

Women and Leadership: Gender Inequality: Women vs. Men

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Abstract

The purpose of this paper was to produce a literature review from the articles and book used in the Contemporary Issues In Leadership III course. This paper will identify and discuss the key common themes in the writer's Women in Leadership: Gender Inequality: Women vs. Men research. This writer provides key words to help the reader understand gender inequality as well as provided information from European Commission (as cited in Measuring Gender Equality in the Economy Research Report, 2009) which suggested a number of additional indicators for monitoring progress towards gender equality and its economic impacts. The study seeks to address the gender inequities experienced by both men and women and how this inequality contributes to the issue of women and leadership. The work begins with an introduction to the topic of gender inequalities. The factors surrounding gender disparities were evaluated, and the supporting literature expounded on like trends. The factors discussed include cultural attitudes, education, gender roles, and religion. The researcher explains each point from the perspective of different countries, regions, services such as health or education, individual views, and from the societal attitude. The paper concludes with the methodology section where the approach employed is a qualitative method, specifically the ethnographic approach. Data collection is through the use of devices such as open- and close-ended questionnaires. The sampling techniques employed would be selective sampling and random sampling. Finally, the data results obtained from the study would be analyzed to give a clear picture of the gender disparities.

Keywords: sex, gender, gender equality, gender equity, gender roles, stereotypes, glass ceiling, gender stereotypes, disparities, and intimate partner violence.

Introduction

It is time to close the leadership gap in the twentieth century with women and men working together and power sharing in order to get things done with a dual view and focus: concerns of women in mind and concerns of men in mind in our decision-making. As technology, global economics, and shifting workplace demographics continue to reshape the world of work, the need for effective leadership becomes increasingly important for navigating its complexity (Roberts, 2008). In response, the study of leadership has enjoyed an increase in popularity, giving rise to a substantial body of academic and practitioner research as well as educational programming (Roberts, 2008, p. 36). Leadership has become an ongoing topic of discussion for centuries and an ongoing search for answers to some questions: Are good leaders born? What are the characteristics of a great leader? What qualifies you to be a leader? Are men better leaders than women? There is a long lasting debate in concern to women and leadership. It is the possible difference between men and women in leadership behavior and effectiveness (Yukl, 2013). As a woman in the ministry and serving in the ministry, this writer has dialogued and debated with many people especially men in concern to women's roles in today's society as well as in past centuries. As a result, this subject has become dear to my heart. There are many hang-ups that linger as a result of people's beliefs, traditional upbringing and biases.

The primary purpose of this paper is to try to bring more awareness to women and leadership, gender equality, gender inequality, sex-based discrimination, gender-based discrimination, gender stereotypes, disparities and intimate partner violence. The secondary purpose is to help bring unity among women and men who are working together in leadership in the workplace, ministry, management and education. The last purpose is to find out the effects and influence of gender inequality for women in the United States and other countries and

ultimately in years to come the BHU Faculty, Staff and Students who are in an environment whose focus is developing Global leaders through Christ-Centered education with hopes to bridge the gap in concern to women serving in leadership in the workplace and the ministry in today's society.

This writer intends to defend the questions, "What is "Gender?" "What is "Gender Equality" "What is "Gender Equity" "What is "Stereotypes" "What is "Gender Stereotypes" and "What are some of the effects and influence of gender inequality for women in United States and other countries. Utilizing scholarly articles from ATLA Religion database, GAGILEO, PROQUEST and GOOGLE SCHOLAR on women and leadership, nurturing gender stereotypes in the face of experience, the example of gender in leadership, leadership, gender and sense-making, gender and leadership behavior among women in the United States and other countries.

This writer will try to provide greater detail and evidence on the more recent controversy Yukl (2013) as cited by (Book, 2000; Carr-Ruffino, 1993; Grant, 1988; Hegelsen, 1990; Rosener, 1990) that women are more likely than men to possess the values and skills necessary for effective leadership in modern organizations. Proponents of the "feminine advantage" theory contend that women are more concerned with consensus building, inclusiveness, and interpersonal relations; they are more willing to develop and nurture subordinates and share power with them (Yukl, 2013, p. 371)., parent-child interactions, and socialization practices that reflect cultural sex-role stereotypes and beliefs and beliefs about gender differences and appropriate occupations for men and women (Cockburn, 1991). These experiences encourage "feminine" values such as kindness, compassion, nurturing, and sharing (Yukl, 2013, p. 371). Proponents of the "feminine advantage" theory contend that women are more concerned with

consensus building, inclusiveness, and interpersonal relations; they are more willing to develop and nurture subordinates and share power with them (Yukl, 2013, p. 371). Yukl (2013) states that women are believed to have more empathy, rely more on intuition, and be more sensitive to feelings and the quality of relationships.

This study is significant because there has been much debate about this subject. There has been a great acceptance of women into leadership in the workplace, ministry and management but there is still room for improvement. As a result of this, it has been an interest of mine to study barriers that are preventing women from advancement. A small number of U.S. companies have made concerted effort over the past two decades to eliminate barriers to advancement of women into top management positions (Yukl, 2013, p. 371).

In relation to women, Jesus' manner of life is even more instructive than his teaching. In the days of his ministry; women were Jesus' companions. Women were very connected as they continued with him through the crucifixion when all men except John had fled. Last but not least, they were the first witnesses and proclaimers of the resurrection. After having found out all of that information, this writer do not see why women and men cannot serve in leadership in the community, workplace, education, global and most all in the church and God's ministry in unity, but this is the problem that continues to exist from the past generations until now.

This study would focus on the gender inequalities between men and women. The term 'gender' refers to the physical features that differentiate men from women but surprisingly some equate it to being female. Gender inequalities persist in almost all aspects of modern lives including education, healthcare services, leadership, and in social structures. Of the two genders, the females are merely likely to be discriminated against as compared to their male counterparts.

Although most nations have put in place policies that address gender inequities, inequalities remain high.

Inequality means the lack of equality in power, value, or the unevenness in the distribution of resources. Therefore, gender inequality means the uneven accessibility to education, loans, income, gender discrimination in the labor market, lack of control over property, and the social segregation between males and females (Waseem, 2015). It also means an instance where ladies have lesser voice in the civil, political, development, social, and economic arena. The inequities mentioned hereof negatively affect women where they are unable to face the injustices met on them by the males courageously.

Society, which includes women have come to believe that the inequalities carried out toward the females are normal. Cultural values, limited education, and poor economic status make the women see the inequities perpetrated on them as acceptable since in some cultures the women are to be submissive. Also, the females are usually weary of sharing the injustices they face because it would bring humiliation to them and their families. This paper addresses the risk factors for gender inequalities from the perspective of both genders.

This study would be helpful in the area of women and leadership. It would expound on the factors which lead to the gender biases toward the women, the role women play in the discrimination, and its effect to both genders.

Keywords

Keywords: sex, gender, gender equality, gender equity, gender roles, stereotypes, glass ceiling, and gender stereotypes, disparities, and intimate partner violence.

Sex

Sex refers to the biological and physiological characteristics that define men and women (WHO). At the same time, it may not always be possible to define sex along the dichotomous lines of male-female only, as is made evident by inter-sexed individuals (MWIA).

Examples of sex characteristics (WHO):

- Women menstruate while men do not.
- Men have testicles while women do not.
- Women have developed breasts that are usually capable of lactating, while men have not.
- Men generally have more massive bones than women.

Gender

The term gender is frequently thought to be interchangeable with the term sex (Crites, Dickson, & Lorenz, 2015); however, terms are completely different in meaning. The World Health Organization (WHO, 2013) refers to “the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women,” while the explanation of the term sex is “the biological and physiological characteristics that define men and women” (Crites, Dickson, & Lorenz, 2015, p. 2). For more clarification, the WHO (2013) offers clarification “Male” and “Female” are categorized under the term sex and “Masculine” and “Feminine” are in the category of gender (Crites, Dickson, & Lorenz, 2015). Our culture has set up such strong stereotypes that it has caused much discrimination such as the U. S. Supreme Court case *Price Waterhouse v. Ann Hopkins* illustrates a consequence of violating gender stereotype. In summary of the case, Price Waterhouse was sued by Ann Hopkins because she was told she was too masculine and therefore would not make partner at their firm. As stated by

Crites et al. (2015) as cited in Northouse (2007), Price Waterhouse recommended that Ann Hopkins wear more makeup and jewelry, go to charm school and be less aggressive.

Gender Equality

Gender equality is a human rights principle. The principle of equality of women and men and the corresponding prohibition of discrimination is a fundamental principle of international human rights law. The [Universal Declaration of Human Rights \(UDHR\)](#) adopted by the United Nations General Assembly in 1948 proclaims that:

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. (...)

Gender Roles

There is a significant amount of research on gender roles when it comes to the topic of leadership (Crites, Dickson, & Lorenz, 2015). Most of the research as Crites et al. (2015) describes shows that men and women are evaluated differently in leadership roles. In male dominant leadership positions, parallel performance by males and females are perceived to be caused by different elements. Men are generally perceived as doers and achievers whereas women are thought to have more passive qualities (Adams & Yonder, 1985).

Stereotypes

Stereotypes as described by Crites, Dickson and Lorenz (2015) are generally defined as qualities or traits assigned to certain groups on the basis of their race, sex, nationality, age, religion, or other characteristics. The qualities known as generalizations given to the whole group even they may not apply all members of the group. In our society, stereotypes as described by Crites et al. are almost always perceived as negative because they can lead to discrimination and they reduce the amount of individuality amongst different people. Although there is much literature as Crites et al. stated as cited by that warns against the use of stereotypes, the act of stereotyping is very common.

Glass Ceiling and Gender Stereotypes

Martell and DeSmet (2001) found that a contributing reason for the glass ceiling and the continued absence of women in the upper ranks of management is “the existence of gender-based stereotypes in the leadership domain’ (p. 1227). Gender stereotypes are “categorical beliefs composed of the traits and behavioral characteristics assigned to women and men only on the basis of the group label” (Martell & DeSmet, 2001, p. 1223). Such stereotypes as described by Martell and DeSmet serve as a type of expectation regarding the likely abilities of group members and, if left unchallenged, can translate into discriminatory behavior. Eagly and Karau (2002) point out that a “potential for prejudice exists when social perceivers hold a stereotype about a social group that is incongruent with the attributes that are thought to be required for success in certain classes of social roles” (p. 574). Prejudice against women as leaders “follows from the incongruity that many people perceive between the characteristics of women and the requirements of leader roles” (Eagly & Karau, 2002, p. 574).

Disparities

In today's society, there are many disparities among us in the world. The term "disparity" has been referred to ethnic and racial disparities. There are many disparities that exist in the United States, they are very common in health. Health disparities refer to differences in the health status of different groups of people. Millions die around the world from lack of healthcare and preventable diseases. The term "disparity" means lack of similarity or equality or difference (Dictionary.com). Disparities make known the areas of inequality in all sectors of life.

Intimate Partner Violence

The term "Intimate Partner Violence" was unheard of in many instances, but the terms "rape", "sexual violence" or "domestic violence" were used to describe sexual and domestic violence against a spouse or partner in an intimate relationship in the past. Intimate Partner Violence (IPV) against women represents a widespread global health problem (Krug, Mercy, Dahlberg & Zwi, as cited in Umubyeyi, Persson, Mogren & Krantz, 2016) rooted in unequal power relations between men and women. Women human rights are looked over in a major way. In most societies, women's dependency and their submission to or transgression of gender norms contribute to IPV (Choi & Ting, as cited in Umubyeyi et al., 2016). Women and men are exposed to IPV but more women are affected and face all forms of violence, resulting in serious injuries, mental issues, health issues as well as the spread of sexually transmitted diseases including HIV and AIDS that is on an all-time high in numbers. Many cultures are educating the women and men in regards to IPV and as a result it is regarded as a part of life. When the violence is not regarded or addressed it becomes normal. Women of today, especially those that are married that are victims of IPV find it hard to leave their mates mainly because they do not want to expose the violence as well as feel shame.

Review of Literature

Religion

The church has placed a high value on women in their congregations; however, they still value the leadership of men and women are given minimal or no leadership roles at all. For example, in some churches, women are allowed to do less important chores like cleaning the church grounds or entertaining guests, and when it comes to essential roles such as making announcements in the pulpit, preaching, and leading the service, they are left out. An example of gender discrimination is the Roman Catholic Church, where it is rare for women to get ordained as priests (Cole & Guy-Sheftall, 2003). In the end, women and other marginalized individuals like the lesbians, transgendered persons, and gays feel discriminated, and they to leave. These groups are forced to start places of worship where they are welcomed and respected.

Education

Gender inequalities arise from inadequate access to schooling facilities and the higher the levels of education, the worse the inequities. On top of barriers such as poverty, long distances, and poor hygiene, the patriarchal system suppresses the rights of women including the right to education (Waseem, 2015, p. 74). Given that more than 70 percent of the sick persons on the globe live in rural areas where there are limited sources of income, it becomes difficult for parents to educate their children (Waseem, 2015, p. 74). On top of inadequate finances, rural areas have limited educational facilities. The perception that teaching females is a waste of resources because some communities undervalue the labor provided by women puts the women at a disadvantage as compared to men.

The argument followed by this society is that housekeeping, socialization and reproduction require minimal education. The attribution of female workers to childrearing and

household chores leads to gender bias at workplaces and women are given less fulfilling and lowly paid tasks compared with their male counterparts (Waseem, 2015, p. 74). Another reason why girls receive less education compared to boys is that the parents are afraid of sexual harassment and violence; this is serious when the school and colleges location is far away. In the Indian community, reinforcement of gender-based characteristics such as women should be considered shy, reliant, and frail are as well supported in learning institutions and at the workplace. The Indian women stay at home, and they never get a chance to advance their education; an ideology that denies females the right to proper schooling (Waseem, 2015).

Every woman has a high chance of being discriminated upon irrespective of her socioeconomic class or level of education (Cole & Guy-Sheftall, 2003, p. 28). Though the level of literacy continues to improve in most countries, the literacy rates of men remain high as opposed to that of women. Looking at the case of India, the overall literacy levels increased from 65% in 1991 to 74% in 2001, but when comparing between genders, the females' proportion was at 65 percent whereas the men's was at 82 percent (Waseem, 2015, p. 68). Grown, Addison, and Tarp (2016, p. 315), found out that the literacy difference gap influenced the donations made by countries such as Japan or USA to the impoverished African nations. The state with a higher difference was accorded more shares of the total contribution.

The focus of the government in India back in the 80s was on reducing child mortality rates, improving reproductive health, and better family planning services (Bhan, Rao, & Kachwaha, 2016, p. 2). The stressing of females' part in minimizing the inconsistencies in reproductive and juvenile health policies resulted to the consideration of sex in research (Bhan, Rao, & Kachwaha, 2016). The inequities in maternal and child health were thought to be resulting from gender and poverty. Another critical barrier to health-seeking behaviors of

women was found to be low levels of literacy among females (Bhan, Rao, & Kachwaha, 2016, p. 2).

Education and gender equity tend to be closely related. For instance, the use of parental leave from work depends on the level of knowledge of the parents. Almqvist and Duvander (2014), found out that fathers who took an extended leave came from families where both parents had high levels of education and an equally significant proportion of income. Often, the employers to such fathers were more concerned about the leaves and whether the men utilized them. The workplaces with a culture of encouraging male employees to take an extended leave were also found to consist of a more significant percentage of female employees compared to those that did not grant any leaves. The father's extended leave influenced positive bonding with their children. The men in this study reported that they experienced high levels of satisfaction while carrying out activities that had a direct relation to childcare (Almqvist and Duvander, 2014). Even though men help with parenting, they still get to choose whether to support their spouses with childcare. On the other hand, women have the obligation of being fully committed to their mothering roles.

Gender Roles

Every community has a set of specific roles that each sex is expected to carry out. In the context of this society, gender is a social construct of what is expected of men or women, whereas sex implies the anatomical or biological features. Women and men learn their roles and responsibilities from their cultures as they interact with other individuals such as caregivers, childhood and adolescent friends, workmates, and from family responsibilities (Waseem, 2015). Of the two genders, females are more likely to be discriminated against as compared to their male counterparts. Although most nations have policies in place that address gender inequities,

inequalities remain high. Depending on how either sex correlates with members of the society, men and women develop differently in emotions, attitude, and behavior. These differences maintain and form the foundation for the gendered societal directive. Gender inequality also implies that women have a lesser say in politics, civil, economic and cultural matters (Waseem, 2015).

Parenting roles contribute to the issue of gender inequality. For instance, in Sweden, they believe in equal sharing of parental duties, and they even give working fathers a long paid leave which can last from six to sixteen months (Almqvist & Duvander, 2014). The Swedish think that equality in shared leaves better childcare and gives the parents a chance of equal division of housekeeping chores. When the men help their partners in parenting roles, the females are reinforced in their positions of leadership at the workplace because they are left with enough time for the advancement of their career aspirations. Sweden is viewed as a nation with exemplary policies relating to gender equity.

The country of residence influences parenting roles. For instance, Dutch fathers were more involved with parenting responsibilities whereas, on the other hand, French fathers assisted more in house chores than in parenting roles (Almqvist & Duvander, 2014, p. 19). Another study involving the assistance fathers gave in raising the children comparing Sweden, and the United Kingdom (UK) found out that the involvement of men in the UK was lower compared to those in Sweden (Almqvist & Duvander, 2014). Therefore, policies and economic factors determine the course of fatherhood. The sharing of parenting roles in Sweden changed the income generation from a single breadwinner to dual breadwinners and women could take more leadership roles in the workplace. Also, the presence of the ever-growing number of public daycare centers leave the parents with enough time to pursue their careers or education (Almqvist & Duvander, 2014).

Cultural attitudes

A central part of feeling safe is the ability of bodily integrity which involves the absence of harassment and violence. According to Loots and Walker (2015), the male participants in their study responded that there was nothing wrong on making negative remarks as to how the females dressed as long as they were attired inappropriately and surprisingly there was no comment on what was the right dressing for the males. The women participants commented that they felt as if though they were objects and humiliated when men made fun of them (Loots & Walker, 2015).

Another attitude influencing gender inequality is the notion of intimate partner violence (IPV). Some nations hold the belief that IPV is normal and usually women are more prone to it as opposed to their male counterparts (Holmila et al., 2014, p. 399). However, some nations have put in place policies and facilities that help address the issues of women discrimination, and ironically most females seek assistance from these services as a last resort. In society, women inclusive have come to believe that the inequalities carried out toward the women are normal. Cultural values, limited education, and poor economic status make the women see the inequities perpetrated on them as acceptable. Also, the females are usually weary of sharing the injustices they face because it would bring humiliation to them and their families.

In a study conducted by Umubyeyi, Persson, Mogren, and Krantz (2016) it was found out that there were discrepancies in policies and their execution in the protection of women (p. 9). Also, gendered values emphasizing the dominance of men and female obedience affected the health seeking patterns of women after experiencing IPV. It was also evident that as females became aware of their freedom and the enhanced rights, the men were likely to increase violence against them since the men may feel threatened (Umubyeyi, Persson, Mogren, & Krantz, 2016).

Methodology

According to Measuring Gender Equality in the Economy Research Report (2009), equality between women and men is a fundamental right and a common value of most countries. Although inequalities still exist, significant progress has been made over recent times in achieving equality between women and men (Measuring Gender Equality in the Economy Research Report, 2009, p. 5). Gender equality in the economy according to Measuring Gender Equality in the Economy Research Report (2009) is an important aspect of progress towards internationally agreed development goals (p. 5).

To answer research questions in concern to gender inequality, you can use the quantitative, qualitative or mixed method; it all depends on what kind of information you are trying to derive at. As quoted by Marjorie DeVault (as cited in Metso & Fevure, 2006),

Feminist methodologists do not use or prescribe any research method; rather they are united through various methods to include women's lives and concerns in accounts of society, to minimize the harms of research, and to support changes that will improve women's status (p. 29)

Much of this dialogue has centered on what could be called the "quantitative – qualitative divide", where feminist research tends to be closely associated with qualitative research methods (Maynard & Purvis, as cited in Metso & Fevure, 2006), whilst quantitative methods are generally equated with male / mainstream research design (Cancian, as cited in Metso & Fevure, 2006).

"Qualitative and quantitative methodologies are still widely considered in the research methods literature to belong to two distinct research traditions" (Metso & Fevure, 2006).

According to Metso and Fevure (2006) explains the differences between qualitative and quantitative research:

At a basic level, qualitative research commonly refers to the collection and analysis of material that seeks to uncover meaning and to promote the understanding of the experiences of the research subjects. By contrast, quantitative research is about the collection and analysis of numerical data – the social facts. Certain research techniques or methods are associated with each of these research processes. Qualitative research methods include, for example, ethnographic case studies, interviews and observation; whereas questionnaires, surveys, statistics, as well as computer assisted analytical techniques are included among quantitative methods. Underlying this dual model is the notion that these methods are deeply rooted in different epistemological positions, i.e. different conceptions of what is knowledge, what is science, how we come to know things. From an epistemological point of view, qualitative research is often thought to value subjective and personal meanings and is said to be conducive to giving a voice to the most oppressed groups in society, while quantitative research is constructed in terms of testing theories and making predictions in an objective and value free way. It implies a clear separation of researcher from the research process and its objects - including people (p. 4)

Quantitative research has its advantages but it has always been compared to other research methods. The startling facts according to Metso & Fevure (2006) in concern to quantitative research methods:

Despite the importance and pertinence of much recent feminist criticism of quantitative research methods, it is important to remember that feminist activists have frequently used survey material to underline existing gender inequalities and to place these on the political agenda (p. 4)

“Feminist social reformers such as Jane Addams, Florence Nightingale and Harriet Martineau advocated the need for gendered statistics to demonstrate the reality of women’s lives” (MacDonald, as cited in Metso & Fevure) as a condition for adopting reform policies in line with women’s interests. More recently, collecting empirical data on the prevalence of domestic violence against women has been seen as an essential step in putting the prevention of abuse and the protection of the abused on the public policy agenda (Jaspard et al., as cited in Metso & Fevure, 2006).

Black Hills State University (2006), shared some facts about mixed methods:

Mixed methods can be ideal when studying gender inequality. For example, in domestic labor within families, in order to “go beneath the cover story” of domestic equality and domestic labor, this might involve carrying out time use diaries in addition to interviews, or conducting extended interviews with each member of the family to get a holistic picture of how their gender identities, gender practices and family “cover story” diverge (p. 1)

Quantitative research aims to measure something. For example, percentages of gender inequality with women in comparison to men in academics versus media. A disadvantage of quantitative research is the samples can be small and not a representation of the broader population. Qualitative research aims to understand the attitudes and experiences of the focus group. For example, qualitative research aims to answer “what”, “how” or “why.” Mixed method (combination of quantitative and qualitative research) is ideal to use when dealing with gender inequality. To a researcher, all approaches, quantitative research, qualitative research or mixed method are valid and valuable in order to produce answers to the research question(s) that were constructed at the beginning of the study.

Qualitative research method would be used to address the issue of gender inequality experienced by both men and women and how it relates to women and leadership. From the articles evaluated in the literature review on the same topic, most of them employed qualitative approaches to research. Almqvist and Duvander (2014, p. 23) combined qualitative study with survey questions; Holmila et al. (2014, p. 403) used a comparative qualitative research and data collected through focus groups. Grown, Addison and Tarp (2016) used case study approach; Loots and Walker (2015) used mixed methods qualitative approach. Umubyeyi, Persson, Mogren, and Krantz (2016) used a qualitative approach with focus groups; and Bhan, Rao, and Kachwaha (2016) used qualitative systematic literature review. Only one study used quantitative methods, and the eighth was a textbook.

A qualitative approach was preferred because it employs explorative strategies. This study will use an ethnographic approach to qualitative research because it focuses on deciphering the sociological meaning behind a particular situation through first-hand observation of the sociocultural occurrence and it usually involves a community (The Board of Regents of the University of Wisconsin System, 2017).

This study will include both structured and semi-structured data collection techniques. These techniques will consist of interviews and participant observation where the ethnographer will use open and close-ended questionnaires. The researcher will employ both particular and random sampling techniques. The specific sample will focus on the rural areas because gender inequalities in these areas are high in almost every aspect. First, the ethnographer would seek permission from the relevant authorities because it would involve institutions such as health centers and schools. Then, random sampling technique will be employed, and then the

participants will be educated and informed regarding their study as well as given the assurance that information would be kept confidential (Changing Works, 2016).

As soon as preliminaries are complete, the ethnographer will go ahead start interviewing and recording the data. The recording will be through pen and paper, audio tapes, photographing, and using worksheets such as excel. When the recording is finished, the data results will be analyzed to compare the differences in both genders.

Conclusion

In the book, *Gender Talk: The Struggle for Women's Equality in African American Communities*, Johnnetta Cole and Beverly Guy-Sheftall examine current issues on equality for women through the micro lens of the black community. They claim that sexist injustice committed against black women is the legacy of slavery as is racism.

Women have a tough time living in a patriarchal society. Through the years they have fought for their identity and place in this patriarchal society. They were objectified, raped and sexually harassed by men. Black women went through the same experiences but they suffered not only at the hands of whites but at the hands of blacks as well. In *Gender Talk: Struggle for Women's Equality in African American Communities*, Cole and Guy-Sheftall recognizes that the issues of equality begin at home, in our black houses and in our black community. The dialogue between Cole and Sheftall expose the plight of two successful Black women. They not only had to deal with sexism-racism by whites, they also had to push through some of these same issues from their black community.

In a quote by Nellie McKay, (as stated by Cole and Guy-Sheftall, 2003);

In all their lives in America...Black women have felt torn between the loyalties that bind them to race on one hand, and sex on the other...yet they have almost always chosen race over the other: a sacrifice of their selfhood as women and of full humanity, in favor of the race.

In other words, black women have willfully given up their womanhood and intentionally sacrificed their identity for their race. In focusing on this issue, I am reminded of Coretta Scott King and the powerful person that she had become, but only on the aftermath of her husband.

Another powerful example, Condoleezza Rice chose sex over race and broke through the walls of injustice. As the 66th Secretary of State, she went “toe-to-toe” with world leaders gaining the respect of all people from all races as a woman equal to her male counterparts.

The fight for equality begins with an attitude. Some black women have lost their lives because of this attitude, some imprisoned, but for those who survived they have made monumental strides to further the cause of black womanhood.

In a patriarchal society the normative attitude about gender is basically the same in all communities. This ethos impacts our relationship both with our family structure and beyond. The belief that men are dominant and women should be subservient was the unchallenged belief for decades, even as women were fighting for their equal rights. The issues of race were public and the fight was public, but issues of gender were private. Gender roles are established very early in life. Boys are given trucks, tanks and guns to play with as toys. GI Joe was a masculine action hero. Girls were given dolls, easy-bake ovens and cosmetic kits for toys. Boys played tough and rugged sports and girls cheered them on wearing short dresses and waving pom-poms. Young men were steered into areas of math and science for careers while women became teachers, nurses and secretaries.

Women were expected to be domestic workers and ultimately train their daughters to be the same. This was a place of tension for women. Women wanted to be married, have children and raise families but they also wanted a voice and acceptance as an equal in this male dominated society.

The internal struggles of womanhood run deep into the mindset of a woman. Therefore, family support and openness have always played a significant role in what it means to be black and female in America. The beginning of the struggle for equality for each African-American female begins with an attitude of gender equality that is taught in the formative years of life.

Gender equality is not easy to measure and therefore requires extensive research. All research methods are helpful. In order to understand the role of women and men in the economy, and to measure the extent and impact of gender equality, more information is needed. European Commission (as cited in Measuring Gender Equality in the Economy Research Report, 2009) suggests a number of additional indicators for monitoring progress towards gender equality and its economic impacts. They are grouped under the following topics: European Commission (as cited in Measuring Gender Equality in the Economy Research Report, 2009)

1. Poverty reduction
2. Access to resources
3. Entrepreneurship
4. Access to the labor market
5. The labor market
6. Education
7. Reconciliation of work and family responsibilities
8. Social protection

9. Economic decision-making and public life (p. 5)

Gender equality covers a wide range of indicators that are used in trying to measure data and produce research on all levels.

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