
  school board.

- Present the results of this study at conferences and symposiums for ACSA, to
  inform members how gender dissonance impacts the workplace. Women
  events and conferences such as the Women in School Leadership Forum
  would be particularly impactful for women in order for them to professionally
  develop and learn about gender dissonance and how it can impact their career
  pathway.

- Women need to lean in and take part in mentoring and sponsorship of each
  other. Professional development surrounding women's issues should be
  highly encouraged. If these networks do not exist they should be established.

- Workshops should be provided through local ACSA chapters and The AASA
  to create an awareness of gender dissonance. Professional panels of men and

women can share their experiences and provide strategies to lesson dissonant causing behaviors.

- School districts, county offices of education, and boards of education needs to develop strong and engaging sexual harassment workshops to address the new implications of the #MeToo Movement on men and women at work. A culture of trust and respect of strengths and weaknesses must be established throughout the school leadership community based on the person rather than their gender. Sexual harassment must be taken seriously and handled immediately and appropriately. The #MeToo movement has shed a spotlight on harassment in the workplace and steps need to be taken for it to not to create a backlash for women in their career aspirations.

- School districts, county offices of education, and boards of education need to educate schools on the importance of giving the opportunity for girls to engage in science, technology, engineering, and math (STEM) opportunities. Encouraging schools to increase literature in their libraries that focus on women. Books with girls as the central character engaging in non-stereotypical roles and activities will help in creating more equity.

Recommendations for Further Research

- Based on the collected data from this study a replication that uses the same population with a different sample would add to the depth of this research.
- Based on the findings and the participant suggestions, it is recommended to study superintendents in San Diego county and how it has acquired more female superintendents than males.

- Based on the findings of this study, a replication study that uses a sample of current and retired superintendents, as retired superintendents may be more willing to share more explicit examples of gender dissonance.

- The current study revealed that playing a sport or having a strong knowledge base of sports gives female superintendent candidates access to more opportunities for career advancement. It is recommended to explore if playing or knowledge of supports could give females more access to opportunities for advancement.

- The current study revealed the impact of membership in women's organizations, networks, and mentorship to the ascension into the position of superintendent. It is recommended to explore how these women's organizations, networks, a mentorship help women attain the position of superintendent.

- Based on the findings and literature it is recommended a study be conducted comparing school board hiring practices in southern California and the influence of search firms.

- Based on the literature and the supporting information a replication study that uses assistant or deputy superintendents as the population would add to the depth of this research.

- Based on the findings of this study dissonant behaviors can impact women and their eligibility for advancement. A replication study using females that sought the career of superintendent and did not get the position would add to the depth of this research.

A Comparative Look at the Original Study

This study is a replication of Dr. Ryder's original dissertation in 1998. It explored the impact of K-12 superintendents in southern California 20 years ago. In the original study four conceptual areas surfaced: (a) role confusion, (b) communication differences, (c) cultural differences, and (d) women's personal power.

Dr. Ryder (1998) discovered that specific behaviors that women exhibited caused men to react negatively. They felt anger, frustration, confusion, resentment, and other negative feelings when women conducted them in certain ways. The female could dress in a provocative manner, it could be the way she spoke, she was too feminine, too masculine, or was just trying too hard to prove herself on the workplace. All of these behaviors created males to react and created dissonance in the work place. Ryder determined in her study that these behaviors ultimately impact females in their search for advancement to the position of superintendent.

Garzaniti (2017) replicated Ryder's 1998 study using community college CEO's as his population. He determined that Dr. Ryders's findings were alive, well and still had validity. Garzaniti determined that there may be one more content area, evolution of gender interaction. His study had much of his data concentrated in the area of role confusion and cultural differences. From this finding he concluded that gender communication has improved from the original 1998 study.

This study found that the findings of Dr. Ryder's (1998) study are still intact in educational administration today. Gender dissonance occurs and is still prevalent. These dissonant behaviors still impact females in their pursuit of advancement in the highest ranks of educational administration. Dr. Ryder and Dr. Garzaniti (2017) both

166

recommended that the original study be replicated. The findings from this study closely resemble both dissertations findings. Educational administration still experiences gender dissonance and impacts females in their aspiration of advancement to the position of superintendent.

The four conceptual areas were referred to by the participants in this study. Sexual tension continued to be an area that males felt uncomfortable especially in the area of how women dress. Women still need to be aware of being overly emotional in the workplace. The #MeToo movement has infiltrated educational administration and has caused men to become fearful of how they interact with females. Finally, women need to be aware that they need to be advocates of their sisters and not so judgmental in areas such as appearance.

The researchers in this cadre agree that a greater spotlight needs to be placed on gender dissonance and the impact it has on the workplace. In order for equity to be achieved, men and women need to learn about each other. Our differences and similarities should be celebrated and used to help one another lead our organizations towards excellence. A greater awareness of behaviors may change how these behaviors are viewed. Feelings of dissonance can be avoided if they are brought to the forefront of discussions.

Concluding Remarks and Reflections

As a woman in an educational leadership role I have been a victim of gender dissonance. I have been overlooked in attaining positions purely because I am a woman. I have witnessed and experienced sexual harassment in the workplace. Many extremely gifted and intelligent female leaders have come before me and paved the way for all

women to ascend to the highest level of leadership. For a district that has been around for over 50 years, we have recently had our first female superintendent. We exemplify what is happening throughout our nation. The literature illustrates that women face many barriers when they seek the position of superintendent.

I have always had to work extremely hard for every position ever acquired. I was the child of immigrant parents that did not speak English. They modeled how hard work gets you the life you aspire to. I was encouraged by my father to do well in school. I also immigrated to a new county and had no family ties in the area of education. I experienced political agendas when trying to gain employment and to move up in my own school district. When I cast my net to other school districts I realized I was a person seen as a potential leader with excellent experience and skill. I have learned to become a better leader with every experience lived through, excellent mentorship, and continued education. I have learned my strengths, my weaknesses, and how to treat others with respect regardless if male or female.

The interviews conducted with these exceptional 14 superintendents was an amazing experience. Almost each participant began the interviews feeling that they had nothing to add to the study however at the end of the interviews they left understanding what gender dissonance was and how they had experienced it throughout their own careers. These interviews were so enjoyable and I gained insight and mentorship along the way from some incredible educational leaders.

I am grateful to Dr. Ryder that she had the belief and trust that I could replicate her study and give it the respect it deserved. This study educated me on the concept of dissonance. Through the review of the literature and conducting the study I have become

so much more reflective of my own behaviors and watching those that surround me. I have learned that as humans we need to celebrate our differences and our similarities. We need to learn to be confident in our strengths as well as our weaknesses. If we build on each other we can create teams that create educational institutions that inspire and cultivate students that become amazing human beings.

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APPENDICES

APPENDIX A

Role Confusion Conceptual Area

Dissonance Category	Situations in Which Females Exhibit Behaviors that May Prompt Males to Exhibit Behaviors Associated with Gender Dissonance	Supporting Literature Updated Conceptual Framework
Expressions of Sexuality	Women whose behavior is perceived by men as a potential source of sexual harassment	Annis & Gray, 2013; Bowman, 2018; Gerdeman, 2017; Riordan, 2018
	Women who create sexual tension for men at work	Annis & Gray, 2013; A. H. Eagly & Carli, 2003; Gowland, 2017; Ryder & Briles, 2003; Sanz, 2016; Gurung, Punke, Brickner, & Badalementi, 2018;
Sex Role Socialization	Women who exhibit behaviors associated with power that are incompatible with men's perceptions of the evolving female sex role	Annis & Gray, 2013; A. H. Eagly & Carli 2003; A. H. Eagly & Carli 2007
	Women who exhibit behaviors that are incompatible with men's stereotype of female work and sex roles	Annis & Gray, 2013; Glass, 2000; A. H. Eagly & Carli 2003; Eagly & Carli 2007; A. H. Eagly & Karau, 2002; Brannon, 2005; Madden, 2011; Catalyst, 2007; Johns, 2013; Bryans & Mavin, 2003
Differing Leadership Skills between Men and Women	Women who exhibit leadership skills like collaboration, shared power, and relationship building that are incongruent to male leadership skills of command and control	Turner, Norwood, & Noe, 2013; A. H. Eagly & Chin, 2010; Clark, 2011; Sandberg, 2013; A. H. Eagly & Carli 2007; Metz, 2009; Madden, 2011; A. H. Eagly & Carli 2007; A. H. Eagly & Carli, 2007; A. H. Eagly, 2007; Chin, 2011; Paustian-Underdahl, Walker, Woehr, 2014; Denmark & Paludi, 2018
	Women who demonstrate leadership skills such as collaboration, shared power, and relationship building that are viewed as more effective by their organizations than skills of command and control that some males currently use.	A. H. Eagly, 2007; A. H. Eagly & Carli 2003; A. H. Eagly & Carli 2007; A. H. Eagly & Johannesen-Schmidt, 2001; A. H. Eagly & Wood, 1991; Jones, 2017; Kruger, 2008; Paustian-Underdahl et al,, 2014;

Communication Differences Conceptual Area

Dissonance Category	Situations in Which Females Exhibit Behaviors that May Prompt Males to Exhibit Behaviors Associated with Gender Dissonance	Supporting Literature Updated Conceptual Framework
Different Conversational Styles	Women who boast	Amanatullah & Morris, 2010; Annis & Gray, 2013; Council, 2018; A. H. Eagly & Karau, 2002; Reid et al., 2009; Smith & Huntoon 2014
	Women who talk in an indirect manner	Annis & Gray, 2013; Ryder & Briles, 2003
	Women who are perceived to talk too much	Annis & Gray, 2013; Gurian & Annis 2008; Helterbran & Rieg, 2004; Ryder & Briles, 2003
	Women who are perceived to use annoying methods of speech	Reid et al., 2009; Ryder & Briles, 2003
Conversational Rituals	Women who use apology	Amanatullah & Morris, 2010; Annis & Gray, 2013; Gurian & Annis 2008; Reid et al., 2009; Wagner & Berger, 1997
	Women who criticize others	Annis & Gray, 2013; Williams & Dempsey, 2018
	Women who are overly sensitive to criticism	Annis & Gray, 2013; Williams & Dempsey, 2018
	Women who gossip	Annis & Gray, 2013; McAndrew, 2014; McAndrew, 2017; McAndrew, Bell & Garcia, 2007; McKeown, 2015; Ryder & Briles, 2003
	Women who ask others' opinions before making a decision	Annis & Gray, 2013; A. H. Eagly & Carli, 2007; A. H. Eagly & Johnson, 1990; Grogan & Shakeshaft, 2011; Kruger, 2008; Ryder & Briles, 2003; Weiler, 2009

APPENDIX C

Cultural Differences Conceptual Area

Dissonance Category	Situations in Which Females Exhibit Behaviors that May Prompt Males to Exhibit Behaviors Associated with Gender Dissonance	Supporting Literature Updated Conceptual Framework
Women's Confrontation of the Dominant Culture	Women intrude into previously male dominated areas of work	Bryans & Mavin, 2003; Correll & Ridgeway, 2006; Helterbran & Reig, 2007; Mavin, 2008; Powell & Butterfield, 2003; Reid et al., 2009; Riordan, 2018; Ryan & Haslam, 2007; Wagner & Berger, 1997
	Women who request and receive special advantages or considerations in the work setting because they are women	A. H. Eagly & Johannesen-Schmidt, 2011; A. H. Eagly & Karau, 2002; Riordan, 2018
Men's Competition with Women	Women who encroach upon men's sense of entitlement, prestige, and power	Dunshea, 1998; A. H. Eagly & Carli, 2007; A. H. Eagly & Wood, 1999; Eakle, 1995; Ryan & Haslam, 2007; Tulshyan, 2015
	Women who gain administrative promotions that men perceive are not based solely on qualifications but on gender	A. H. Eagly & Carli, 2007; A. H. Eagly & Karau, 1991; A. H. Eagly & Johnson, 1990; Helterbran & Rieg, 2004

APPENDIX D

Women's Personal Power Conceptual Area

Dissonance Category	Situations in Which Females Exhibit Behaviors that May Prompt Males to Exhibit Behaviors Associated with Gender Dissonance	Supporting Literature Updated Conceptual Framework
Women who need to prove themselves	Women who need to prove themselves	Council, 2018; Derks et al., 2011; A. H. Eagly & Carli, 2003; Forbes, 2017; Karau & Eagly, 1999; Leo et al., 2014; Ryder & Briles, 2003; Tulshyan, 2015
Women's Power Issues	Women who need to control and dominate	Faw, 2018; Helterbran & Rieg, 2004; Mavin, 2006; Ryder & Briles, 2003

APPENDIX E

Synthesis Matrix

	Gender Dissonance	Women in the Workforce	Women in Leadership	Women in Education	Women Superintendents	Impact on Eligibility to Advancement	Gender Theory	Role Confusion	Communication Differences	Cultural Differences	Women's Personal Power	Methodology
Acemoglu, D., Autor, D. H., & Lyle, D. (2004)		X										
Affelt, J.T. (2015)			X	X		X						
Amanatullah, E. T., & Morris, M. W. (2010)							X		X			
American Assoc. of School Admin (2016)		X	X	X	X							
Anderson & Anderson (2010)		X	X			X						
Annis, B. (2010)								X	X	X		
Annis, B., & Gray, J. (2013)								X	X	X		
Association of CA School Admin (2008)		X	X	X	X							
Ayman, R., & Korabik, K. (2010)							X		X			
Baker, C. (2014)							X					
Bales, R. F. (1950)							X					
Banuelos, M.V. (2008)				X	X		X					
Bass, B.M., & Riggio,R. E. (2006)			X									
Bell, C., & Chase, S. (1993)			X	X	X							
Benzel, B. L., & Hoover, K. E. (2015)			X	X	X							

Bjork, L.G. (2000)		x	x	x									
Bjork, L.G., Kowalski, T. J., & Browne-Ferrigno,T. (2014)		x	x	x									
Blade, V. H. (2017)					x								
Blount, JM (1998)			x	x									
Bongiorno, R., Bain, P. G., & David B. (2014)	x	x											
Borelli, J. L., Nelson, S. K., River, L. M., Birken, S. A., & Moss-Racusin, C. (2017)					x								
Bowles, H.R., & Babcock, L. (2012)	x	x											
Bowman, K. (2018)							x						
Brannon, R. (2005)						x							
Brescoll, V. L., & Uhlmann, E. L. (2008)						x	x						
Briles, J. (1996)										x			
Brunner, C. C., (1999) & (2000)			x	x									
Brunner, C. C., & Kim, Y.-L. (2010)			x	x									
Bryans, P., & S. Mavin (2003)									x				
Burgoon, J. K. (1993)						x							
Burgoon, J. K., & Hale, J. L. (1988)						x							
Burgoon, J. K., & Walther, J. B. (1990)						x							
Bynum, Y.P (2015)										x			
CA Dept of Ed (2016)	x												
Case, S.S., & Oetama-Paul A. J. (2015)						x							
Carpenter, J. (2018)	x	x											
Catalyst (2017)	x	x											
Chang, A. (2012)						x							
Chase, S. E., & Bell, C. S. (1990)			x	x									

Cheung, F. M., & Halpern, D. F. (2010)			X							
Chin, J. L. (2011)		X								
Chira, S. (2017)			X							
Clance. P., & Imes. S. (1978)			X		X	X	X		X	
Clarke, M. (2011)					X					
Coates, J. (2015)								X	X	
Comeaux, L. L (2009)			X	X	X					
Connell, P. H., Cobia, F.J., & Hodge, P. H. (2015)			X	X	X	X	X			
Correll, S. J., &Ridgeway, C. L. (2006)			X		X	X	X		X	
Cotter, D. A., Hermesen, J. M., Ovadia, S., & Vanneman, R. (2001)	X	X	X			X				
Council, F. C. (2018)								X	X	
Creswell, J. W. (2007)										X
Creswell, J. W., & Miller, D. L. (2007)										X
Creswell, J. W., & Plano Clark, V. L. (2011)										X
Cubillo, L., & Brown, M. (2003)			X	X	X	X				
Cummings Mansfield, K., Welton, A., Lee, P. L, & Young., M.D. (2010)			X	X		X				
Dana, J. A., & Bourisaw, D. (2006)a				X	X					
Dana, J. A., & Bourisaw, D. (2006)b				X	X					
Dancy, T. E., & Brown, M. C. (2011)	X	X	X						X	
Denmark, F. L., & Paludi, M. A. (2018)								X	X	
Derrington, M. L., & Sharratt, G. (2009)				X	X					

Dobi, D. F. & Himmel, B. (2001)				X	X					
Doepke, M., Hazan, M., & Maoz, Y. D. (2015)		X	X							
Domenech, D. A., (2010)				X	X					
Dowell, M. L., Larwin, K. H., (2013)	X			X	X					
Drill, K. (2014)	X									
Eagly, A. (1987)							X			
Eagly, A. H. (2007)		X	X			X	X			
Eagly, A. H. (2009)		X				X	X			
Eagly, A. H., & Carli, L. L. (2003)		X	X			X	X	X		X
Eagly, A. H., & Carli, L. L. (2007)		X					X			
Eagly, A. H., & Diekman, A. B. (2005)							X			
Eagly, A. H., & Johannesen-Schmidt, M. C. (2001)			X			X	X	X		
Eagly, A. H., & Johannesen-Schmidt, M. C. & Van Engen, M. L. (2003)				X		X	X	X	X	X
Eagly, A. H., & Karau, S. J. (1991)						X	X		X	
Eagly, A. H., & Karau, S. J. & Johnson, B. T.(1992)			X							
Eagly, A. H., & Karau, S. J. (2002)							X			
Eagly, A. H., & Karau, S. J. & Makhijani, M. G.(1995)							X			
Eagly, A. H., Wood, W.& Diekman, A. B. (2000)							X			
Eagly, A. H., & Wood, W. (1991)							X	X	X	
Eagly, A. H., & Wood, W. (1999)			X				X		X	

Eagly, A. H., & Wood, W. (2011)			X	X							
Edsource (2007)				X	X						
Farley, S.D., Timme, D.R., & Hart, J.W., (2010)	X	X							X		
Faw, L. (2018)											X
Ferrari, F. (2015)									X		
Festinger, L. (1957)	X										
Franquiz, M.E., & Ortiz, A.A., (2016)			X								
Frailey, A.L., (2016)				X							
Fuller, K. (2013)					X	X					
Garn, G., Brown, C. (2008)				X	X		X				
Garzaniti II, S. G. (2017)	X		X			X	X	X	X	X	X
Geiling, N. (2013)	X	X	X			X		X			X
Gerdeman, D., (2017)	X	X									X
Gill, K., & Jones, S. J. (2013)										X	
Gilmour, S. L., & Kinsella, M. P. (2009)				X	X	X					
Ginder, S. A., Kelly-Reid, J. E., & Mann, F. B., (2016)		X	X	X							X
Gipson, A.N., Phaff, D.L., Mendelsohn, D.B., Catenacci, L.T., & Burke, W.W. (2017)		X	X								X
Glass, T. E. (2000)				X	X		X				
Glass, T.E., Bjork, L., & Brunner, C.C. (2000)				X	X		X				
Glass, T.E., & Francechini, L.A. (2007)				X	X		X				
Glass Ceiling Commision (1991)	X	X	X				X				
Goldring, R., Gray, L., & Bitterman, A. (2013)				X	X						

Gorski, P.C. (2009)	X									
Gowland, L. (2017)					X		X			
Grady, M. (1995)		X	X							
Griggs, S.E. (2014)				X	X					X
Grogan, M., & Brunner, C., (2005)				X	X					
Grogan, M., & Shakeshaft, C. (2010)					X			X		
Grossman, M., & Wood, W. (1993)	X						X	X		
Gupton, S. L. (2009)				X						
Gurian, M., & Annis, B. (2008)								X		
Gurung, R. A., Punke, E., Brickner, M., & Badalamenti, V. (2018)							X			
Gutek, B.A., (2001)		X	X							X
Hargreaves, V.R. & Fink, D., (2006)		X	X							
Helterbran, & Rieg (2004)		X	X	X	X			X	X	X
Hill, S. (2014)										X
Hoff, D. L., Mitchell, S.N., (2008)	X			X	X					
Hopp, H., Rohrmann, S., Zapf, D., & Hodapp, V. (2010)	X									
Hoyt, C.L., & Burnette, J. L., (2013)	X	X	X							
Hultin, M. (2003)								X		X
Hurley, D., Hurley, D., Choudhary, A., & Choudhary, A. (2016)			X		X					
Ibarra, H., Carter, N. M., & Silva, C. (2010)			X							
Johns, M. (2013)							X	X	X	
Johnson, E. & Johnson, A. (2017)		X	X							
Jones, D. (2017)				X	X	X				

210

Jones, S.J., & Palmer, E. M. (2011)			x	x						
Karau, S. J., & Eagly, A. H. (1999)							x			x
Kelsey, C., Allen, K., Coke, K., & Ballard, G. (2014)						x				
Kessler-Harris, A. (2003)		x	x							
Klatt, R. (2014)				x	x					x
Klos, D.M., (2013)		x	x							
Koberg, C.S., & Chusmir, L.H., (1991)	x							x	x	
Koch, A. J., D'Mello, S. D., & Sackett, P. R. (2015)			x			x	x			
Koenig, A. M., Eagly, A. H., Mitchell, A. A., & Ristikari, T. (2011)						x	x			
Konrath, S., Au, J., & Ramsey, L.R., (2012)									x	
Kowalski, T.J., McCord, R.S., Petersen, G. L., Young, I.P., & Ellerson, N. M. (2011)			x							
Kuo, C.-C., Chang, K., Quinton, S., Lu, C.-Y., & Lee, I. (2015)								x		
Kwolek-Folland, A. (2007)	x									
Lane-Washington, L., & Wilson-Jones, L. (2010)						x				
Latu, I.M., Schmid Mast, M., Lammers, J., Bombari, D., & Department of Social, P. (2013)		x	x							x
Lebo, D. L., (1995)		x					x	x		
Lemasters, L., & Roach, V. (2012)		x	x							

Reference														
Leo, L., Reid, R., Geldenhuys, M., & Golbind, J. (2014)	X	X	X											
Leopold, T. A., Ratcherva, V., & Zahidi, S. (2016)	X	X	X											
Levant, R.F. (2011)								X						
Lewis, C., & Neville, J. (1995)		X	X								X			
Litmanovitz, M. (2010)		X	X	X	X									
Loder, T.L. (2005)			X	X	X						X			
Lopez-Zafra, E., Garcia-Retamero, R., Pilar, M., & Matos, B. (2012)			X											
Macrae, C. N., & Bodenhausen, G. V. (2000)	X													
Madden, M. (2011)	X	X	X			X								
Mahitivanichcha, K., & Rorrer, A. K. (2006)						X								
Mavin, S. (2008)						X		X		X				
McGee, J.M. (2010)				X	X									
McKeown, J.K. (2015)											X			
McMillan, J.H., & Schumacher, S. (2014)														X
Menefee-Libey, D.J., & Kerchner, C.T. (2015)					X									
Merriam, S.B. (2009)														X
Metz, I. (2009)		X	X											
Miller, K.K., & Sadaghiani, K. (2010)		X	X											
Muñoz, A. J., Pankake, A., Ramalho, E. M., Mills, S., & Simonsson, M. (2014)						X								
Myers, K. K., & Sadaghiani, K. (2010)		X	X				X							

	1	2	3	4	5	6	7	8	9	10	11	12
National Center for Education Statistics, U.S. Department of Education (2015)		X										
Niederle, M., & Vesterlund, L. (2011)	X					X	X					
Northouse, P.G. (2007)		X	X									
Northouse, P.G. (2015)		X	X									
O'Neil, J.M. (1981)	X					X	X					
O'Neil, J.M., Helms, B.J., Gable, R.K., David, L., & Wrightsman, L. S. (1986)						X	X					
Paul, W. (2014)					X							
Patten, M.L., (2012)				X	X							X
Patten, M. L., & Newhart, M. (2017)												X
Patton, M.Q. (2015)												X
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Pecora, K.E. (2006)				X								
Peeters, M.C., Montgomery, A.J., Bakker, A.B., & Schaufeli, W.B. (2005)		X	X	X								
Pfafman, T.M., & McEwan, B. (2014)		X	X									
Phelan, J.E., Moss-Racusin, C.A., & Rudman, L.A. (2008)	X	X	X									
Philip, N.C., & Matt L.H., (2007)		X	X								X	
Pirouznia, M. (2009)				X	X							
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Reed, D., & Patterson, J. (2007)					X							
Reid, S. A., Palomares, N. A.,						X		X	X			

Anderson, G. L., & Bondad-Brown, B. (2009)												
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Ridgeway, C. L., & Correll, S. J. (2004)			X		X	X			X			
Riordan, K. (2018)						X			X			
Roberts, C. (2010)												X
Robinson, V.M.J., Lloyd, C.A., & Rowe, K.J., (2008)		X	X	X								
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Rosener, J. B. (2011).	X	X	X					X	X	X	X	
Rosin, M., Frey, S., & Wilson, K. (2007)					X							
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Ryan, M. K., & Haslam, S. A. (2007)			X			X		X	X			
Ryder, M. (1998)								X	X	X	X	
Ryder, M., & Briles, J. (2003)	X										X	
Sachs, J., & Blackmore, J. (1998)			X			X						
Sampson, P., & Gresham, G. (2017)				X	X	X						
Sanchez, J. E., & Thornton, B. (2010)					X	X						
Sanchez-Hucles, J.V. & Davis, D.D. (2010)			X	X	X	X	X					
Sandberg, S. (2013)	X	X	X								X	
Sanz, C.P. (2016)		X	X	X							X	
Scanlon, K.C. (1997)		X	X	X							X	
Shackelford, S., Wood, W., & Worchel, S. (1996)			X					X				

Shakeshaft, C. (1986)					X						
Shakeshaft, C. (1987)				X	X						
Shapiro, J.A. (2006)	X	X	X								
Sharp, W.L., Malone, B.G., Walter, J.K., & Supley, M.L. (2004)	X	X	X	X	X						
Simpson, P. A., & Stroh, L. K. (2004)	X										
Skeete, B.J. (2017)					X						
Skelly, J. J., & Johnson, J. B. (2011)						X	X				
Skrla, L. (2000)						X					
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Smith, J.P., & Ward, M.P. (1985)	X										X
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Superville, D. R. (2017)			X								
Sutton, H. (2015)			X	X							
Szameitat, A.J., Hamaida, Y., Tulley, R.S., Saylik, R., & Otermans, P.C. (2015)	X	X	X								X
Tarr-Whelan, L. (2009)	X		X								X
Thompson, I. (2004)									X		
Torppa, C.B. (2010)									X		
Tripes, J. (2000)				X	X				X		
Tulshyan, R. (2015)										X	X
Turner, P.K., Norwood, K., & Noe, C. (2013)				X							
U.S. Bureau of Labor Statistics (2015)		X									
U.S. Census Bureau (2015)		X									
U.S. Census Bureau (2017)		X									
UNESCO (2016)		X									

UNICEF (2006)		X										
United States Department of Education (2014)		X										
Vinkenburg, C.J., Van Engen, M. J., Eagly, A.H., & Johannesen-Schmidt, M. C. (2011)	X	X	X			X						
Wagner, D. G., & Berger, J. (1997)							X		X	X		
Wallace, T. (2015)						X						
Wallin, D.C., & Crippen, C. (2007)					X							
Walker, R.C., & Artz, J. (2015)			X									
Wan Ismail, W.K., & Al-Taee, F.J.H. (2012)			X									
Warner, J., Corley, D. (2017)			X									
Warrell, M. (2017)						X				X	X	
Wienclaw, R. A. (2015)						X						
Wharton (2013)	X		X									
Wickham, D. (2008)				X	X							
Witmer, J.T. (2006)			X									
Williams, C.L. (1992)	X					X					X	
Williams, J. C., & Dempsey, R. (2018)								X				
Witt, M.G., & Wood, W. (2010)	X					X						
Wood, J. (2009)	X					X						
Wood, W. (1987)	X											
Wood, W., Christensen, P.N., Hebl, M.R., & Rothgerber, H. (1997)	X											
Wood, W., & Eagly, A. H. (2012)						X						
Wood, W., & Karten, S.J. (1986)						X						

Wood, W., Rhodes, N., & Whelan, M. (1989)						x							
Yong-Lyun, K., & Brunner, C.C. (2009)				x									
Zachary, C.R. (2010)				x									
Zenger, J., & Folkman, J. (2012)		x											

APPENDIX F

Research Study Invitation Letter

December 2018

Dear Prospective Study Participant:

My name is Mona Montgomery and I am currently a doctoral candidate at Brandman University in the organizational leadership program. I am conducting a study that explores behaviors between the genders affect a workplace relationship. This study will fill the gap in the research by using a qualitative analysis to gain a better picture of how behaviors between the genders affect a workplace relationship.

The purpose of this phenomenological study was to discover what behaviors female administrators exhibit that may prompt male administrators with whom they work in a California public education to demonstrate behaviors associated with gender dissonance and to discover any impact these dissonant behaviors may have on women's potential eligibility for advancement to the position of superintendent. Approximately 14 superintendents will be enrolled in this study. Participation should require about one to one and a half hours of your time and is entirely voluntary. You may withdraw from the study at any time without consequences.

I have these criteria to participate in this study:
1. Participant has minimum experience of one year as a superintendent in a K-12 public school
2. Participant is knowledgeable of women's issues in educational leadership
3. Participant exhibits strong verbal and non-verbal communication skills.

In participating in this research study, you agree to partake in an interview. The interview will take a minimum of 1 hour and will be audio-recorded. The interview will take place at a location of your choosing. There are no known major risks or discomforts associated with this research. The session will be held at a location of your choosing to minimize inconvenience. There are no major benefits to you for participation, but a potential may be that your input may help add to the research regarding how behaviors between the genders affect a workplace relationship.

Additional details of the study are provided in the attached Description of the Study. If you have any questions about this study, please e-mail me at [redacted] or call my dissertation supervisor, Dr. Marilou Ryder, at [redacted] or by email at [redacted] I very much appreciate your time and consideration in participating in this study.

Very Respectfully,
Mona Montgomery Doctoral Candidate,
Organizational Leadership Program Brandman University

APPENDIX G

Informed Consent Form

RESEARCH STUDY TITLE: The Impact of Male Gender Dissonance on Women's Potential Eligibility for Advancement to the Position of Superintendent

Brandman University
16355 Laguna Canyon Road
Irvine, CA 92618

RESPONSIBLE INVESTIGATOR: Mona Montgomery, Doctoral Candidate

TITLE OF CONSENT FORM: Research Participant's Informed Consent Form

PURPOSE OF THE STUDY: The purpose of this phenomenological study was to discover what behaviors female administrators exhibit that may prompt male administrators with whom they work in a California public education to demonstrate behaviors associated with gender dissonance and to discover any impact these dissonant behaviors may have on women's potential eligibility for advancement to the position of superintendent.

This study will fill the gap in the research by using a qualitative analysis to gain a better understanding of how behaviors between the genders affect a workplace relationship. As a product of this qualitative study, it is the hope that this research will provide an increased awareness of how individuals can recognize dissonant behaviors to cause them to become inconsequential.

By participating in this study, I agree to participate in a one-on-one interview with the researcher. The interview will last between one and one and a half hours. Completion of the interview will take place in December 2018 and January 2019.

I understand that:

a. There are no known major risks or discomforts associated with this research. The session will be held at a location of my choosing to minimize inconvenience.

b. There are no major benefits to me for participation, but a potential may be that I will have an opportunity to share my lived experiences as a superintendent. The possible benefit of this study to me is that my input may help add to the research regarding how behaviors between the genders affect a workplace relationship. The findings will be available to me at the conclusion of the study.

c. Money will not be provided for my time and involvement; however, I will receive gift of appreciation from the researcher following the interview.

d. Any questions I have concerning my participation in this study will be answered by Mona Montgomery, Brandman University Doctoral Candidate. I understand that Mrs. Montgomery may be contacted by phone at [redacted] or email at [redacted] and Dr. Ryder at [redacted] or email at [redacted].

e. I understand that I may refuse to participate or withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time.

f. I understand that the audio recordings will be used to transcribe the interview. I understand that the recordings will not be used beyond the scope of this project. Upon completion of the study all transcripts and notes taken by the researcher during the interview will be shredded.

g. I also understand that no information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, and 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641. I acknowledge that I have received a copy of this form and the Research Participant's Bill of Rights.

I have read the above and understand it and hereby voluntarily consent to the procedures(s) set forth.

Signature of Participant or Responsible Party		Date
Signature of Witness (if appropriate)		Date
Signature of Principal Investigator		Date

APPENDIX H

Interview Protocol – Interviewee's Copy

Participant: _____

Date: _____

Thank you very much for taking the time to discuss with me your perceptions about the working relationships between male and female administrators in the educational environment. Please know that all answers will be held in strictest confidence and any comments you make will in no way be associated with your name or the school you represent.

The majority of working relationships between men and women administrators is positive and productive. This study concentrates on those few relationships between men and women that may result in friction or an uneasy reaction.

The purpose of this interview is to identify female administrator behaviors which may prompt male administrators to express behaviors associated with gender dissonance. Gender dissonance is the conscious or subconscious discomfort or incongruity that men and women can feel when they work together.

Please consider the questions below for our interview. When we meet, it would be useful if you could share some behavioral examples of gender dissonance experienced by male administrators with whom you have worked during your career. In addition, sharing your observations and the identification of some of the behaviors that female administrators exhibit that may prompt male administrators to experience gender dissonance would be very helpful to the study.

1. There are a number of different working relationships among men and women in the educational work setting. The first one I would like to discuss is the relationship in which a male administrator has the occasion to supervise a female administrator; for example, a male superintendent supervising a female assistant superintendent or a male principal who supervises a female assistant principal. Can you describe any situations during your career in which you observed a male administrator expressing a negative or uneasy reaction to something a female did while:

     a. In a cabinet or general administrators meeting
     b. At a conference or professional staff development situation
     c. Involved in a social situation
     d. A one-on-one meeting such as an evaluation or improvement conference
     e. Working on a project
     f. Communicating with one another

2. As you reflect back on your career as an administrator, please think about times when you have observed male and female administrators working together as peers; for example, two assistant superintendents, two coordinators, or two principals. Can you describe any situations throughout your career in which you have observed a male administrator expressing a negative or uneasy reaction to something that a female did while:

     a. In a cabinet or general administrators meeting
     b. At a conference or professional staff development situation
     c. Involved in a social situation
     d. A one-on-one meeting such as an evaluation or improvement conference
     e. Working on a project
     f. Communicating with one another

3. Many women have been promoted to positions of greater authority in public education. As you reflect back on your own experiences, can you describe any instances when a female administrator supervised a male administrator? Recalling these experiences throughout your career can you describe any instances of a male administrator expressing a negative or uneasy reaction to something that a female did while:

     a. In a cabinet or general administrators meeting
     b. At a conference or professional staff development situation
     c. Involved in a social situation
     d. A one-on-one meeting such as an evaluation or improvement conference
     e. Working on a project together
     f. Communicating with one another

General Prompts to be Used in Connection with Each Question

1. What did the female administrator do to elicit this behavior?
2. What did the male administrator do when reacting to this particular behavior?
3. What do you think prompted the male to do that?
     a. Was it a personal issue on the part of the male or was it prompted by gender differences?
4. What makes you think this behavior was gender-related?
     a. Could you elaborate?
5. What is another example of this kind of behavior?

4. An increasing number of female administrators possess the credentials, experience, and demonstrated skills to advance to the role of superintendent. However, some critical factors exist that may impede or limit a woman's chances to be included in that pool of those who are eligible to be considered for the superintendency. One or more of these behaviors exhibited by females that you just described may be one of these limitations.

During our interview, you described a number of behaviors exhibited by female administrators that prompt male administrators to express behaviors associated with gender dissonance. (REPEAT SEVERAL THAT EACH PERSON HAS IDENTIFIED). How do you feel these behaviors that prompt males to experience gender dissonance may limit a woman's chances to be included in the eligibility pool to be considered for the position of superintendent? If so, could you comment on what impact these behaviors exhibited by female administrators that prompt males to experience gender dissonance may have on women's advancement to the position of superintendent?

Are there any final comments you would like to make before we conclude?

Thank you very much for your time and thoughtful consideration of the questions asked in this interview. I appreciate your valuable input.

APPENDIX I

Description of the Study

What is this project studying? This study is called "The Impact of Male Gender Dissonance on Women's Potential Eligibility for Advancement to the Position of K-12 Public School Superintendent." This study will explore how behaviors between the male and female leaders affect workplace relationships and the potential for female's advancement.

What would I do if I participate? You will be asked to participate in a one-on-one interview with the researcher regarding your perceptions and experiences as a superintendent.

Can I quit if I become uncomfortable? Yes, absolutely. Your participation is completely voluntary. The researcher and the Brandman University Institutional Review Board have reviewed the interview questions and think you can answer them comfortably. You can also stop answering or skip any questions at any time. Participating is your choice. However, we do appreciate any help you are able to provide.

How long will my participation take? The interview should take no more than an hour and half.

How are you protecting privacy? The researcher will protect all participant's confidentiality by storing any research materials collected during the interview process in a locked file drawer in which only the researcher has access to. All findings in the study will be reported in the aggregate and participants will not be personally identifiable.

How will I benefit from participating in this study? Besides providing the study with valuable information, you are also contributing to research on a national, intellectual movement that is seeking to assist in achieving equal treatment in educational leadership regarding how behaviors between the genders impact workplace relationships.

How can I participate in this study? You can participate by contacting the researcher to schedule a time to share your perceptions and experiences as a superintendent.

I have some questions about this study. Who can I ask? 1. If you have any questions about this research study, you can contact Mona Montgomery through email at [redacted]. 2. You may also contact Dr. Marilou Ryder, who is supervising this study, at [redacted] or by email at [redacted]. 3. Brandman University also has a Board, the Institutional Review Board, which protects the rights of people who participate in research. You may contact the coordinator with questions by email at buirb@brandman.edu.

Interview Protocol – Interviewer's Copy

Participant: _____

Date: _____

INTERVIEWER SAYS:

Thank you very much for taking the time to discuss with me your perceptions about the working relationships between male and female administrators in the educational environment. Please know that all answers will be held in strictest confidence and any comments you make will in no way be associated with your name or the school you represent.

The majority of working relationships between men and women administrators is positive and productive. This study concentrates on those few relationships between men and women that may result in friction or an uneasy reaction.

The purpose of this interview is to identify female administrator behaviors which may prompt male administrators to express behaviors associated with gender dissonance. Gender dissonance is the conscious or subconscious discomfort or incongruity that men and women feel when they work together.

It would be useful if you could share some behavioral examples of gender dissonance experienced by male administrators with whom you have worked during your career. It is also important for you to identify female administrator behaviors which may prompt male administrators to express these dissonant behaviors. For the purpose of this study, I am not interested in factors that cause women to experience dissonance. This interview will concentrate on three different working relationships between male and female administrators within three contexts:

1. Male administrators who supervise female administrators
2. Male administrators who work together as peers
3. Female administrators who supervise male administrators

There are three things I will focus on in this interview. First, I am most interested in your descriptions of specific situations and behaviors that prompt men to feel gender dissonance; those behaviors exhibited by females that cause men to express dissonant behaviors. If these examples do not fit into these relationships, that's all right. I am interested in hearing the specific descriptions of examples, but in particular the behaviors you have observed. Second, it is also important to explore why you think these behaviors may have occurred as they relate to gender differences between men and women. Please note that I am also not looking for dissonant behaviors that were prompted by difference in style, age, experience, or personality; for example, two administrators who bring

different competence levels to a position because of the experience or age. These differences may cause the male or female to exhibit dissonant behaviors, but they are not gender related. While these differences may cause dissonance between men and women and may be very interesting, they are outside the scope of this study. Last, at the conclusion of this interview, I will ask you to identify which of the behaviors you have described you feel may impede or serve as a barrier to women's eligibility for promotion to the position of superintendent. Research suggests that many factors can limit a woman's eligibility to be included in the pool for promotion.

Please let me remind you that your participation is completely voluntary and will greatly strengthen the study. If at any time you feel uncomfortable or would like to end the interview or not respond to a question, please let me know. Your information will be kept confidential and your name will be changed to protect your identity. In addition, I have provided a copy of the questions that I will ask for your reference; however, I may have follow-up questions if clarity is needed. The duration of this interview will take approximately 60 to 90 minutes. Do you have any questions about the interview process?

CONSENT FORM:

The document I am providing is an informed consent form. It explains much of the information I have shared as well as outlines the benefits and risks of your participation. Please take a moment to read through the form and sign showing your consent. [Interviewee to sign the consent form].

INTERVIEWER SAYS:

As we get started, I would like to record this interview for transcribing purposes and so that I can access it at a later time. I would like to be able to accurately represent you experiences, and at no time will your names be shared. Again, I will make sure that your confidentiality is kept at all times. Do I have your permission to continue with this interview and record it? [Obtain permission and turn on recording devises] Do you have any questions before we begin?

PROTOCOL QUESTIONS:

Male Administrator Supervising a Female Administrator

1. As you reflect back on your career please think about times when you observed a male administrator supervising a female administrator; for example, a male superintendent who supervises a women superintendent or a male principal supervising a female assistant principal.

   Can you describe any situations in which you observed a male administrator expressing a negative or uneasy reaction to something a female did while:

a. In a cabinet or general administrators meeting
b. At a conference or professional staff development situation
c. Involved in a social situation
d. A one-on-one meeting such as an evaluation or improvement conference
e. Working on a project
f. Communicating with one another

Male and Female Administrators Working Together as Peers

2. As you reflect back on your career as an administrator, please think about times when you have observed male and female administrators working together as peers; for example, two assistant superintendents, two coordinators or two principals.
Can you describe any situations throughout your career in which you have observed a male administrator expressing a negative or uneasy reaction to something that a female did while:

a. In a cabinet or general administrators meeting
b. At a conference or professional staff development situation
c. Involved in a social situation
d. A one-on-one meeting such as an evaluation or improvement conference
e. Working on a project
f. Communicating with one another

Female Administrator Supervising a Male Administrators

3. Many women have been promoted to positions of greater authority in public education. As you reflect back on your own experiences, can you describe any instances when a female administrator supervised a male administrator?

Recalling these experiences throughout your career can you describe any instances of a male administrator expressing a negative or uneasy reaction to something that a female did while:
a. In a cabinet or general administrators meeting
b. At a conference or professional staff development situation
c. Involved in a social situation
d. A one-on-one meeting such as an evaluation or improvement conference
e. Working on a project together
f. Communicating with one another

General Prompts to be Used in Connection with Each Question

1. What did the female administrator do to elicit this behavior?
2. What did the male administrator do when reacting to this particular behavior?
3. What do you think prompted the male to do that?
   a. Was it a personal issue on the part of the male or was it prompted by gender differences?
4. What makes you think this behavior was gender-related?
   a. Could you elaborate?
5. What is another example of this kind of behavior?

4. An increasing number of female administrators possess the credentials, experience, and demonstrated skills to advance to the role of superintendent. However, some critical factors exist that may impede or limit a woman's chances to be included in that pool of those who are eligible to be considered for the superintendency. One or more of these behaviors exhibited by females that you just described may be one of these limitations.

During our interview, you described a number of behaviors exhibited by female administrators that prompt male administrators to express behaviors associated with gender dissonance. (REPEAT SEVERAL THAT EACH PERSON HAS IDENTIFIED). How do you feel these behaviors that prompt males to experience gender dissonance may limit a woman's chances to be included in the eligibility pool to be considered for a superintendency? If so, could you comment on what impact these behaviors exhibited by female administrators that prompt males to experience gender dissonance may have on women's advancement to a superintendency?

Potential Follow-Up Question(s):

1. Are there any final comments you would like to make before we conclude?

Possible probes that can be added to any question, for clarification:

1. "Would you expand upon that a bit?"

2. "Do you have more to add?"

3. "What did you mean by …."

4. "Why do think that was the case?"

5. "Could you please tell me more about…. "

6. "Can you give me an example of ...."

228

7. "How did you feel about that?"

CLOSING STATEMENT:

These are all the questions I have for you at this time. Thank you very much for your time today and your willingness to allow me to interview you for my dissertation. If you would like a copy of my research at the conclusion of my study, I will be happy to provide that for you. Please accept this as a small token of my appreciation for your participation.

Permission to Use an Existing Instrument

DATE: 11/24/2018

Dear Dr. Ryder,

I am a doctoral student from Brandman University writing my dissertation tentatively titled, "The Impact of Male Gender Dissonance on Women's Potential Eligibility for Advancement to the Position of K-12 Public School Superintendent" under your direction.

I would like your permission to reproduce your instrument and protocols in my replicative research study. I would like to use and print your instrument under the following conditions:

> 1. I will use this instrument and protocol only for my research study and will not sell or use it with any compensated or curriculum development activities.

> 2. I will include the copyright statement on all copies of the instrument.

> 3. I will send my research study and one copy of reports, articles, and the like that make use of instrument data promptly to your attention.

 If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me via email to mmontgo3@mail.brandman.edu.

Sincerely,

Mona Montgomery Doctoral Candidate

I approve the use of instrument and protocols for this study as indicated above.

Maulou Ryder

11-24-2018

_____   _____

                    Signature   Date

APPENDIX L

Permission to Reproduce Tables/Charts/Figures

DATE: 11/24/2018

Dear Dr. Ryder,

I am a doctoral student from Brandman University writing my dissertation tentatively titled, "The Impact of Male Gender Dissonance on Women's Potential Eligibility for Advancement to the Position of K-12 Public School Superintendent" under your direction.

I would like your permission to reproduce figures from:

Ryder, M. (1998). The impact of male gender dissonance on women's potential eligibility for advancement to the position of superintendent. (Order No. 9913991). Available from ProQuest Dissertations & Theses Global. (304485759).

Specifically, I am requesting permission to reprint the gender dissonance conceptual framework in parts or in total:

Figure 2: Conceptual framework used to classify behaviors exhibited by females that may prompt males to exhibit behaviors associated with gender dissonance for the concept: role confusion on pages 57-58.

Figure 4: Conceptual framework used to classify behaviors exhibited by females that may prompt males to exhibit behaviors associated with gender dissonance for the concept: communication differences on pages 65-66.

Figure 5: Conceptual framework used to classify behaviors exhibited by females that may prompt males to exhibit behaviors associated with gender dissonance for the concept: cultural differences on pages 71-72.

Figure 6: Conceptual framework used to classify behaviors exhibited by females that may prompt males to exhibit behaviors associated with gender dissonance for the concept: women's personal power on pages 75-76.

I am requesting non-exclusive rights in all languages. These rights will in one way restrict publication of your material in any other form by you or by others authorized by you. If you do not control these rights in their entirety, please inform me of the proper agency to contact.

Below is a release form for your convenience. If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me via email to mmontgo3@mail.brandman.edu.

Sincerely,

Mona Montgomery, Doctoral Candidate

I grant permission requested on the terms stated in this letter. Credit line to be used if different from above:

Agreed to and accepted:

11-24-2018

_____   _____
            Signature   Date

APPENDIX M

Invitation to Participate in a Research Study Expert Panel

STUDY: The Impact of Male Gender Dissonance on Women's Potential Eligibility for Advancement to the Position of Superintendent

Dear Potential Expert Panelist:

This letter is to invite you to participate in a phenomenological research study as a professional expert. My name is Mona Montgomery, and I am a doctoral candidate in the Organizational Leadership Doctoral program at Brandman University. I am currently conducting research under the supervision of Dr. Marilou Ryder on the lived experiences of K-12 public school superintendents to identify female administrator behaviors that may prompt male administrators to experience gender dissonance in the workplace.

What is the purpose of this research study?

The purpose of this qualitative phenomenological replication study is to discover what behaviors female administrators exhibit that may prompt male administrators with whom they work in California public education to demonstrate behaviors associated with gender dissonance. In addition, it is the purpose of this study to determine what impact these dissonant behaviors may have on women's potential eligibility for advancement to the position of superintendent in California.

What will your involvement in this study mean?

As a professional expert, your involvement will encompass reviewing and critiquing the research instrument and field test. To prevent researcher bias, and to ensure the safety of the participants, I would like for you scrutinize each of the interview questions and provide feedback on ways to improve the instrument. Upon completion of a field test, I will be sharing the results with you and asking that you review the data to ensure the accuracy and reliability of the instrument and to ensure the interview questions are aligned with the research questions.

If you have any questions regarding this phenomenological research study, please do not hesitate to contact me at [redacted] or email at [redacted]. You can also contact my dissertation chairperson Dr. Marilou Ryder at [redacted] or by [redacted].

Thank you very much for your interest and assistance in this phenomenological study. Sincerely,

Mona Montgomery

APPENDIX N

Alignment Table

Research Questions	Sources of Data	Analytical Technique
Research Question 1: What behaviors exhibited by female administrators are perceived by selected superintendents as prompting male administrators with whom they work in the California K-12 educational environment to demonstrate behaviors associated with gender dissonance?	• Interviews with K-12 public education superintendents	• Interview Questionnaire
Research Question 2: How do selected superintendents feel dissonant behaviors exhibited by female administrators' impact women's potential eligibility for advancement to the position of superintendent?	• Interviews with K-12 public education superintendents	• Interview Questionnaire