7-1994

Students' Perception of Teacher Expectation in a Co-Educational Physical Activity Class

Cari Robin Turner

STUDENTS' PERCEPTION OF TEACHER EXPECTATION IN A CO-EDUCATIONAL PHYSICAL ACTIVITY CLASS

A Thesis

Presented to the

School of Health, Physical Education and Recreation

and the

Faculty of the Graduate College

University of Nebraska

In Partial Fullfillment

of the Requirements for the Degree

Masters of Science

University of Nebraska at Omaha

by

Cari Robin Turner

July 1994

ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

Acceptance Page

Acceptance of the Thesis Project:

Students' Perception of Teacher Expectation in a Co-educational Physical Activity Class

Acceptance for the faculty of the Graduate College, University of Nebraska, in partial fulfillment of the requirements for the degree of Masters of Science, University of Nebrasksa at Omaha.

Committee

Name	Department/School
Kris Berg	HPER
Donald J. Grandgenett	Teacher Education
Kay Dwine	HPER

Michael J. Stevens
Chairperson

7/19/94
Date

Abstract

The purpose of this study was to determine if a gender difference exists between students' perception of male and female teacher expectation. Student perceptions were determined by administering the Student Perception Inventory (SPI) developed by McBride (1990). Three high schools and five junior high schools which included 15 teachers participated in the study. All students who participated were enrolled in co-educational physical activity classes. All students were surveyed at the beginning of the class period. There were 363 students surveyed. Of the 363 students surveyed, 342 were considered usable. Analysis of the data included frequency and percentage of response, as well as cross-tabulating and Mann-Whitney U Test. A Mann-Whitney U Test ($p < .05$) indicated that female students with a male teacher perceived that they were treated differently than male students with a male teacher. Also, students perceived male and female teachers as setting equal standards for male and female students. Yet, the study could not show how or why students perceived a differential treatment from male and female teachers. In general, the study showed that female students tended to enroll in a physical activity class taught by female teacher more often than a male teacher, whereas, male students had activity classes with a male teacher. However, the study could not conclude why such a pattern existed.

Table of Content

List of Tables

Chapter I

Introduction and Justification

Traditionally, co-educational classes have existed in many subject areas such as mathematics, English, social studies and science. However, other subject areas of which physical education is one, traditionally have been non-co-educational. This practice, however, changed with the passing of Title IX of the Educational Amendment of 1972. Title IX required schools and institutions receiving federal financial aid to provide equal opportunity for females (Siedentop, 1991). Consequently, schools having single sex physical education classes were mandated to change to co-educational physical education classes. Because of this change, researchers began to investigate numerous areas that might be affected by such a change. These areas include, but were not limited to curriculum, time management, and teacher and pupil interaction.

The area of teacher and pupil interaction has received considerable attention, yet in physical education, few studies have been conducted regarding students' perception of teacher and pupil interaction. However, research in other fields of education has provided information on teacher and pupil interaction (Good, Sikes & Brophy, 1973; Jones & Wheatley, 1990; Macdonald, 1990), students' perception of teachers (Bennett, 1982; Brattesani, Weinstein & Marshall, 1984)and teacher expectation (Brophy & Good, 1970; Chaikin, Sigler & Derlega, 1974). Although Siedentop (1991) suggested that many

instructional patterns in physical education classes were very similar to those in other subject areas, there is little empirical or descriptive evidence of physical education teachers' expectations of male and female students in co-educational physical activity classes.

In non-physical education classes, this inquiry of teacher and pupil relationship in co-educational classes has been an area that researchers have labeled the "hidden curriculum". One aspect of the hidden curriculum consists of values or concepts taught. Another is expectations and biases that are exchanged during the teacher and pupil interaction (Fernandez-Balboa, 1993). An important question is whether the messages the teacher sends to the student can be detected by the student. This study was designed to determine if a student can perceive the "hidden curriculum", as defined above.

Purpose of Study

The purpose of this study was to determine if a gender difference exists between students' perception of male and female teacher expectation.

Hypothesis

It was hypothesized that female students would perceive a different expectation from female instructors than male instructors. Furthermore, it was hypothesized that male students would perceive no difference in expectations from female teachers and male teachers. These hypotheses were tested at the $p < .05$ level of significance.

Delimitations

The scope of this study was to survey male and female students representing numerous cultures attending secondary public school in a Midwest metropolitan area. More specifically, they were 7th, 8th, 9th and 10th grade students and currently enrolled in a co-educational physical education activity class, as a school requirement. The distribution of female students in the mixed sex physical activity class was between 40 and 60 percent of the total students surveyed. The teachers in the study had a minimum of one year of teaching experience.

Limitations

Limitations which may have affected the results of this study were: the return rates of the survey, the number of students completing the survey, the accuracy of the students' perception, the number of students surveyed at each grade level and the number of schools and teachers willing to participate in the study.

Definition of Terms

The following definitions of terms were used for the purpose of this study:

Gender - classification of an individual's sex.

Perception - the process or ability to understand or to be aware.

Student perception - a student's interpretation of teachers' verbal and nonverbal communication when a teacher is interacting with a student.

Teacher expectation - the verbal and nonverbal communication a teacher exhibits toward a student's action or behavior, so that the student will conform to what the teacher wants from the student.

Chapter II

Review of Literature

Introduction

Research studies in education deal with any one of several facets in the cycle of teacher input to student output. Researchers are continually attempting to determine ways to understand the educational process. Surveys and observational instruments are constantly being constructed to explore the complex relationship between teachers and students. In Analyzing Physical Education and Sport Instruction, Darst, Zakrajsek & Mancini (1989, p. ix) explained the purpose for new or revised instruments as, "... opportunities for collecting data from many perspectives using different techniques for data sources to explain or modify instructional phenomena."

The review of literature in this study attempts to explain the experiences a student receives in their educational life. Many studies have utilized direct observational techniques, whereas others have utilized the survey method. The literature reviewed will focus on (1) teacher-pupil interaction, (2) student perception of teacher-pupil interaction, and (3) teacher expectation.

Teacher-Student Interaction

Several studies have focused on the relationship of teacher-student interaction. Macdonald (1990), for example, conducted a study involving physical education classes in which a questionnaire was administered and videotape observations were

made to determine the type of interaction that was taking place. Macdonald investigated areas such as skill acquisition, management, instruction, and other related areas. The video observations were interobserved and intraobserved with reliabilities of $\underline{r}$ = .85 and $\underline{r}$ = .92, respectively. In the study, the students were given a 35-item questionnaire to determine: (a) if pupils had their own sex-role attitudes, (b) if the attitudes were negative or positive, (c) if girls viewed boys as more successful and more initiative than girls, and (d) if pupils perceived differential teacher treatment.

Macdonald's study (1990) concluded that (1) female teachers were more interactive with students than male teachers, (2) female teachers had higher skilled based interaction with students than male teachers, (3) the interactions of teachers were more with boys than girls, (4) girls generally initiated the interaction with the teachers, and (5) male teachers tended to have a higher managerial interaction than female teachers.

Similar findings were reported in another study in which chemistry and physical science male and female students and male and female teachers were observed for teacher-pupil interaction (Jones & Wheatley, 1990). They concluded that male students received praise and encouragement more often than female students. Also, male students received more warnings for misbehavior than female students. The latter finding that male students received more warnings for misbehavior than female students is inconsistent with Macdonald's study which found that

female teachers gave more warnings than male teachers.

Yet in another study on teacher-student interaction Good, Sikes & Brophy (1973) investigated teacher-student interaction of mathematics and social studies students. They determined that (1) students tended to initiate contact with a female instructor more than with a male instructor, (2) students called out more frequently with male teachers than with female teachers, (3) female instructors praised the students more after a correct answer was given and (4) male teachers praised the male students, whereas they simply acknowledged the female students when a correct answer was given. As with the previous studies, male students received more positive and negative interaction from male and female teachers.

A common trend among all three studies was the tendency of teachers to interact more with male students than female students. Since studies report teachers interacting more with male students, can students' perceive these inequities of teacher-pupil interaction?

Student Perception of Teacher-Pupil Interaction

The previous studies have attempted to describe the interaction between teachers and their students. Another area of interest is how students perceive this interaction. Two studies (Bennett, 1982; Brattesani, Weinstein & Marshall, 1984) have investigated student perception of teacher-pupil interaction.

Bennett (1982) surveyed 253 college students to identify how students perceived their teacher's behavior and the teacher's

teaching technique. Results of this study determined that (1) students tended not to gravitate toward either sex of a teacher, (2) students perceived female teachers to be warmer, more supportive and more personable, (3) students felt they were given equal attention by male and female instructors, and (4) students were more critical of female teachers' acts of professionalism than male teachers.

In the other study on students' perception, Brattesani, Weinstein & Marshall (1984) surveyed 234 elementary and junior high school students on teacher treatment. Findings of this study showed that students perceived a teacher to have higher expectations to certain students in the class and a teacher gave these students more opportunities to succeed. Those students, who categorized themselves as low expectancy students, received more negative feedback and more directions from the teachers. An important conclusion from this study was that students adjusted themselves to what a teacher expected from them. In other words, if a student perceived the teacher of having low expectations for him/her, then the student would conform to the teacher's expectation. Conversely, if the student perceived the teacher as having high expectations, then the student performed up to the teacher's expectation.

Teacher Expectations

If a student can perceive what a teacher expects from them, then what does the literature conclude about teacher expectations? Chaikin, Sigler and Derlega (1974) conducted a

study with 42 undergraduate students acting as tutors. They observed verbal and nonverbal behavior during a tutoring session. Each undergraduate tutor was given hypothetical information about the student before the tutoring session. It was concluded that hypothetical high achievers received more nonverbal communication such as, smiles, "yes" nods and forward leans than the hypothetical low achievers. However, the researchers concluded no difference between the high and low achievers on the undergraduates' verbal behavior.

Another observational study on high and low achievers was conducted by Brophy and Good (1970). Before observing the teacher-student interaction, researchers asked teachers to rank their students in order of their achievement. After ranking the students, the researchers observed the teacher's interaction with the students who they identified as high and low achievers. The study determined that male students who were ranked as high achievers received more interaction with the teacher during school work time and teachers initiated the interaction with male students who were ranked as low achievers. The study also reported that teachers tended to agree with high achievers over low achievers. The high achievers tended to receive more praise than the low achievers for correct answers and less criticism for wrong or no response for an answer. Low achievers, especially male low achievers, received more teacher criticism.

Summary

Teacher-student interaction is an opportunity for teachers

to exhibit their expectations to a student. From the studies reviewed, these expectations were perceived by a student and internalized by a student. It has also been demonstrated that the student's perception of the teacher's expectation is displayed by the student conforming to those expectations. With this continuous cycle existing, teachers need to evaluate what a student perceives from a teacher's behavior. If a teacher stifles a student because of what a teacher expects the student can do, then students may have a difficult time reaching his/her true learning potential.

Chapter III

Methods and Procedures

Subjects

The subjects in this study were junior high and senior high school students from a large Midwestern, urban school district. The students were currently enrolled in a co-educational physical education activity class.

The students voluntarily completed the survey. Those students who were present and agreed to complete the survey were used in the study.

Survey Instrument

The survey used in this study was the Student Perception Inventory (SPI) (Appendix A). Developed by McBride (1990), the 10-item survey identifies students' perception of differential treatment of teacher interaction patterns in co-educational physical education activity classes. The response portion of the survey is a 7-point Likert scale ranging from 1 (never) to 7 (always). The approximate time to complete the SPI was 10 minutes.

Reliability of the SPI was established by McBride (1990). Utilizing the test-retest method, a Pearson correlation of .84 was obtained. McBride did not report the results of a readability index test. For the purpose of this study, the investigator administered a Readability Index Test on the SPI. The Readability Index Test (Irving & Arnold, 1983) is a computer program developed designed to examine and determine the reading

level of the data entered. This test was administered at the College of Education Educational Technology Center at the University of Nebraska at Omaha. Readability for the SPI was 55.5 which indicates it was appropriate for the students reading at the 6th grade level.

Data Collection

The study sought approval from the Research and Development Department of the school district which participated in the study (Appendix B). Upon approval to conduct the study (Appendix C), a proposal and required forms were submitted to the University of Nebraska Institutional Review Board (IRB) for an expedited review. Once approved, the researcher met with a designated school district personnel to select schools and classes, and obtain approval from principals (Appendix D) and teachers (Appendix E).

There were 15 secondary schools invited to participate in the study. Of the 15 secondary schools, five schools were senior high schools and 10 were junior high schools. From the five senior high schools, three senior high schools agreed to participate. All of the senior high school teachers (n = 6) gave their consent to participate in the study and a designated day and time were selected to survey the students. For the junior high schools, all of the junior high schools in the school district were asked to participate in the study. Initially, five junior high schools were invited. Two of those initial five junior high schools agreed to participate in the study. The

remaining five junior high schools were then invited to participate in the study. All of the female junior high teachers (n = 5) gave their consent to participate in the study. Four of the five male junior high teachers gave their consent to participate in the study (Table 1).

Table 1
Distribution of Teachers by School and Sex

Level	Number of Schools	Teacher Distribution by Sex	
		Male	Female
Junior High	5	4	5
Senior High	3	3	3
Total	8	7	8

On the designated day, the students were surveyed at the beginning of their co-educational physical education activity class. All the co-educational physical activity classes were surveyed before or close to noon. A standard protocol was used in each class (Appendix F). The data collection was completed within a 3 week period.

Standard Protocol

The standard protocol began with the classroom teacher introducung the researcher. The researcher explained the purpose of the study to the students. It was indicated that their participation was voluntary. After the brief introduction, the surveys were distributed, completed by the students and collected. At the conclusion of surveying the students, the

researcher thanked the students for their time and classes were resumed by their teacher.

Data Analysis

The returned surveys were manually coded and entered by the investigator into the computer utilizing the Minitab Statistical Software. Analysis included frequency of responses using a cross-tabulation. A Mann-Whitney U Test was utilized to determine mean differences and the presence of interaction. The predetermined level of significance was $p < .05$.

Chapter IV

Results

The results of this study were based upon the data obtained from 342 acceptable surveys of 363 administered. Ninty-four percent of the surveys were considered usable. Unusable surveys were those that were incomplete, more than one response per statement and/or not legible.

Distribution of student's gender and grades varied (Table 2). Grade distribution ranged from 41 students in the 9th grade to 129 students in the 7th grade. In terms of gender, students were more equally distributed with more male students (n = 174) than female students (n = 168). With regard to student

Table 2
Distribution of Students Surveyed by Sex and Grade (N = 342)

	Grade				
Sex	7th	8th	9th	10th	Total
Male	60	35	21	58	174
Female	69	42	20	37	168
Total	129	77	41	95	342

distribution and gender of teacher, 162 students had a male teacher and 180 students had a female teacher (Table 3). However, male teachers had more male students (n = 103) than female students (n = 59). Therefore, female teachers had more female students (n = 109) than male students (n = 71).

Table 3
Distribution of Students Surveyed by Sex of Teacher and Grade (N = 342)

	Grade				
Student	7th	8th	9th	10th	Total
with Male Teacher					
Male	44	13	14	32	103
Female	29	12	8	10	59
Subtotal	73	25	22	42	162
with Female teacher					
Male	16	22	7	26	71
Female	40	30	12	27	109
Subtotal	56	52	19	53	180
Grand Total	129	77	41	95	342

It was not within the scope of this study to analyze statistical differences between grade levels. However, tables present the data (means and standard deviations) by grade level for the reader's interpretation.

From the survey, Question 3 was the only question found statistically significant utilizing a Mann-Whitney U Test ($U = 1.24$, $p < .05$). The other nine questions were not statistically significant. As of importance, the results of Question 3 will be mentioned first. The other nine questions will be reported in chronological order.

Question 3 - Your teacher treats you differently because you are a boy or a girl.

As far as the teacher treating students differently, female

students with a male teacher felt that they were treated differently because they were a girl at the 7th (M = 2.62), 8th (M = 3.00) and 9th (M = 2.50) grade levels. At the 10th grade level, male students (M = 2.19) with a male teacher felt they were treated differently because they were a boy.

Students with a female teacher responded lower than students with a male teacher. Male students in the 7th, 8th and 10th grade with a female teacher felt that their teacher treated them differently because they were a boy (M = 2.19, M = 2.00 and M = 1.96, respectively), whereas, female students in the 9th grade with a female teacher (M = 1.50) felt they were treated differently because they were a girl (Table 4).

Most students, whether they had a male teacher or a female teacher, felt they were seldomly treated differently because they were a boy or a girl. The slight differences were enough to mention how each gender felt.

Question 1 - Your teacher encourages you when you are successful.

The female students with a male teacher responded that the teacher gave them more encouragement when they were successful at the 9th (M = 3.25) and 10th (M = 5.50) grade levels than male students (M = 3.14 and M = 4.88). However in the 7th grade, the male students with a male teacher responded higher(M = 4.82) than the females (M = 4.55). At the 8th grade, male and female students with a male teacher responded similarly (M = 4.23 and M = 4.25, respectively).

Table 4
Student Response to Question 3 (treats you differently) by Teacher's Sex, Student's Sex and Grade (N = 341)

	Grade			
Student	7th	8th	9th	10th
with Male Teacher				
Male				
M	2.18	1.31	1.79	2.19
SD	1.56	0.85	1.25	1.30
Female				
M	2.62	3.00	2.50	1.80
SD	1.93	1.71	1.77	1.03
with Female Teacher				
Male				
M	2.19	2.00	1.29	1.96
SD	2.23	1.45	0.48	1.40
Female				
M	1.95	1.57	1.50	1.89
SD	1.40	1.07	1.73	1.42
Total				
M	2.21	1.87	1.76	2.00
SD	1.69	1.36	1.45	1.33

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

The perception of female students with a female teacher was higher than male students in the 7th (M = 4.78 and M = 4.50, respectively), 8th (M = 5.90 and M = 4.27, respectively) and 9th (M = 4.67 and M = 4.29, respectively) grade levels. Male students (M = 5.04) and female students (M = 5.00) at the 10th

grade responded similarly about the encouragement of the female teacher (Table 5).

Table 5
Student Response to Question 1(encourages when successful) by Teacher's Sex, Student's Sex and Grade (N = 342)

Student	Grade 7th	8th	9th	10th
with Male Teacher				
Male				
M	4.82	4.23	3.14	4.88
SD	1.57	1.42	0.95	1.62
Female				
M	4.55	4.25	3.25	5.50
SD	1.52	1.30	1.10	1.79
with Female Teacher				
Male				
M	4.50	4.27	4.29	5.04
SD	2.19	1.83	1.70	1.64
Female				
M	4.78	5.90	4.67	5.00
SD	1.42	1.09	1.56	1.63
Total				
M	4.71	4.90	3.80	5.02
SD	1.58	1.60	1.49	1.69

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

Question 2 - Your teacher calls on you to answer questions during class.

Female students with a male teacher responded higher than male students with a male teacher in the 8th (M = 3.50 and M =

2.77, respectively), 9th (M = 3.75 and M = 2.71, respectively) and 10th (M = 3.80 and M = 3.48, respectively) grade levels. In the 7th grade, male students (M = 3.84) responded higher than female students (M = 3.31) with a male teacher.

Female students with a female teacher also responded higher than male students with a female teacher. In the 7th, 8th and 9th grade, female students responded with means of 3.38, 4.23 and 3.83, respectively. Only 10th grade male students (M = 3.77) responded higher than female students (M = 3.07) with a female teacher (Table 6).

Question 4 - Your teacher asks you to demonstrate skills during class.

With the male teacher, male students in 7th (M = 3.70) and 8th (M = 3.31) grade responded higher than female students in 7th (M = 3.10) and 8th (M = 2.92). Female students in 9th grade (M = 3.13) responded higher than male students (M = 3.00). In the 10th grade, male students (M = 3.63) and female students (M = 3.60) responded similarly for the male teacher asking the student to demonstrate skills during class.

Male students with a female teacher perceived they were asked more often than female students to demonstrate skills in the 7th, 8th and 10th grades. Male students reported means of 3.81, 3.86 and 4.23, respectively. Female students in the 9th grade (M = 4.08) responded higher than male students (M = 3.71), when asked by their teacher to demonstrate skills (Table 7).

Table 6
Student Response to Question 2(answer questions) by Teacher's Sex, Student's Sex and Grade (N = 341)

Student	Grade 7th	8th	9th	10th
with Male Teacher				
Male				
M	3.84	2.77	2.71	3.48
SD	1.29	1.30	1.33	1.55
Female				
M	3.31	3.50	3.75	3.80
SD	1.42	1.24	1.75	2.10
with Female Teacher				
Male				
M	3.31	3.23	3.14	3.77
SD	1.35	1.60	1.86	1.63
Female				
M	3.38	4.23	3.83	3.07
SD	1.37	1.45	2.12	2.25
Total				
M	3.51	3.58	3.32	3.48
SD	1.36	1.52	1.77	1.85

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

Question 5 - Your teacher sets equal standards for boys and girls.

For the male teacher, male students in 7th (M = 5.68) and 8th (M = 5.69) grades responded higher than female students in 7th (M = 4.69) and 8th (M = 4.55) grades that the teacher set equal standards. In the high school, ninth grade male students

Table 7
Student Response to Question 4 (demonstrates skills) by Teacher's Sex, Student's Sex and Grade (N = 342)

	Grade			
Student	7th	8th	9th	10th
with Male Teacher				
Male				
M	3.70	3.31	3.00	3.63
SD	1.71	1.93	1.41	1.93
Female				
M	3.10	2.92	3.13	3.60
SD	2.01	2.02	1.89	1.96
with Female Teacher				
Male				
M	3.81	3.86	3.71	4.23
SD	2.26	2.03	2.06	1.48
Female				
M	3.08	3.57	4.08	3.93
SD	1.65	1.89	2.31	1.90
Total				
M	3.37	3.51	3.46	3.87
SD	1.84	1.94	1.90	1.80

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

(M = 4.64) and ninth grade female students (M = 4.63) responded similarly to the teacher setting equal standards. In the 10th grade, female students (M = 5.60) replied higher than male students (M = 5.25).

With the female teacher, male students in the 8th (M = 5.82)and 10th (M = 5.65) grade reported higher responses than

female students in the same grades (M = 5.67 and 4.79, respectively). Female students in the 7th (M = 5.43) and 9th (M = 5.83) replied higher than male students in the same grades (M = 4.88 and 5.14, respectively) to a female teacher setting equal standards (Table 8).

Table 8
Student Response to Question 5 (equal standards) by Teacher's Sex, Student's Sex and Grade (N = 341)

	Grade			
Student	7th	8th	9th	10th
with Male Teacher				
Male				
M	5.68	5.69	4.64	5.25
SD	1.78	1.84	1.60	1.70
Female				
M	4.69	4.55	4.63	5.60
SD	2.41	1.63	1.69	1.96
with Female Teacher				
Male				
M	4.88	5.82	5.14	5.65
SD	2.39	1.37	1.68	1.60
Female				
M	5.43	5.67	5.83	4.79
SD	1.57	1.63	1.80	1.93
Total				
M	5.28	5.55	5.07	5.26
SD	1.98	1.62	1.71	1.78

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

Question 6 - Your teacher provides help when you have difficulties with a skill or do not understand something

Female students in the 9th grade (M = 4.88) responded higher than male students (M = 4.00) of the male teacher providing help to the student. Male students in 8th (M = 5.23) and 10th (M = 5.34) grades replied higher than female students (M = 5.17 and 5.10, respectively) in the same grades that the male teacher provided help to them. In the 7th grade, male students (M = 5.50) and female students (M = 5.48) responded similarly to the male teacher providing help to them.

Female students with a female teacher replied higher (M = 5.43, M = 5.65, M = 5.37, respectively) than male students in the 7th (M = 4.81), 8th (M = 5.09) and 9th (M = 5.14) grades. In the 10th grade, male students (M = 5.85) responded higher than female students (M = 5.25) to the teacher providing help to the students (Table 9).

Question 7 - Your teacher disciplines you during class.

Generally, male students in the 7th, 8th, 9th and 10th grades (M = 4.09, 4.42, 4.43 and 4.50, respectively) with a male teacher felt they received more discipline during class than female students in the 7th, 8th, 9th and 10th (M = 3.83, 2.33, 4.25 and 4.20, respectively) grade levels.

With the female teacher, male students replied higher (M = 5.44, M = 3.77, M = 4.81, respectively) than female students in the 7th (M = 3.40), 8th (M = 3.30) and 10th (M = 3.58) grades indicating that male students' perceived being discipline more

Table 9
Student Response to Question 6 (provides help) by Teacher's Sex, Student's Sex and Grade (N = 342)

Student	Grade			
	7th	8th	9th	10th
with Male Teacher				
Male				
M	5.50	5.23	4.00	5.34
SD	1.44	1.88	2.25	1.70
Female				
M	5.48	5.17	4.88	5.10
SD	1.58	1.19	1.55	1.73
with Female Teacher				
Male				
M	4.81	5.09	5.14	5.85
SD	2.20	2.31	2.04	1.49
Female				
M	5.43	5.65	5.37	5.25
SD	1.79	1.80	1.98	1.89
Total				
M	5.39	5.51	4.80	5.26
SD	1.62	1.73	2.05	1.79

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

often than female students. However, female ninth graders (M = 4.92) responded higher than male ninth graders (M = 4.71) to a female teacher disciplining a student during class (Table 10).

Question 8 - Your teacher talks to you before and after class.

For the male teacher, male students in 7th (M = 4.18) and 9th (M = 4.07) grades responded higher than female students in

Table 10
Student Response to Question 7 (disciplines) by Teacher's Sex, Student's Sex and Grade (N = 340)

	Grade			
Student	7th	8th	9th	10th
with Male Teacher				
Male				
M	4.09	4.42	4.43	4.50
SD	2.06	1.68	1.65	1.78
Female				
M	3.83	2.33	4.25	4.20
SD	2.19	1.15	2.55	2.97
with Female Teacher				
Male				
M	5.44	3.77	4.71	4.81
SD	2.37	2.25	1.60	2.15
Female				
M	3.40	3.30	4.92	3.58
SD	1.71	1.95	2.02	2.10
Total				
M	3.99	3.46	4.59	4.30
SD	2.10	1.97	1.90	2.14

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

7th (M =3.21) and 9th (M = 3.00) grades that the teacher talks to them before and after class. In the 8th and 10th grades, female students (M = 4.33 and M = 4.30, respectively) replied higher than male students (M = 3.23 and M = 4.22, respectively) that the teacher talks to them before and after class.

Female students in 8th (M = 5.30) and 9th (M = 4.92) grade

responded higher than male students in the 8th (M = 3.64) and 9th (M = 4.43) grade that the female teacher talks to them before and after class. Male students in 7th (M = 4.38) and 10th (M = 5.15) grade replied higher than female students in 7th (M = 3.78) and 10th (M = 4.04) grade that the female teacher talks to them before and after class (Table 11).

Question 9 - Your teacher encourages you when you are unsuccessful.

At the junior high level, male students in 7th (M = 4.52) and 8th (M = 4.15) grade replied higher than female students in 7th (M = 4.14) and 8th (M = 4.08) grade about the male teacher encouraging the student when they were unsuccessful. Female students' response, however, indicated that male high school teachers encouraged them more often than male students. Female students report means of 4.38 for 9th graders and 4.80 for 10th graders, whereas, male students report means of 3.14 for 9th graders and 4.47 for 10th graders.

Students perceived that female teachers encouraged female students more often than male students, except in the 10th grade. In the 7th, 8th and 9th grades, female students responded with means of 4.18, 5.43 and 5.17, respectively. Male students in the 7th, 8th and 9th grades, on the other hand, replied with means of 3.94, 4.50 and 4.14, respectively. In the 10th grade, male students (M = 4.73) had a higher response than female students (M = 4.59) that the female teacher encouraged the student when unsuccessful (Table 12).

Table 11
Student Response to Question 8 (talks to you) by Teacher's Sex, Student's Sex and Grade (N = 342)

Student	Grade 7th	8th	9th	10th
with Male Teacher				
Male				
M	4.18	3.23	4.07	4.22
SD	2.09	0.83	1.54	2.06
Female				
M	3.21	4.33	3.00	4.30
SD	1.92	2.15	1.85	2.16
with Female Teacher				
Male				
M	4.38	3.64	4.43	5.15
SD	2.22	1.56	1.99	1.97
Female				
M	3.78	5.30	4.92	4.04
SD	1.94	1.84	2.15	2.01
Total				
M	3.86	4.32	4.17	4.43
SD	2.04	1.86	1.92	2.05

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

Question 10 - During practice and games you participate with boys and girls in mixed groups.

With a male teacher, male students in the 7th (M = 5.18) and 10th (M = 5.13) grades responded higher than female students in the 7th (M = 4.76) and 10th (M = 4.80) grades about participating in mixed groups. Ninth grade female students (M = 4.88) replied

Table 12
Student Response to Question 9 (encourages when unsuccessful) by Teacher's Sex, Student's Sex and Grade (N = 342)

	Grade			
Student	7th	8th	9th	10th
with Male Teacher				
Male				
M	4.52	4.15	3.14	4.47
SD	1.81	1.77	1.99	1.70
Female				
M	4.14	4.08	4.38	4.80
SD	2.03	1.00	2.07	2.39
with Female Teacher				
Male				
M	3.94	4.50	4.14	4.73
SD	2.32	1.97	1.77	2.07
Female				
M	4.18	5.43	5.17	4.59
SD	2.01	1.57	2.12	2.32
Total				
M	4.26	4.74	4.15	4.61
SD	1.98	1.73	2.10	2.04

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

higher than ninth grade male students (M = 4.57) with a male teacher about practicing and participating in games with a mixed group. In the 8th grade, male students (M = 4.31) and female students (M = 4.33) with a male teacher responded similarly when asked if they practice and play games in mixed groups.

Male students with female teachers in the 7th (M = 6.31),

8th (M = 5.73) and 10th (M = 6.00) grades responded higher than female students in the same grades (M = 5.60, 5.17, and 4.96, respectively) when asked if you practice and play games with a mixed group. Female students in the 9th grade (M = 5.83) responded higher than male students in the 9th grade (M = 4.86) when asked if you practice and play games in a mixed group (Table 13).

Overall

As noted previously, there were differences in responses between male and female students with male teachers. On Questions 1, 4, 5, 7, 8 and 10, male students responded higher than female students with a male teacher. On Questions 2, 6 and 9, the means scores between male and female students were similar (Table 14). On Question 3, female students with a male teacher (M = 2.54) responded higher than male students with a male teacher (M = 2.02).

It should be noted that there were differences in responses between male and female students with a female teacher. On Questions 3, 4, 5, 7, 8, and 10, male students responded higher than female students with a female teacher. On Questions 1, 2, 6, and 9, female students responded higher than male students with a female teacher (Table 14).

The responses from male students with male and female teachers were similar on Questions 1, 2, 3, 5, 6, and 10. Male students with a female teacher responded higher than male

Table 13
Student Response to Question 10 (participation) by Teacher's Sex, Student's Sex and Grade (N = 342)

	Grade			
Student	7th	8th	9th	10th
with Male Teacher				
Male				
M	5.18	4.31	4.57	5.13
SD	1.47	2.14	1.83	1.56
Female				
M	4.76	4.33	4.88	4.80
SD	1.96	2.02	1.55	1.55
with Female Teacher				
Male				
M	6.31	5.73	4.86	6.00
SD	1.01	1.39	0.90	1.44
Female				
M	5.60	5.17	5.83	4.96
SD	1.45	1.82	1.47	1.97
Total				
M	5.36	5.05	5.05	5.28
SD	1.59	1.85	1.58	1.69

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

students with a male teacher on Questions 4, 7, 8, and 9 (Table 14).

Female students with a female teacher responded higher than female students with a male teacher on Questions 1, 2, 4, 5, 6, 8, 9, and 10 (Table 14). On Question 3, female students with a male teacher (M =2.54) responded higher than female students with

Table 14
Means and Standard Deviation for SPI with Sex of Teacher and Student

Question	Student	Teacher: Male M	Teacher: Male SD	Teacher: Female M	Teacher: Female SD
1. Encourages when successful	Male	4.53	1.60	4.61	1.83
	Female	4.47	1.65	5.13	1.49
2. Answer questions	Male	3.44	1.43	3.44	1.57
	Female	3.49	1.54	3.59	1.77
3. Treats you differently	Male	2.02	1.39	1.96	1.57
	Female	2.54	1.75	1.78	1.36
4. Demonstrate skills	Male	3.66	1.77	3.97	1.87
	Female	3.15	1.95	3.53	1.87
5. Equal standards	Male	5.41	1.75	5.48	1.76
	Female	4.81	2.10	5.38	1.72
6. Provides help	Male	5.21	1.75	5.31	1.99
	Female	5.27	1.51	5.42	1.74
7. Disciplines	Male	4.30	1.86	4.62	2.23
	Female	3.64	2.28	3.58	1.94
8. Talks to you	Male	4.06	1.90	4.44	1.98
	Female	3.59	2.03	4.39	2.04
9. Encourages when unsuccessful	Male	4.27	1.83	4.42	2.05
	Female	4.27	1.91	4.73	2.04
10. Participation	Male	4.97	1.65	5.87	1.33
	Female	4.70	1.82	5.35	1.70

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

a female teacher (M = 1.78).

However, when looking at the overall mean scores by female and male students for each question, differences in response were seen. Male student means were higher on Questions 4, 5, 7, 8 and 10 than female student responses. Female student means were higher on Questions 1, 2, 3, 6 and 9 than male student responses (Table 15). Each question had a high standard deviation, which indicates high variability of students' perceptions. For example, Question 7, the standard deviation (SD) for male students was 2.02 and for female students the SD was 2.06, which indicates that the responses varied considerably from student to student.

As mentioned previously, a Mann-Whitney U Test was performed on the data for the SPI. Question #3 (teacher treats you differently because you are a boy or a girl) was the only question found to be statistically significant ($U = .124$, $p < .05$). This significance indicates that the subjects were from the same sample population. Yet more significantly, the Mann-Whitney U Test indicates that there is a statistically significant difference in teacher's treatment of a student because of the student's gender. Since female students responded higher than male students, female students were treated differently than male students, even if equal standards were set by the teacher.

Table 15
Overall Means and Standard Deviation for SPI

Question	Student	N	M	SD
1. Encourages when successful	Male	174	4.56	1.69
	Female	168	4.89	1.57
2. Answer questions	Male	173	3.44	1.49
	Female	168	3.55	1.69
3. Treats you differently	Male	173	1.99	1.46
	Female	168	2.05	1.54
4. Demonstrate skills	Male	174	3.70	1.82
	Female	168	3.40	1.90
5. Equal standards	Male	174	5.44	1.75
	Female	167	5.18	1.87
6. Provides help	Male	174	5.25	1.85
	Female	168	5.37	1.66
7. Disciplines	Male	173	4.43	2.02
	Female	167	3.60	2.06
8. Talks to you	Male	174	4.21	1.94
	Female	168	4.11	2.06
9. Encourages when unsuccessful	Male	174	4.33	1.92
	Female	168	4.57	2.00
10. Participation	Male	174	5.34	1.58
	Female	168	5.12	1.77

Note. SPI scale: 1 = never
2 = seldomly
3 = occasionally
4 = sometimes
5 = frequently
6 = often
7 = always

Chapter V

Discussion and Conclusion

The purpose of this study was to determine if a gender difference existed between student's perception of male and female teacher expectation. The results of the SPI revealed that a difference exists between female and male students with regard to male and female teachers.

The first hypothesis that female students would perceive a different expectation from female teachers than from male teachers was not supported. The study indicated the opposite. Male teachers tended to treat female students differently. Although, McBride (1990) reported that there was not a gender difference of perception on differential teacher treatment. It is unclear from his study if the data were analyzed for statistical differences. He did, however, analyzed the data by grade level. He indicated that there was a difference by grade level.

The overall perceived result of female students with a male teacher ($M = 2.54$) was higher than female students with a female teacher ($M = 1.78$). The significance of the Mann-Whitney U Test on Question 3 suggested that there is differential treatment of female and male students with a male teacher.

Although not statistically significant, results of the SPI indicated that female teachers interact more than male teachers with the students. On Question 8 (your teacher talks to you before and after class), the students with a female teacher had a

higher mean average than those students with a male teacher. However, Fagot's study (1981) found that female teachers interacted less with the students in the class than male teachers. Results of the SPI also suggested female teachers encourage students more often than male teachers. Male and female students with a female teacher had higher means than male and female students with a male teacher.

Another question on the SPI which supports female teachers interacting with students more than male teachers is the question dealing with the teacher asking a student to demonstrate skills. Female teachers asked her students to demonstrate skills more often than male teachers. Male students were asked more often to demonstrate skills than female students in male and female taught classes.

The second hypothesis that male students would perceive no differences of expectation from female and male teachers was supported. Male students' scores were more similar than female students' scores between male and female teachers.

Results of the SPI suggest that discipline was enforced by male and female teachers. However, male students perceived that they were disciplined more often than female students. The results of discipline in this study support a similar finding by DeVoe (1991) in which he indicated male students received more criticism from teachers than female students.

Although there was variability among schools, it appears that at most schools surveyed, the students were given the

opportunity to select the activity in which to participate. Since students knew what teachers were teaching the various activities, it is possible that students made their selection based upon the gender of the teacher. However, the scope of this study does not make it possible to make such a determination. Since there were more female students with female teachers and more male students with male teachers, one can only speculate. It is also possible that: 1) the students selected the activity they liked, regardless of who was teaching, 2) the students selected the activity to be with their friends or 3) any combination of the preceding reasons.

A study by Lirgg (1993) indicated that junior high students preferred same-sex classes. Since schools are required by law to provide co-educational physical activity classes and students are permitted to select their physical activity classes and choose to be with a teacher and other students of the same gender, then research is necessary to understand why this pattern exists. This study, however, cannot conclude students prefer same-sex classes. However, future research may want to explore whether a teacher-student interaction plays a role in student's selection of physical activity classes.

Student's perception may be affected by many factors during teacher-student interaction. The "hidden curriculum" is one area that may affect a student's perception of teacher expectation. The preference of the type of class may also affect a student's perception. This study was limited as to what students'

perceive.

In Failing at Fairness, Sadker and Sadker (1994) reported on a survey which appeared in *Glamour* magazine that ranked physical education as second when asked where teacher biases occurred for females. The data suggest from Question 3 of the SPI that female students are treated differently by male teachers and not female teachers as expected. It also appears that female and male students can perceive what a teacher expects from them.

In summary, the results of the SPI provide limited information of student's perception of teacher expectation. It seems that students' perception of teacher expectations is an area of teacher and pupil interaction that needs more research. Future research could provide valuable information on students' perception of teacher expectation. Recommendations for future research should include:

1) utilizing observational instruments to record teacher behavior and comparing it with the students' perception,
2) comparing students' perception of teacher expectations with same-sex and mixed-sex classes,
3) comparing teacher behavior and students' perception in various geographic locations,
4) studying teacher behavior and students' expectations as it relates to student variables such as student's gender, grade and culture, and
5) studying teacher behavior and students' expectation as

it relates to teacher variables such as gender, culture and years of teaching experience.

References

Bennett, S.K. (1982). Student perceptions of and expectations for male and female instructors: Evidence relating to the question of gender bias in teaching evaluation. *Journal of Educational Psychology*, **74**(2), 170-179.

Brattesani, K.A., Weinstein, R.S. & Marshall, H.H. (1984). Student perception of differential teacher treatment as moderators of teacher expectation effects. *Journal of Educational Psychology*, **76**(2), 236-247.

Brophy, J.E. & Good, T.L. (1970). Teacher's communication of differential expectations for children's classroom performance: Some behavioral data. *Journal of Educational Psychology*, **61**(5), 365-374.

Chaikin, A.L., Sigler, E. & Derlega, V.J. (1974). Nonverbal mediators of teacher expectancy effects. *Journal of Personality and Social Psychology*, **30**(1), 144-149.

Darst, P.W., Zakrajsek, D.B. & Mancini, V.H. (Eds.). (1989). *Analyzing physical education and sport instruction* (2nd. ed.). Champaign, IL: Human Kinetics Books.

DeVoe, D.E. (1991). Teacher behavior directed toward individual students in elementary physical education. *Journal of Classroom Interaction*, **26**(1), 9-14.

Fagot, B.I. (1981). Male and female teachers: Do they treat boys and girls differently?. *Sex Roles*, **7**(3), 263-271.

Fernandez-Balboa, J. (1993). Sociocultural characteristics of the hidden curriculum in physical education. *Quest*, **45**(2), 230-254.

Good, T.L., Sikes, J.N. & Brophy, J.E. (1973). Effects of teacher sex and student sex on classroom interaction. *Journal of Educational Psychology*, **65**(1), 74-87.

Irving, S.L. & Arnold, W.B. (1983). *Readability index test* [Computer program]. Freeport, NY: Educational Activities, Inc.

Jones, M.G. & Wheatley, J. (1990). Gender differences in teacher-student interactions in science classrooms. *Journal of Research in Science Teaching*, **27**(9), 335-350.

Lirgg, C.D. (1993). Effects of same-sex versus coeducational physical education on the self-perceptions of middle and high school students. *Research Quarterly for Exercise and Sport*, **64**(3), 324-334.

Macdonald, D. (1990). The relationship between the sex composition of physical education classes and teacher/pupil verbal interaction. *Journal of Teaching in Physical Education*, **9**, 152-163.

McBride, R.E. (1990). Sex-role stereotyping behaviors among elementary, junior, and senior high school physical education specialist. *Journal of Teaching in Physical Education*, **9**, 249-261.

Sadker, M. & Sadker, D. (1994). *Failing at fairness*. New York, NY: Macmillian Publishing Company.

Siedentop, D. (1991). *Developing teaching skills in physical education* (3rd ed.). Mountain View, CA: Mayfield Publishing Company.

Appendix A

Student Perception Inventory

STUDENT PERCEPTION INVENTORY

Date: Gender: ____ M ____ F

Grade: Instructor: ____ M ____ F

The following 10 questions ask you about your opinions of your teacher during physical education class. Read each question along with me and circle the answer which describes how you feel.

1. Your teacher encourages you when you are successful.

never seldomly occasionally sometimes frequently often always

2. Your teacher calls on you to answer questions during class.

never seldomly occasionally sometimes frequently often always

3. Your teacher treats you differently because you are a boy or a girl.

never seldomly occasionally sometimes frequently often always

4. Your teacher asks you to demonstrate skills during class.

never seldomly occasionally sometimes frequently often always

5. Your teacher sets equal standards for boys and girls.

never seldomly occasionally sometimes frequently often always

6. Your teacher provides help when you have difficulties with a skill or do not understand something.

never seldomly occasionally sometimes frequently often always

7. Your teacher disciplines you during class.

never seldomly occasionally sometimes frequently often always

8. Your teacher talks to you before and after class.

never seldomly occasionally sometimes frequently often always

9. Your teacher encourages you when you are unsuccessful.

never seldomly occasionally sometimes frequently often always

10. During practice and games you participate with boys and girls in mixed groups.

never seldomly occasionally sometimes frequently often always

(McBride,1990)

Appendix B

Letter to Public School Research Department

University of Nebraska at Omaha

School of Health, Physical Education and Recreation
Omaha, Nebraska 68182-0216
(402) 554-2670

Date

Dr. Irving Young
Omaha Public Schools
3215 Cuming Street
Omaha NE 69131

Dear Dr. Young:

I am a graduate student in the School of Health, Physical Education and Recreation at the University of Nebraska at Omaha and wish to conduct a study in the Omaha Public Schools to complete the requirements for the Master of Science Degree. Enclosed you will find a copy of my proposal which describes the research.

Briefly, the purpose of the study is to determine if a gender difference exists between students' perception of male and female physical education teacher expectations. This will be determined by surveying approximately 400 students from 20 different coeducational junior high school and senior high school physical education classes. A copy of the 10-item survey can be found in the enclosed proposal. A pilot test indicated that the administration of the survey will take approximately 10 minutes.

I have talked to Mr. Fuxa briefly about the study and he indicated that his office might benefit from the research since it deals with teacher interaction with students. Your permission to conduct the proposed research would be greatly appreciated.

Sincerely,

Cari Turner

Michael Stewart, PhD
Thesis Advisor

Appendix C

Approval Letter from Public School Research Department

OMAHA PUBLIC SCHOOLS
DIVISION OF RESEARCH
3215 CUMING STREET OMAHA, NEBRASKA 68131-2024 (402) 554-6251

February 22, 1994

Ms. Cari Turner
University of Nebraska at Omaha
School of Health, Physical Education and Recreation
HPER Room 207
Omaha, NE 68182-0216

Dear Ms. Turner,

Your proposal to conduct a Masters Degree research project in the Omaha Public Schools has been discussed with Dr. Duane Haith and Jim Fuxa of the Physical Education Division of the Department of Instruction. Consensus was that your project has merit and warrants approval. Permission is herewith granted to proceed as outlined in your proposal.

Please conduct your efforts closely with Mr. Fuxa's office. We wish you every success in the completion of your study.

Sincerely,

Irving C. Young
Coordinator of Research

cc: Jim Fuxa, Supervisor, Physical Education
Dr. Michael Stewart, Thesis Advisor

Appendix D

Letter to Principals

University of Nebraska at Omaha

School of Health, Physical Education and Recreation
Omaha, Nebraska 68182-0216
(402) 554-2670

Date

Principal
School Address

Dear (Principal's name):

I am a graduate student in the School of Health, Physical Education and Recreation at the University of Nebraska at Omaha. I am preparing to conduct a study in the Omaha Public Schools to complete the requirements for the Master of Science Degree. This study has been approved by Dr. Irving Young and the Omaha Public School Physical Education Department.

Briefly, the purpose of the study is to determine if a gender difference exists between students' perception of male and female physical education teacher expectations. This difference will be determined by surveying the students who are currently enrolled in a co-educational physical activity class at this school. A copy of the survey is enclosed. A pilot test indicated that the administration of the survey will take approximately 10 minutes.

In working with the district office, the Physical Education Department expressed an interest in conducting the study. Your permission to conduct the study at (School's name) High School would be greatly appreciated. for their permission. I will be contacting you by (date) for your response. Then, if permission is granted, I will contact two physical education instructors to invite them to participate in the study. Thank you for your time.

Sincerely,

Cari Turner

Michael Stewart, PhD
Thesis Advisor

Appendix E

Letter to Instructors

University of Nebraska at Omaha

School of Health, Physical Education and Recreation
Omaha, Nebraska 68182-0216
(402) 554-2670

Date

Instructor
School Address

Dear (Instructor's name),

I am a graduate student in the School of Health, Physical Education and Recreation at the University of Nebraska at Omaha. I am preparing to conduct a study in the Omaha Public Schools to complete the requirements for the Master of Science Degree. This study has been approved by Dr. Irving Young , the Omaha Public School Physical Education Department and (Principal's name).

Briefly, the purpose of the study is to determine if a gender difference exists between students' perception of male and female physical education teacher expectations. This difference will be determined by surveying the students who are currently enrolled in a co-educational physical activity class at this school. A copy of the survey is enclosed. A pilot test indicated that the administration of the survey will take approximately 10 minutes.

With approval from the district office and (Principal's name), your permission to conduct the study during one of your co-educational physical activity class would be greatly appreciated. I will be contacting you by (date) for your response.

Sincerely,

Cari Turner

Michael Stewart, PhD
Thesis Advisor

Appendix F

Standard Protocol

Good Morning, my name is Cari Turner. I am a graduate student at the University of Nebraska at Omaha. I am here today to conduct a survey as part of my study. The survey will take about 5-10 minutes to complete. There are 10 questions on the survey. You will answer each question. There are no right or wrong answers. It is how you feel about the statement.

- (Hand out the pencils)

- (Hand out the surveys) Instruct the students to keep them faced down until instructed to turn them over.

- Turn over your survey and follow my instructions.

- In the upper right hand corner, find the word "gender". In the provided space, place a check or an X mark to indicate what gender you are. M is for male and F is for female.

- In the upper left hand corner, find the word "grade". In the space, write what grade level you are in - 7th, 8th, 9th or 10th.

- Remember, there are no right or wrong answers. It is how you feel about each statement. Please do not look at your neighbor's survey and there should be no talking during the survey.

- Now we are ready to begin the survey. Please read to yourself the instructions as I read them aloud.

- (Conduct the survey- read what is written on your survey)

- (Completion of the survey) Turn your survey over so they are facing down.

- Ask a student to collect the pencils.

- (Collect the surveys)

- I would like to thank you for your time and cooperation.

- Tell the instructor "thank you", too.

- Turn the class back over to the instructor.