

The Metropolitan Life Survey of



**Examining Gender Issues
in Public Schools**

MetLife®

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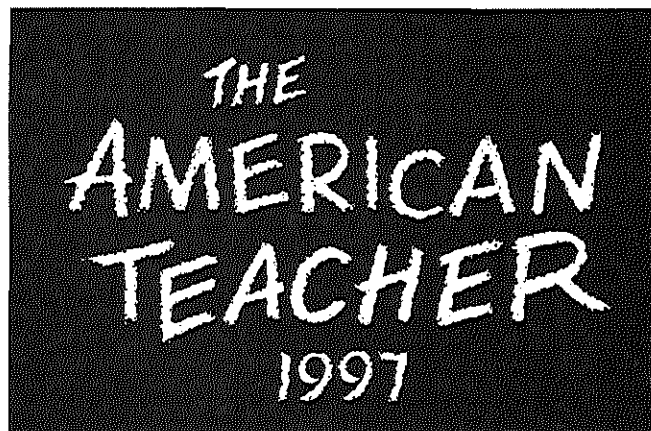
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(Continued on inside back cover)

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**Examining Gender Issues
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Conducted for
Metropolitan Life Insurance Company
by
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INTRODUCTION

Louis Harris and Associates, Inc. conducted *The Metropolitan Life Survey of the American Teacher, 1997: Examining Gender Issues in Public Schools* on behalf of the Metropolitan Life Insurance Company. This study is comprised of separate surveys for teachers and students. This report is part of a series of surveys that reflect MetLife's continued efforts to bring insight and understanding to current issues in education that affect the nation's public schools. MetLife's overall goal is to bring the opinions of teachers and students to the attention of educators, policymakers and the American public.

The survey sought the opinions of both students and teachers on topics related to students' future goals and expectations and their experiences in the classroom. Gender differences and similarities were the primary focus of the report. Public school students from middle and high schools nationwide, in grades seven through twelve, were surveyed on:

- Goals they most want to achieve
- Confidence in achieving goals
- Expectations for the future and perceived opportunities to succeed
- Goal-striving difficulties and sources of encouragement
- Gender differences on behavioral characteristics
- Differing behaviors of boys and girls in the classroom

Survey Method

A total of 1,306 students in grades 7-12 were surveyed during an English class using a self-administered questionnaire. Interviews averaged twenty-five minutes in length and were conducted between April 22, 1997 and June 2, 1997.

Telephone interviews were conducted with 1,035 teachers who teach in middle school (grades 6-8), junior high (grades 7-8), or a high school (grades 9-12 or 10-12). Interviews averaged fifteen minutes in length and were conducted from Harris's facilities in Rochester, New York between April 28 and June 11, 1997. A detailed methodology for the

student survey appears in Appendices A and B. The methodology used to conduct the teacher survey is outlined in Appendix C. For the purpose of analysis, throughout the report minority students consist of African Americans and Hispanics only; minority teachers consist of all racial/ethnic groups except for white (non-Hispanics).

A Note on Reading the Tables and Figures

An asterisk (*) on a table signals a value of less than one-half percent (0.5%). A dash (-) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. The base for each question is the total number of respondents answering that question. Note that in some cases results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples. Percentages depicted in the figures may not add up to 100% because some answer categories may be excluded from the figure.

Project Responsibility and Acknowledgments

The Harris team responsible for the design and analysis of the survey included Katherine Binns, Senior Vice President, Alan Steinberg, Research Director, Stacey Amorosi, Research Associate, and Ana Maria Cuevas, Research Assistant. Louis Harris and Associates, Inc. gratefully acknowledges the contributions to this project made by our colleagues at MetLife.

Louis Harris and Associates, Inc. is responsible for final determination of the topics, question wording, collection of data, analysis and interpretation in the report.

Public Release of Survey Findings

All Louis Harris and Associates, Inc. surveys are designed to comply with the code and standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, release must stipulate that the complete report is also available.

EXECUTIVE SUMMARY

Striking gender differences come to light when students are given the opportunity to describe their expectations and goals for the future as well as their everyday experiences in school. Findings from two nationwide surveys of public schools, one of students in grades seven through twelve and the other of teachers who teach these grade levels, indicate that: 1) contrary to the commonly held view that boys are at an advantage over girls in school, girls appear to have an advantage over boys in terms of their future plans, teachers' expectations, everyday experiences at school and interactions in the classroom; 2) minority[†] girls hold the most optimistic views of the future and are the group most likely to focus on education goals; 3) minority boys are the most likely to feel discouraged about the future and the least interested in getting a good education; and 4) teachers nationwide view girls as higher achievers and more likely to succeed than boys.

Girls are no less interested and motivated than boys to get a good education. Girls are as likely as boys to aim high, to expect to have opportunities to succeed in life equal to those of boys and as a group, are perceived to be as competitive in school as boys. In addition, they are just as confident as boys that they will achieve their future goals. These findings appear to contradict those from other studies which conclude that girls have lower expectations than boys, feel less confident, perceive competitiveness as a barrier to learning and believe that society discourages them from pursuing their goals.¹⁻³

Beyond these findings, striking gender differences emerge suggesting that girls are at an advantage over boys in terms of their future aspirations. Compared to boys, girls appear more definite about going to college and more focused on education as one of their top goals. They are also more likely than boys to receive encouragement from their teachers and friends and to feel their teachers are good role models for them to learn from and emulate.

Minority girls are the most optimistic of all groups. They are the group most likely to choose getting a good education as their top goal. They are also more likely to hold the

[†] Minority students comprise African Americans and Hispanics only.

view that they will have the same opportunities to succeed in life as others. Furthermore, they are more likely than other groups to pride themselves on their ability to succeed.

The present study indicates that teachers consistently express a more optimistic view of girls than of boys. They believe girls are more likely than boys to graduate from college, to set higher goals for themselves and to exhibit more inner confidence in their ability to pursue their goals. Teachers' higher expectations for girls may explain, in part, why girls are more focused than boys on their education goals. There is a commonly held belief among educators and social scientists alike that teachers' expectations shape students' expectations.^{4,5} Thus, girls appear to be benefiting from their relationship with teachers in ways that boys are not.

These findings clearly indicate the presence of a positive relationship between girls and their teachers, one that reinforces aspirations and encourages girls to aim high.

Minority boys appear the least focused on education goals and are the least optimistic about their future work life. As a group they are least likely to feel definite about going to college, are more pessimistic about their ability to find a job in the field of their choice, and are less likely than others to feel equal opportunities await them. These findings are consistent with other research that demonstrates that minority boys perform the poorest academically relative to other groups, are disproportionately placed in low-tracking classes early in their schooling, and are more likely to learn in an environment of low expectations.^{6,7}

On a positive note, more than one in two minority boys express satisfaction with the role models available to them in their community, a level of satisfaction that exceeds that expressed by minority girls. This is particularly important given the disproportionate number of boys of minority background who grow up in homes where an adult male role model is absent.

Findings from everyday school experiences suggest that girls are actively working to achieve their education goals. Girls like school more than boys. They are at least as likely

to participate in class as boys even though they are often more self-conscious than boys about participating in class. Their general outlook on school life is positive. They feel that they are treated fairly by their teachers, that they receive helpful and positive feedback from their teachers and that their teachers are encouraging them to do their best.

Boys, on the other hand, like school less and are less likely to feel as positive as girls do about their daily experiences in school. Boys more often feel that they are not listened to in class and that they do not receive as much helpful or positive feedback from their teachers as girls do. **Minority boys are the least likely to feel that they are treated fairly by their teachers, and white boys are the least likely to feel that teachers encourage them to do their best.**

There is a large body of research, including observational and other qualitative studies, that indicates that girls do not receive equal amounts of attention from their teachers in class and that boys receive better feedback on their answers. There are also studies that have found no evidence of gender differences in this area. In contrast to these studies, the present study shows that girls do not feel they are being shortchanged by their teachers in the classroom and, in fact, come out ahead of boys on these measures.

In conclusion, the findings from this study support the notion that the nation's public schools are effective in fostering an environment that encourages most students, regardless of sex, to aim high, have confidence in themselves, and believe in equal opportunities for all. However, a substantial minority of students are worried about achieving their goals. **Minority boys appear to be lagging behind all other students.** Efforts should be taken to understand and to begin narrowing this gap.

On a final note, it should be recognized that the findings of this study are not subject-specific as many studies are. Therefore, caution should be taken in generalizing these findings to all areas of school life and all subject areas.

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MAJOR FINDINGS

I. Students' Goals, Expectations and Self-Perceptions

1. Girls are more likely than boys to see themselves as college bound.

- Three in four (74%) girls, compared to three in five (61%) boys, say they are very likely to attend college.
- Teachers estimate that 48 percent of girls, but only 43 percent of boys will graduate from college.
- Most students (90%) feel they are at least somewhat likely to find a job in the field of their choice; however, only half (50%) feel they are very likely to do so. Minority boys are the least inclined (35%) to say that the prospect of finding a job in their field of choice is very likely.

2. Girls are more likely than boys to want a good education, especially minority girls.

- Students were asked what their top three goals are. The top first choice for both girls (54%) and boys (47%) is "to get a good education." About one in ten students choose "to get married and have a family" (11%), "to make a lot of money" (11%) and "to get a good job" (10%). Minority girls are much more likely than minority boys (76% vs. 57%) to choose a good education as their top goal.
- When considering first, second and third choices together, more girls than boys choose education (73% vs. 60%). This difference is most dramatic between minority girls and minority boys (90% vs. 67%).
- White students (66%) are more likely than African American (48%) or Hispanic (53%) students to choose marriage and family as one of their top three choices.

3. Boys most often identify their athletic skills as the area in which they excel, and girls most often identify their people skills.

- When asked to choose from a list of ten qualities the one they are best at, boys most often choose sports (37%) while girls show a preference for people skills, including working with people (14%) and understanding people (17%). Only ten percent of boys choose one of these responses.
- Students were also asked what they like most about themselves. Personality received top ranking among girls (21%) but ranked third among boys (14%). Boys most often cited their ability to make people laugh (16%) and their athletic ability (16%).

II. Confidence in Achieving Goals

1. Boys and girls report similar degrees of confidence in their ability to achieve their goals and are equally likely to have high expectations for their future, but teachers believe girls have more confidence and aim higher than boys.

- Three in five students (62%) feel very confident that they will achieve the goals they set for themselves. Responses are consistent for boys and girls, but differ by race and school level.
 - ⇒ African Americans are somewhat more likely to feel very confident about achieving their future goals than white or Hispanic students (67% vs. 62% and 59%, respectively).
 - ⇒ Older students (in grades 9-12) exhibit less confidence than younger students (in grades 7-8) (58% vs. 69%).
- Half of all teachers (50%) believe girls appear more confident than boys in their ability to achieve the goals they set for themselves; only one-third (33%) believe boys have more confidence.
- Three-quarters (77%) of all students have high expectations for their future, and eight in ten (83%) expect to find their future job or career rewarding.

- Only 15 percent of all students agree with the statement that "boys set higher goals for the future than girls do;" eight in ten students disagree with this statement. This belief is consistent for boys and girls.
 - A large majority of students (81%) also believe that "girls are as competitive as boys."
 - In contrast to students' perceptions, teachers consistently report that girls set higher goals for their future than boys do; 60 percent say that girls set higher goals than boys while only 18 percent say that boys set higher goals. About one in five teachers (19%) say there is no difference between boys and girls on this dimension.
- 2. Minority girls are the group most likely to believe in equal opportunities.**
- Two-thirds (68%) of all students believe they will have the same opportunities as others to succeed in life.
 - Minority girls are much more likely than minority boys to believe that they will have the same opportunities as others (74% vs. 52%). Minority girls also respond more positively on this dimension than white boys (71%) and white girls (68%).
 - Most teachers (75%) believe boys and girls do have equal opportunities to pursue the careers of their choice, yet one-quarter (24%) feel they don't.

III. Striving to Meet Their Goals

- 1. Students believe boys and girls face different roadblocks in striving to reach their goals. The obstacle cited most often for boys is too much competition, and for girls it is fewer opportunities in society.**
- Students are more likely to say that striving for goals is easier for boys than it is for girls (81% vs. 67%).

- When asked to explain the difficulties girls experience when pursuing their goals, both boys and girls are more likely to believe that there are fewer opportunities in society for girls to succeed (50% and 51%, respectively).
 - The reason most often cited by boys and girls to explain the difficulties boys encounter is "too much competition along the way" (45% and 44%, respectively).
 - ⇒ Two in five (43%) girls believe boys encounter difficulties because they are not motivated enough; boys are less likely to believe this (35%).
 - ⇒ Boys are more likely than girls to believe that boys are discouraged from pursuing their goals (27% vs. 9%).
 - The majority of students believe the attainment of goals is at least somewhat easy (67%) for girls - - few say it is very difficult (3%). Girls are somewhat more likely than boys to say it is somewhat easy or very easy (70% vs. 64%).
2. **A substantial majority of girls and boys alike are actively encouraged by their parents, teachers and friends to pursue their goals, but girls receive more encouragement from some than boys do.**
- Nearly all students (91%) feel their parents actively encourage them to pursue their goals and a substantial majority also feel their teachers do (70%). Depending upon their sex, students feel differently about their teachers; girls are more likely than boys to feel teachers actively encourage them (76% vs. 65%). This difference is more pronounced among minority students.
 - ⇒ Two in three (66%) minority boys feel their teachers actively encourage them.
 - ⇒ More than four in five (86%) minority girls feel their teachers actively encourage them.
 - Girls to a larger degree than boys (69% vs. 57%) feel their friends actively encourage them to pursue their goals. This difference is larger among minority students as well.
 - ⇒ Less than half (48%) of minority boys feel their friends actively encourage them to pursue their goals.

⇒ By comparison, more than six in ten (63%) minority girls feel encouraged by their friends.

IV. Liking School and Participating in Class

1. Minority girls like school the most and white boys like it the least.

- More girls like school than boys (63% vs. 52%), with minority girls (67%) liking school the most and white boys (49%) liking it the least.
- Boys and girls alike enjoy participating in class (62% vs. 65%), but minority girls (69%) enjoy it the most and minority boys (56%) enjoy it the least.
- White boys participate in class more frequently than other groups, with nearly half (46%) participating very often. While there is little self-reported difference among girls and boys (72% vs. 71%) raising their hands to participate in class, teachers recall girls raising their hands more often than boys (37% girls vs. 23% boys).
- Girls who raise their hands get called on more often than boys (72% vs. 66%), and when called on, they feel just as comfortable as boys do (77% vs. 78%).

2. Some students exercise more caution than others when they participate in class.

- Most students (76%) only raise their hands in class if they feel certain that they know the answer; minority girls (84%) appear to be the most cautious about answering and white boys (73%) appear to be the least cautious.
- Minority girls dread being called on by the teacher more than their peers, and white boys dread it the least (30% vs. 21%).
- Minority boys (25%) are the most likely to feel that they are laughed at for answering incorrectly, and white girls (15%) are the least likely.
- Boys, regardless of race, are more likely than girls to feel that they are competitive in their classes (65% vs. 55%).

3. **Girls and boys alike feel they make important contributions in class but sex and race differences are notable.**

- Boys and girls (64% and 62%, respectively) alike feel that they make important contributions to class discussions. Minority girls are somewhat less likely to believe that their contributions to class discussions are important (58%).
- Minority boys and minority girls (48% and 47%, respectively) are more likely than their white counterparts (34% and 31%, respectively) to want as much attention from their teachers as possible.
- Minority boys and minority girls (72% and 68%, respectively) are much more inclined than their white counterparts (61% and 58%, respectively) to listen rather than speak in class.
- More boys than girls (31% vs. 19%) feel that teachers do not listen to what they have to say.

V. **Quality of Attention and Feedback from Teachers**

1. **The majority of students believe they are treated fairly by their teachers, but minority boys are the least likely to feel this way.**

- The majority of students (77%) believe that they are treated fairly by their teachers. White girls are the most likely to believe that they are treated fairly, and minority boys are the least likely to feel this way (82% vs. 70%).

2. **White girls are most likely to receive positive feedback from teachers.**

- White girls are most likely to receive positive feedback for correct answers, and minority boys and white boys are the least likely (83% vs. 71% and 72%, respectively). In terms of helpful feedback for incorrect answers, white girls and minority girls are the most likely to receive helpful feedback and white boys are least likely (77% and 76% vs. 66%).

- Teachers report that girls ask for help after class more often than boys do (47% girls vs. 23% boys).
- Two in five (41%) African American students feel they "very often" receive enough attention from their teachers in class, while only three in ten (31%) white students and one in four (25%) Hispanic students agree. White girls (80%) are most likely to feel they receive enough attention from their teachers, while minority boys (67%) are least likely to feel this way.
- More girls than boys (57% vs. 45%) feel that teachers "very much" encourage them to do their best. This difference is more striking when race and sex are looked at together. Minority girls (66%) are the most likely to feel that they receive a lot of encouragement from their teachers, and white boys (44%) are the least likely to feel this way.

CHAPTER 1: FUTURE GOALS

This section focuses on goals students desire to achieve. These include specific questions about attending college, their expectations about working, and the goals they most want to achieve as adults.

Likelihood of Attending College

Girls are more likely than boys to see themselves as college bound: three in four (74%) girls, compared with 61 percent of boys, say they are very likely to attend college. This gender difference occurs among both minority students (67% of girls vs. 52% of males) and white students (76% vs. 60%). White students, overall, are more likely to say they will attend college (68% "very likely") than Hispanics (56%) and to a lesser degree, African American (63%) students. The gender difference narrows considerably when combining "very likely" and "somewhat likely" responses, suggesting that similar proportions of girls and boys are thinking about college enrollment but girls are more definite about their intentions than boys. White boys, however, are twice as likely as white girls (14% vs. 7%) to say they are not likely to go to college. (Tables and Figures 1-1 and 1-2)

The likelihood of enrolling in college also appears to be associated with parents' education. More than eight in ten students whose mothers or fathers graduated from college say they are very likely to go themselves (83% and 81%, respectively). By comparison, these proportions drop to six in ten among students whose mothers or fathers did not graduate from college (61% and 60%, respectively). (Table 1-3)

Teachers were asked to estimate the percent of boys and girls in their classes who they believe will graduate from college. They estimate that 48 percent of girls but only 43 percent of boys, on the average, will graduate from college. Roughly one in four (37%) teachers, regardless of sex or race, believe that no more than 25% of their male students will graduate from college. Minority teachers give lower estimates for boys (38%) than white teachers (43%). (Tables 1-4 and 1-5)

Teachers in inner city and rural schools are less likely than others to say either sex will graduate from college, suburban teachers are most optimistic. Teachers in inner city schools estimate that only 34 percent of boys and 41 percent of girls, on average, will graduate from college, while teachers in rural areas estimate that on average 36 percent of boys and 43 percent of girls will graduate. Half (49%) of all inner city teachers believe that no more than one in four male students will graduate from college. By contrast, only one in five suburban teachers believe that such a small proportion of their male students will do so. This pattern is reflected to some degree in students' responses: the proportions of students from urban and rural schools who say they are very likely to attend college are smaller than that from suburban schools (62% and 64% vs. 74%). (Tables and Figures 1-6 to 1-8)

Table 1-1
Likelihood of Going to College

Q.D3: How likely is it you will go to college?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1295	609	686	391	428	154	197
	%	%	%	%	%	%	%
Likely	89	85	92	84	92	84	94
Very likely	67	61	74	60	76	52	67
Somewhat likely	22	24	19	24	16	31	27
Not Likely	10	12	7	14	7	11	4
Not very likely	6	7	5	7	5	10	4
Not at all likely	3	5	1	7	2	2	*
Don't know	2	3	1	2	1	5	2

Figure 1-1
Likelihood of Going to College

Q.D3 How likely is it you will go to college?

Base: All students

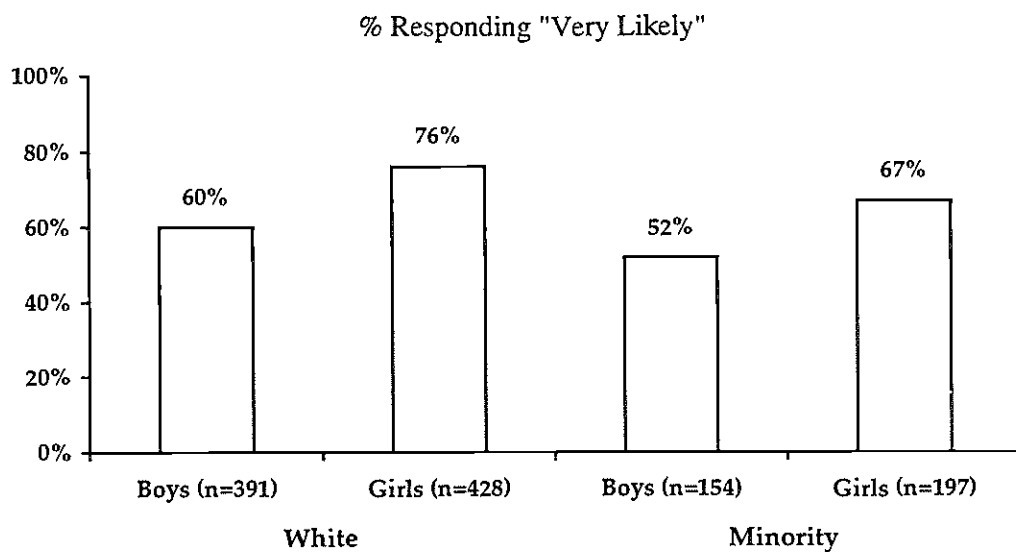


Table 1-2
Likelihood of Going to College

Q.D3: How likely is it you will go to college?

Base: All students

	Race/Ethnicity			
	Total	White (Non-Hispanic)	African American (Non-Hispanic)	Hispanic
Base:	1295 %	819 %	165 %	186 %
Likely	89	88	92	86
Very likely	67	68	63	56
Somewhat likely	22	20	29	29
Not Likely	10	11	5	11
Not very likely	6	6	4	10
Not at all likely	3	4	1	1
Don't know	2	1	3	4

Table 1-3
Likelihood of Going to College

Q.D3: How likely is it you will go to college?

Base: All students

	Total	Mother's Education		Father's Education	
		Less than College	College Grad	Less than College	College Grad
Base:	1295 %	780 %	412 %	682 %	424 %
Likely	89	86	94	85	95
Very likely	67	61	81	60	83
Somewhat likely	22	25	13	25	13
Not Likely	10	13	5	13	4
Not very likely	6	8	3	8	3
Not at all likely	3	4	2	5	1
Don't know	2	2	1	2	*

Table 1-4
Teachers' Estimates of Boys Who Will Graduate from College

Q.315: Based on your observations and opinion, about what percentage of boys in your classes do you think will graduate from college?

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
25% or less	37	38	35	36	38
26% - 50%	29	32	27	28	35
51% - 75%	17	16	18	18	16
Over 75%	15	13	17	16	10
Mean	43	41	44	43	38
Don't know	1	1	1	1	1
Refused	*	-	1	*	-

Table 1-5
Teachers' Estimates of Girls Who Will Graduate from College

Q.320: Based on your observations and opinion, about what percentage of girls in your classes do you think will graduate from college?

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
25% or less	28	26	29	28	27
26% - 50%	29	30	28	28	30
51% - 75%	22	24	21	21	26
Over 75%	19	17	21	20	14
Mean	48	48	48	48	47
Don't know	1	2	1	1	1
Refused	*	-	1	*	-

Table 1-6
Teachers' Estimates of Boys Who Will Graduate from College

Q.315: Based on your observations and opinion, about what percentage of boys in your classes do you think will graduate from college?

Base: All teachers

	Size of Place					
	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
25% or less	37	49	43	20	39	44
26% - 50%	29	28	24	25	32	36
51% - 75%	17	10	18	27	15	11
Over 75%	15	10	15	26	12	9
Mean	43	34	40	56	40	36
Don't know	1	3	-	*	2	*
Refused	*	-	-	1	*	*

Table 1-7
Teachers' Estimates of Girls Who Will Graduate from College

Q.320: Based on your observations and opinion, about what percentage of girls in your classes do you think will graduate from college?

Base: All teachers

	Size of Place					
	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
25% or less	28	35	31	18	31	31
26% - 50%	29	31	30	20	30	36
51% - 75%	22	16	20	28	22	19
Over 75%	19	14	18	32	14	12
Mean	48	42	46	59	45	43
Don't know	1	3	1	*	1	*
Refused	*	-	-	1	*	*

Table 1-8
Likelihood of Attending College

Q.D3: How likely is it you will go to college?

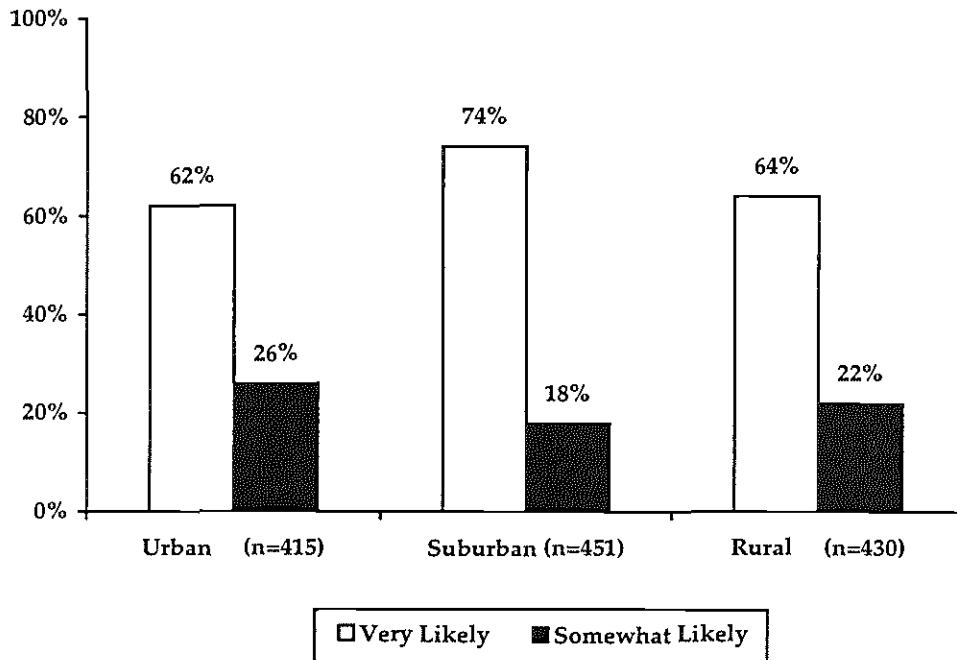
Base: All students

	Total	Size of Place		
		Urban	Suburban	Rural
Base:	1295	415	451	430
	%	%	%	%
Likely	89	88	92	85
Very likely	67	62	74	64
Somewhat likely	22	26	18	22
Not likely	10	9	6	13
Not very likely	6	8	4	7
Not at all likely	3	1	2	6
Don't know	2	3	1	1

Figure 1-8
Likelihood of Attending College

Q.D3: How likely is it you will go to college?

Base: All students



Finding a Job in One's Field of Choice

Most students (90%) feel they are at least somewhat likely to find a job in the field of their choice; however, only half (50%) say they are very likely to do so. Boys and girls give similar responses to this question (88% and 93%, respectively). However, when race is factored in, gender differences emerge. Minority boys are much less likely (35%) than all other groups (range: 48%-53%) to say that the prospect of finding a job in their field of choice is very likely. Gender differences do not occur among white students. (Table and Figure 1-9)

Students from different racial and ethnic backgrounds also have different expectations about finding work in the field of their choice. White students are the most optimistic (53% say "very likely"), followed by African American students (43%) and Hispanic students (40%). Family background plays a role in students' job expectations. Nearly six in ten students whose mothers (58%) have a college degree (vs. 46% of those whose mothers do

not) feel they will very likely find a job in the field of their choice. Similar differences emerge between those whose fathers have and do not have a college degree. (Tables 1-10 and 1-11)

Students' perceived likelihood of working full-time does not vary by gender. Two-thirds of both males and females (each 67%) believe it is very likely that they will be working full-time. No differences emerge between boys and girls within race either, but race or ethnicity alone does account for variations in responses. Larger proportions of white than African American and Hispanic students (71% vs. 61% and 55%, respectively) believe they will very likely work full-time. (Tables 1-12 and 1-13)

Table 1-9
Likelihood of Finding Job in Field of Choice

Q.D4: In your opinion, how likely is it you will find a job in the field of your choice?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1300	612	688	392	429	156	198
	%	%	%	%	%	%	%
Likely	90	88	93	90	93	85	93
Very likely	50	48	51	53	52	35	48
Somewhat likely	41	39	42	37	41	50	44
Not Likely	6	8	4	6	4	10	6
Not very likely	5	6	4	6	3	8	6
Not at all likely	1	1	1	1	1	2	*
Don't know	4	5	3	4	3	5	2

Figure 1-9
Likelihood of Finding Job in Field of Choice

Q.D4: In your opinion, how likely is it you will find a job in the field of your choice?

Base: All students

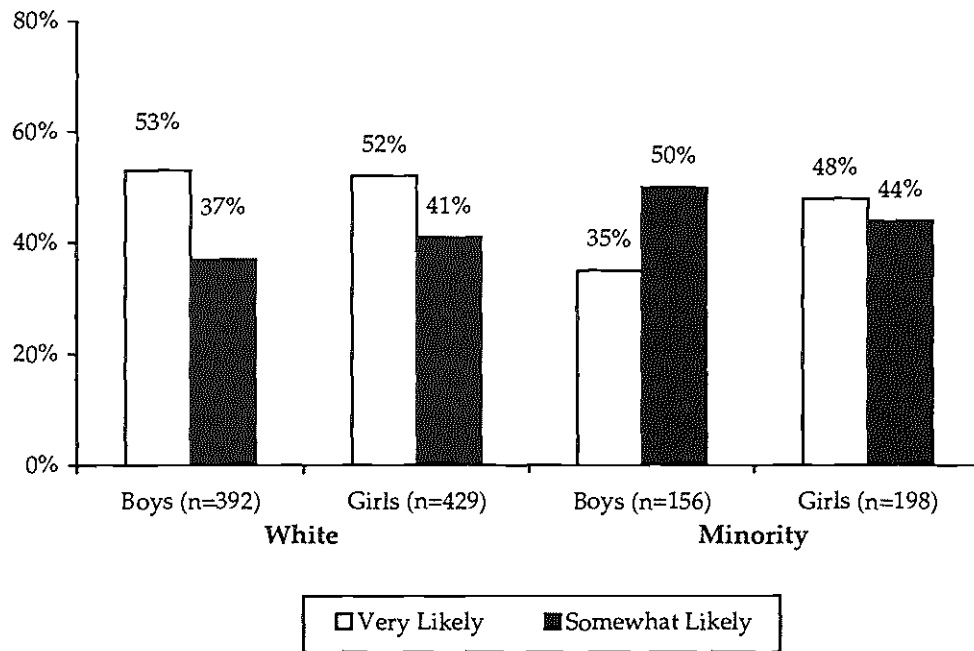


Table 1-10
Likelihood of Finding Job in Field of Choice

Q.D4: In your opinion, how likely is it you will find a job in the field of your choice?

Base: All students

	Race/Ethnicity			
	Total	White (Non-Hispanic)	African American (Non-Hispanic)	Hispanic
Base:	1300 %	821 %	167 %	187 %
Likely	90	91	89	89
Very likely	50	53	43	40
Somewhat likely	41	39	46	49
Not Likely	6	5	8	7
Not very likely	5	5	8	5
Not at all likely	1	1	-	2
Don't know	4	3	3	3

Table 1-11
Likelihood of Finding Job in Field of Choice

Q.D4: In your opinion, how likely is it you will find a job in the field of your choice?

Base: All students

	Total	Mother's Education		Father's Education	
		Less than College	College Grad	Less than College	College Grad
Base:	1300 %	783 %	414 %	685 %	425 %
Likely	90	90	92	90	92
Very likely	50	46	58	47	58
Somewhat likely	41	44	34	43	35
Not Likely	6	7	4	7	4
Not very likely	5	6	4	6	3
Not at all likely	1	1	1	1	*
Don't know	4	3	3	3	4

Table 1-12
Likelihood of Working Full-Time

Q.D5: How likely is it you will work full-time?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1301	613	688	391	429	157	198
	%	%	%	%	%	%	%
Likely	92	91	93	94	95	88	91
Very likely	67	67	67	72	70	58	58
Somewhat likely	25	24	27	22	24	29	32
Not Likely	5	5	4	3	3	6	6
Not very likely	4	4	3	3	3	4	6
Not at all likely	1	1	1	*	1	1	1
Don't know	3	4	2	3	2	7	3

Table 1-13
Likelihood of Working Full-Time

Q.D5: How likely is it you will work full-time?

Base: All students

	Total	Race/Ethnicity		
		White (Non-Hispanic)	African American	
			(Non-Hispanic)	Hispanic
Base:	1301	820	167	188
	%	%	%	%
Likely	92	94	89	90
Very likely	67	71	61	55
Somewhat likely	25	23	28	35
Not Likely	5	3	7	5
Not very likely	4	3	6	4
Not at all likely	1	1	1	1
Don't know	3	2	5	5

Top Three Goals

Students were asked to choose one item from among thirteen that best describes what they most want to achieve for their future. Following this selection they were asked to indicate their second and third choices. The items covered a wide range of goals and lifestyle choices, including getting a good education, finding a good job, having a family, helping society, making a lot of money and living a busy and responsible life.

The top first choice for both boys (47%) and girls (54%) is, "To get a good education," although a somewhat larger proportion of girls choose this goal. About one in ten choose, "To get married and have a family" (11%), "To make a lot of money" (11%) and "To get a good job" (10%) as their top choice. Gender differences were quite small for their second and third choices. (Table 1-14)

A large gender difference emerges among minority students: a good education tops the list of future goals for 76 percent of minority girls, but only 57 percent of minority boys. Minority girls are the most likely to select education as the goal they most want to achieve. Preferences for getting married and having a family, surprisingly, did not differ between males and females overall (10% and 12%, respectively). White girls, however, are more likely than any other group to say that their top goal for the future is to get married and have a family (16%). When examining responses by race, African Americans and Hispanic students are much more likely than white students to choose education as their first choice (69% and 64% vs. 45%, respectively). (Tables 1-14 and 1-15)

The two most popular second choices are, "To get married and have a family" (23%) and "To get a good job" (22%), while the two most popular third choices are "To get married and have a family" and "To make a lot of money." (Tables 1-16 and 1-17)

When considering all three choices together, more than six in ten students choose a good education (66%), and marriage and family (62%). Just under half (47%) want to make a lot of money. Girls more than boys choose education among their top three choices (73% vs. 60%) and this difference is most dramatic between minority girls and minority boys

(90% vs. 67%). White boys and girls are more likely to choose marriage and family as one of their top three choices (60% and 71%, respectively) than minority boys and girls (48% and 52%, respectively). White girls are less likely than others to say that making a lot of money is among their top three goals (42%), but they are more likely than others to choose getting a good job (49%) as one of their top goals. Minority boys are more likely than others (17%) to say that becoming famous is one of their top goals, and boys - - white and minority - - are more likely than girls to say that devoting time to a hobby or sport is one of their top goals for the future. (Tables and Figures 1-18 and 1-19)

Observation: Minority girls differ from white girls in that they are much more likely to place a premium on education but less likely to value marriage and family to the extent white girls do. These differences may reflect a greater emphasis on self-sufficiency on the part of minority girls.

Table 1-14
Students' Top Goals for the Future

Q.D6.1: What do you most want to achieve for your future?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1029 %	490 %	539 %	328 %	357 %	114 %	133 %
To get a good education	51	47	54	45	46	57	76
To get married and have a family	11	10	12	10	16	6	6
To make a lot of money	11	12	10	12	9	10	10
To get a good job	10	10	10	11	13	10	3
To do what you are best at	8	7	9	8	12	2	2
To live a carefree life with little responsibility	2	3	1	4	1	1	-
To help society	2	2	1	3	1	2	-
To join the military	2	2	1	2	*	3	1
To devote time to a hobby or sport	2	2	1	2	*	5	1
To become famous	1	1	*	1	1	2	-
To live a busy life with a lot of responsibility	*	*	1	*	*	-	-
To work as little as possible	*	1	*	*	*	1	-
To work in the family business	*	1	-	1	-	-	-

Table 1-15
Students' Top Goals for the Future

Q.D6.1: What do you most want to achieve for your future?

Base: All students

	Race/Ethnicity			
	Total	White (Non-Hispanic)	African American (Non-Hispanic)	Hispanic
Base:	1029 %	685 %	113 %	134 %
To get a good education	51	45	69	64
To get married and have a family	11	13	6	7
To make a lot of money	11	10	12	8
To get a good job	10	12	5	9
To do what you are best at	8	10	2	1
To live a carefree life with little responsibility	2	3	-	1
To help society	2	2	2	-
To join the military	2	1	2	3
To devote time to a hobby or sport	2	1	2	4
To become famous	1	1	*	2
To live a busy life with a lot of responsibility	*	*	-	-
To work as little as possible	*	*	-	1
To work in the family business	*	1	-	-

Table 1-16
Students' Second Most Important Goal

Q.D6.2: What one item is second most important to you for your future?

Base: All students

	Race/Ethnicity						
	Total	Sex		White		Minority	
		Male	Female	Male	Female	Male	Female
Base:	1016	483	533	326	353	109	131
	%	%	%	%	%	%	%
To get married and have a family	23	24	22	28	26	15	9
To get a good job	22	19	25	19	23	20	27
To make a lot of money	17	18	16	16	15	27	18
To get a good education	10	7	14	7	16	7	9
To do what you are best at	10	11	10	10	9	7	13
To help society	4	3	6	2	4	6	8
To devote time to a hobby or sport	4	5	2	5	3	6	1
To become famous	3	4	2	2	2	5	1
To join the military	3	4	1	4	1	2	4
To work as little as possible	2	2	1	2	1	3	4
To live a carefree life with little responsibility	1	2	*	2	*	1	1
To work in the family business	1	1	1	1	*	1	3
To live a busy life with a lot of responsibility	1	1	1	1	1	1	1

Table 1-17
Students' Third Most Important Goal

Q.D6.3: What one item is third most important to you for your future?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1005 %	475 %	530 %	324 %	350 %	104 %	131 %
To get married and have a family	28	25	32	22	30	30	37
To make a lot of money	20	20	20	22	19	15	25
To get a good job	12	10	14	9	13	10	11
To devote time to a hobby or sport	8	12	3	15	4	4	1
To do what you are best at	7	8	7	8	8	9	5
To get a good education	5	5	5	6	5	4	5
To live a busy life with a lot of responsibility	4	4	5	3	6	7	3
To help society	4	4	5	3	6	4	2
To become famous	4	4	4	2	4	11	5
To live a carefree life with little responsibility	3	4	2	4	2	2	2
To work as little as possible	3	3	2	4	2	2	3
To join the military	1	1	1	1	1	1	1
To work in the family business	1	1	*	1	*	1	1

Table 1-18
Students' Top Goals

Q.D6: What do you most want to achieve for your future?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1029	490	539	328	357	114	133
	%	%	%	%	%	%	%
To get a good education	66	60	73	58	67	67	90
To get married and have a family	62	58	65	60	71	48	52
To make a lot of money	47	49	46	50	42	50	53
To get a good job	43	39	48	39	49	38	41
To do what you are best at	25	25	25	27	28	17	20
To devote time to a hobby or sport	13	19	5	21	7	15	3
To help society	10	9	11	8	11	12	10
To become famous	8	9	6	5	7	17	7
To live a carefree life with little responsibility	6	9	3	10	3	4	3
To live a busy life with a lot of responsibility	5	4	6	4	7	6	4
To join the military	5	7	3	7	2	7	6
To work as little as possible	5	6	4	6	3	5	7
To work in the family business	2	2	2	3	1	2	4

Figure 1-18a
Goals Students Most Want to Achieve

D6. What do you most want to achieve for your future? (Includes first, second and third choices, combined?)

Base: All students

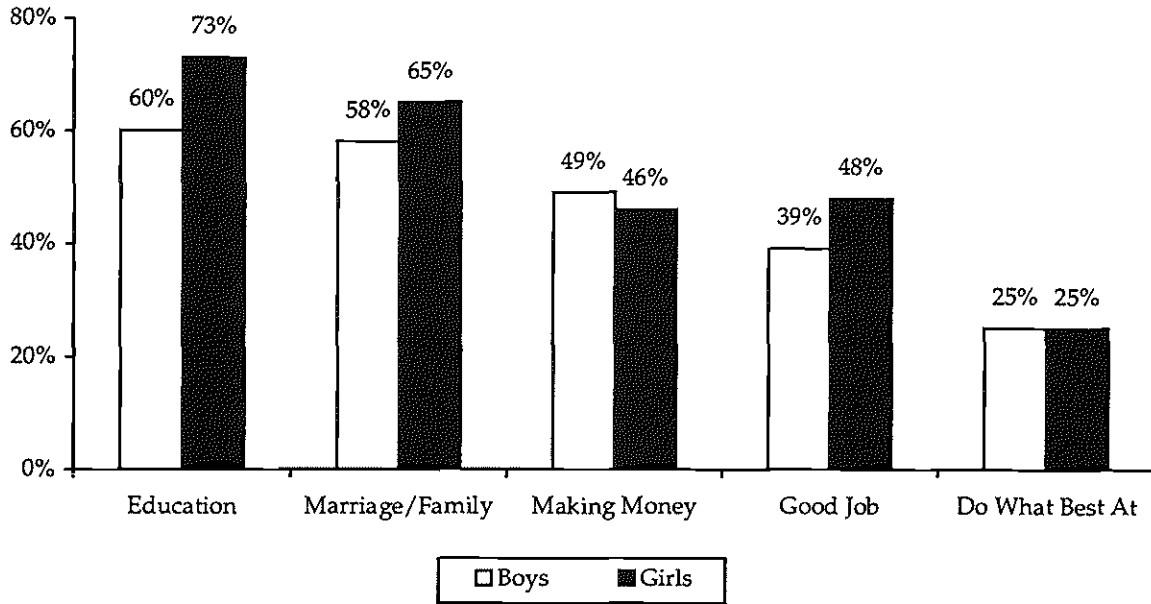


Figure 1-18b
 Students Who Include "Getting a Good Education"
 Among Their Top Three Goals

Q.D6 What do you most want to achieve for your future?

Base: All students

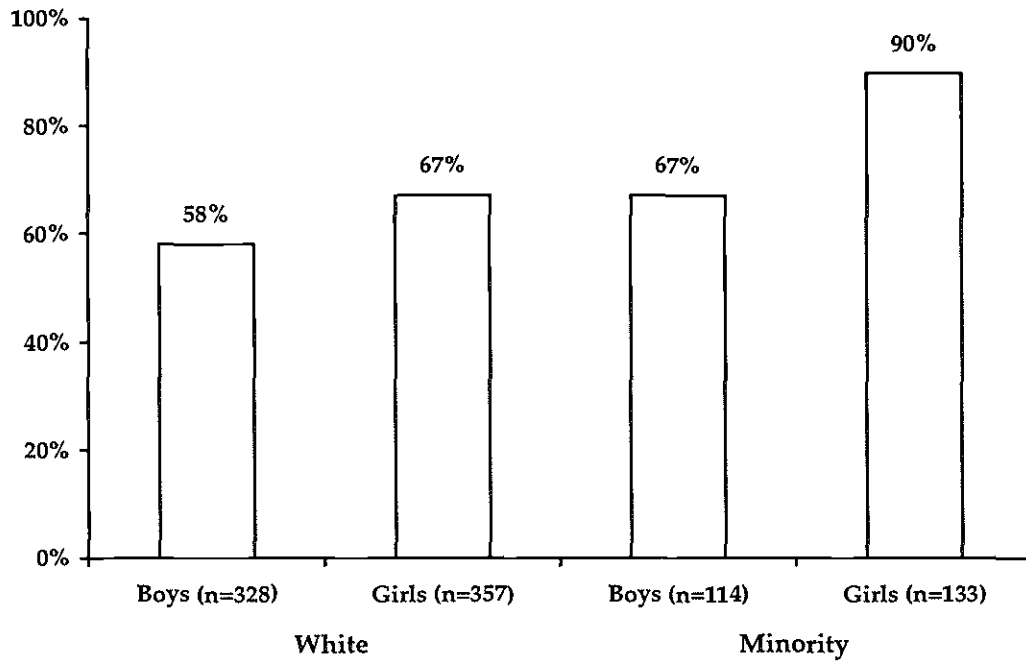


Table 1-19
 Students' Top Goals

Q.D6: What do you most want to achieve for your future?

Base: All students

	Race/Ethnicity			
	Total	White (Non-Hispanic)	African American (Non-Hispanic)	Hispanic
Base:	1029	705	134	97
	%	%	%	%
To get a good education	66	62	83	75
To get married and have a family	62	66	48	53
To make a lot of money	47	46	53	50
To get a good job	43	44	35	45
To do what your are best at	25	27	18	18

CHAPTER 2: PERSONAL STRENGTHS, CONFIDENCE IN SUCCEEDING AND PERCEIVED OPPORTUNITIES

Students were asked about their personal strengths, their confidence in reaching their goals and the opportunities they see themselves having in the future. Teachers were asked to report gender differences they've observed in their students on similar topics.

Personal Strengths

This section presents students' perceptions of themselves in terms of what they feel they're best at and the qualities they like most about themselves. When asked to choose from a list of ten qualities the one they feel they're best at, boys most often cite sports (37%). Girls are more varied in their responses but show a preference for people skills: 17 percent choose "Understanding people" and another 14 percent choose "Working with people." Only ten percent of boys choose these two responses combined. Sports was also a popular response for girls (16%) as was music (10%) and being creative (10%). Both sexes were unlikely to choose school (6%), computers (5%), writing (4%) or making things (3%). (Table 2-1)

Boys' and girls' views of themselves differ from one another depending on their race or ethnic background. Minority males are more likely than white males to say they're best at sports (46% vs. 36%). Minority girls are more likely than white girls (39% vs. 28%) to say they're best at "Understanding people" and "Working with people" combined. (Table 2-1)

Students were then asked what they like most about themselves. A list of ten general qualities was presented to students that included personality, appearance, popularity, being a trend setter, athletic ability, and the ability to succeed at things. Personality received top-ranking among girls (21%), but ranked third among boys (14%). The second most popular response for girls was "My ability to succeed at things" (16%), followed by "My ability to make people laugh" (15%). A very similar proportion of boys chose these qualities as well. Interestingly, "Popularity" was one of the most unpopular qualities among students (2%), as was appearance (3%) and being a trend setter (1%). Differences between boys and girls did not vary by race or ethnic background. (Table 2-2)

Table 2-1
What Students Are Best At

Q.D1: Of the following things, which one do you think you are best in?

Base: All students

	Race/Ethnicity						
	Total	Sex		White		Minority	
		Male	Female	Male	Female	Male	Female
Base:	1249	587	662	380	418	147	186
	%	%	%	%	%	%	%
Sports	26	37	16	36	19	46	10
Understanding people	11	6	17	5	16	7	20
Music	9	9	10	7	10	8	9
Working with people	9	4	14	3	12	4	19
Being creative	8	7	10	9	10	5	10
Computers	6	8	4	7	4	6	5
Art/dance	6	3	8	3	8	3	8
Solving problems	5	6	3	8	5	2	1
School	5	3	6	3	6	6	6
Writing	4	3	5	4	6	2	4
Making things	3	6	1	5	1	4	*
Don't know	7	9	6	10	4	8	8

Table 2-2
What Students Like Most About Themselves

Q.D2: What do you like most about yourself?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1256	592	664	384	422	148	186
	%	%	%	%	%	%	%
My personality	18	14	21	14	22	12	22
My ability to make people laugh	16	16	15	17	15	18	14
My ability to succeed at things	14	13	16	13	15	13	19
That I am different from other people my age	13	14	12	14	11	12	11
My athletic ability	11	16	5	17	6	21	4
My ability to make people feel good	9	7	10	6	10	9	10
My appearance	3	3	4	2	4	3	4
That people look up to me	3	3	3	3	3	2	4
My popularity	2	2	2	2	1	5	5
That I am a trend setter	1	*	2	1	2	-	*
Don't know	11	12	9	12	10	7	7

Confidence in Achieving Future Goals

Less than two-thirds of students (62%), overall, feel very confident that they will achieve the goals they set for themselves, although when considering those who feel at least somewhat confident, the proportion grows considerably larger (95%). Responses are consistent regardless of sex, even when comparing boys and girls within racial or ethnic groups. However, variations do occur by race and school level. (Tables and Figures 2-3 to 2-3b)

African Americans are more likely to feel very confident about achieving their future goals than white or Hispanic students (67% vs. 62% and 59%, respectively), yet upon closer examination, it is African Americans from suburban and rural schools (71%), rather than urban schools (60%), who appear more confident. Older students appear to exhibit less confidence than younger students: 58 percent of high school students say they feel very confident while 69 percent of middle school students feel the same. (Tables and Figures 2-4 to 2-6)

When teachers were asked whether boys or girls had more inner confidence in their ability to achieve the goals they set for themselves, teachers favor girls. Half of all teachers (50%) say that girls appear more confident than boys; only one-third (33%) believe boys have more confidence. This disparity increases among teachers of minority background, of whom 62 percent feel girls have more confidence and only 24 percent feel boys do. The disparity grows smaller as the estimated median household income of the school's community increases. For example, in communities with incomes ranging from \$15,000-\$30,000, 59 percent of teachers favor girls while only 26 percent favor boys. These proportions are nearly equal in communities where the median household income is estimated to be \$50,000 or over. (Tables and Figures 2-7 and 2-8)

Observation: It is not clear why teachers perceive girls as more confident than boys. Students' self-reports indicate equal levels of confidence among boys and girls. However, this finding does provide support for the notion that teachers' expectations of students in some areas are not biased in favor of boys, but in fact, may favor girls.

Table 2-3
Confidence in Goal Attainment

Q.D10: How confident are you that you will achieve your goals for the future?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1294	610	684	388	427	157	196
	%	%	%	%	%	%	%
Confident	95	95	96	94	96	95	96
Very confident	62	63	61	62	61	64	63
Somewhat confident	33	32	35	32	35	31	33
Not Confident	4	4	3	5	3	3	3
Not very confident	3	4	3	5	2	3	3
Not at all confident	*	-	1	-	1	-	*
Don't know	1	2	1	1	*	2	1

Figure 2-3a
Confidence in Goal Attainment

Q.D10: How confident are you that you will achieve your goals for the future?

Base: All students

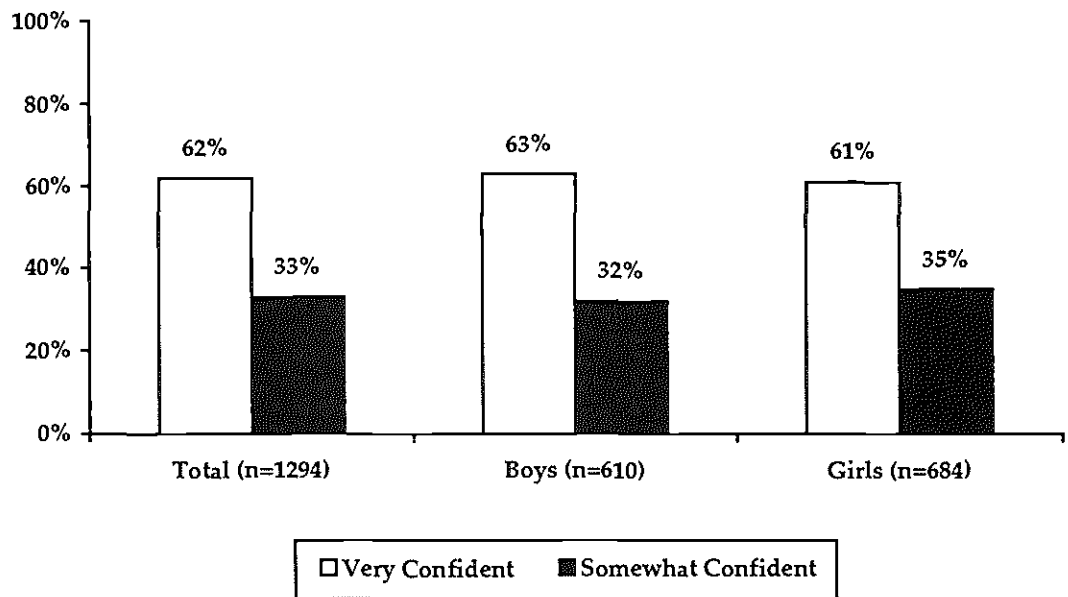


Figure 2-3b
Confidence in Goal Attainment

Q.D10: How confident are you that you will achieve your goals for the future?

Base: All students

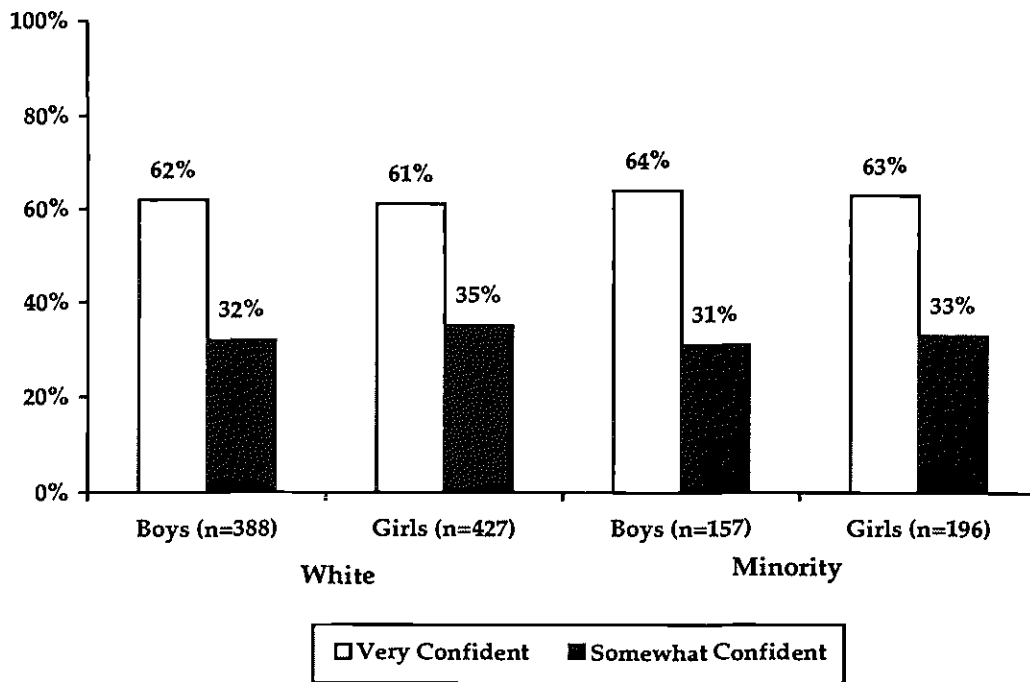


Figure 2-4
Confidence in Goal Attainment

Q.D10: How confident are you that you will achieve your goals for the future?

Base: All students

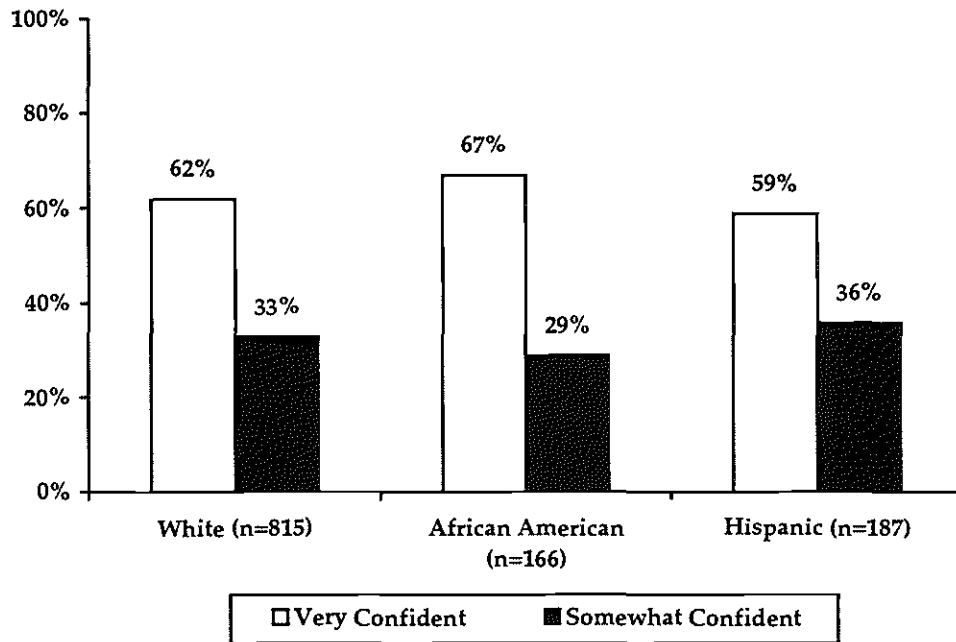


Table 2-5
Confidence in Goal Attainment

Q.D10: How confident are you that you will achieve your goals for the future?

Base: All students

	Race/Ethnicity						
	Total	White (Non-Hispanic)		African American (Non-Hispanic)		Hispanic	
		Urban	Suburban /Rural	Urban	Suburban /Rural	Urban	Suburban /Rural
Base:	1294	286	529	81	85	131	56
	%	%	%	%	%	%	%
Confident	95	96	95	94	97	91	99
Very confident	62	60	62	60	71	62	55
Somewhat confident	33	36	33	34	26	29	44
Not Confident	4	4	4	1	3	7	1
Not very confident	3	3	4	1	3	7	-
Not at all confident	*	1	*	-	-	-	1
Don't know	1	-	1	5	-	2	-

Figure 2-6
Confidence in Goal Attainment

Q.D10: How confident are you that you will achieve your goals for the future?

Base: All students

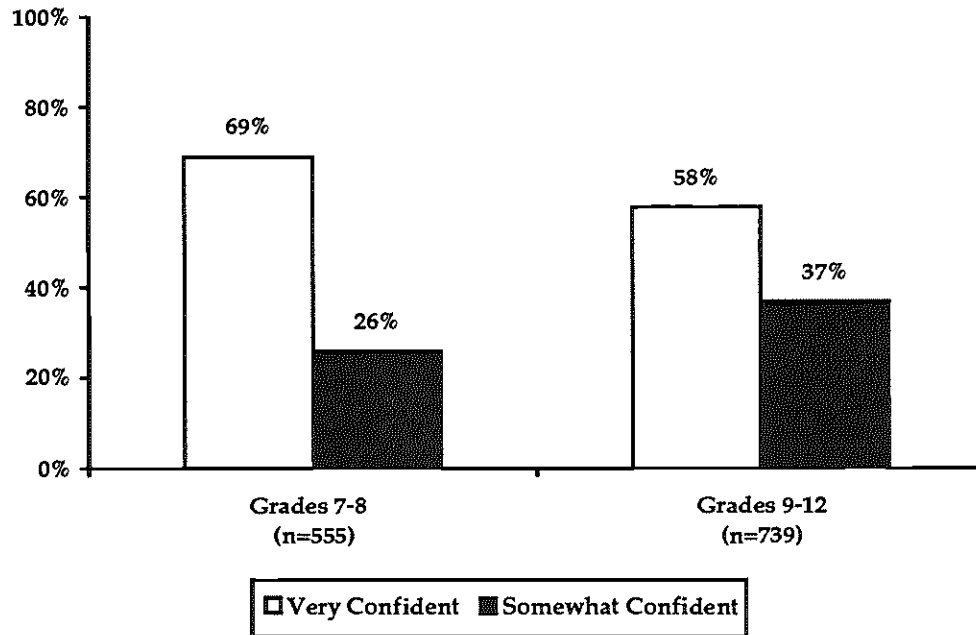


Table 2-7
Teachers' Beliefs About Gender Differences in Confidence Levels

Q.305: Who appears to have more inner confidence in their ability to achieve the goals they set for themselves - - boys or girls?

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Boys appear more confident	33	33	33	35	24
Girls appear more confident	50	52	48	47	62
No difference (vol.)	15	12	17	16	14
Don't know	2	2	1	2	1
Refused	*	*	*	*	-

Figure 2-7
Confidence in Goal Attainment: Teachers' Perceptions

Q.305: Who appears to have more inner confidence in their ability to achieve the goals they set for themselves - - boys or girls?

Base: All teachers

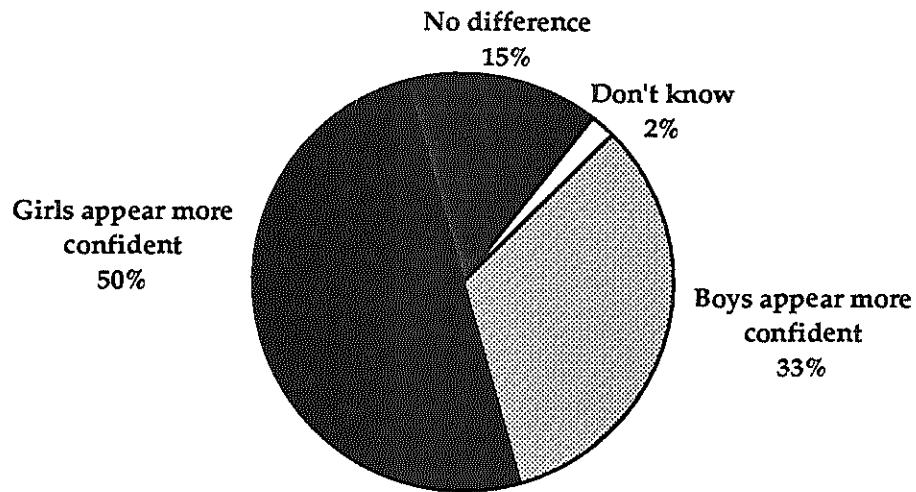


Table 2-8
Teachers' Beliefs About Gender Differences in Confidence Levels

Q.305: Who appears to have more inner confidence in their ability to achieve the goals they set for themselves - - boys or girls?

Base: All teachers

	Total	Median Income of Community Where Most Students Live			
		\$15,000 or Less	\$15,001 to \$30,000	\$30,001 to \$50,000	\$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Boys appear more confident	33	26	31	38	42
Girls appear more confident	50	59	54	43	40
No difference (vol.)	15	15	14	16	17
Don't know	2	1	2	2	1
Refused	*	-	*	1	-

Expectations and Perceived Opportunities

Students were asked to indicate the degree to which they identify with each of three statements about their expectations and perceived opportunities to succeed. Three-quarters (77%) of all students say they have high expectations for their future, eight in ten (83%) expect to find their future job or career rewarding, and two-thirds (68%) believe they will have the same opportunities as others to succeed in life. Gender differences were not found among students, overall, but, once again, appear within race and ethnic groups. Minority girls are much more likely than their male counterparts to believe that they will have the same opportunities as others (74% vs. 52%). Minority girls respond even more positively on this dimension than white boys (71%) and white girls (68%). Minority boys are much less likely than others to believe they will have equal opportunities to succeed. (Tables and Figures 2-9 and 2-10)

Observation: The belief in equal opportunities, coupled with high values placed on education, points girls, especially minority girls, in a very promising direction. Minority boys, on the other hand, are less optimistic and would probably benefit from more encouragement and guidance.

Race and ethnic background appear to be associated with high expectations. Hispanic students, overall, are less likely than white and African American students to say they have high expectations for the future (70% vs. 78% and 79%, respectively), or to believe that they will have the same opportunities as others to succeed (60% vs. 70% and 67%). (Table 2-11)

Teachers were asked their opinions on whether girls and boys have equal opportunities to pursue the careers of their choice. Three-quarters (75%) believe they do have equal opportunities, yet one-quarter (24%) feel they do not. Teachers 18-29 years of age are more inclined to believe boys and girls do have equal opportunities (82%) than teachers overall (75%). (Table 2-12)

Teachers consistently report that they believe girls set higher goals for their future than boys do: 60 percent say that girls set higher goals while only 18 percent say that boys set

higher goals. This is a striking observation of a gender difference in teachers' perceptions that is not corroborated by students' responses. (Figure 2-13)

Observation: Teachers appear to favor girls in terms of their future success, holding the view that girls not only set higher goals than boys, but are also more confident about reaching them. Since girls and boys respond similarly to measures of confidence and goal-setting, it is not clear from this survey on what basis teachers form these perceptions.

Table 2-9
Expectations About Career and Opportunities to Succeed

Q.D8: Please mark how well each of the following statements describes you a lot, a little or not at all.

Base: All students

		A Lot Like Me	A Little Like Me	Not Like Me
I expect to find my future job or career rewarding.	%	83	14	3
I have high expectations for my future.	%	77	20	3
I believe that I will have the same opportunities as others to succeed in life.	%	68	25	7

Table 2-10
Expectations About Career and Opportunities to Succeed

Q.D8: Please mark how well each of the following statements describes you a lot, a little or not at all.

Summary Table: A Lot Like Me

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1306	617	689	393	429	158	199
	%	%	%	%	%	%	%
I have high expectations for my future.	77	78	77	77	78	76	74
I believe that I will have the same opportunities as others to succeed in life.	68	66	69	71	68	52	74
I expect to find my future job or career rewarding.	83	84	82	84	82	84	81

Figure 2-10
Students' Perceived Opportunities to Succeed

Q.D8-2: Please mark how well the following statement describes you: "I believe that I will have the same opportunities as others to succeed in life."

Base: All students

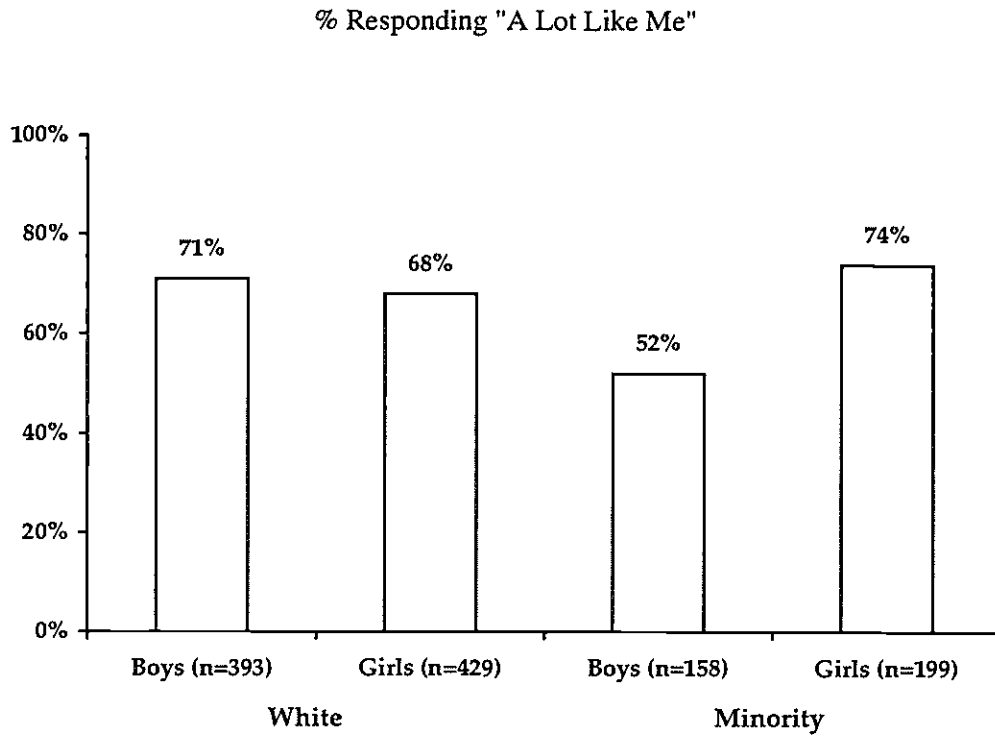


Table 2-11
Expectations About Career and Opportunities to Succeed

Q.D8: Please mark how well each of the following statements describes you a lot, a little or not at all.

Summary Table: A Lot Like Me

Base: All students

	Race/Ethnicity			
	Total	White (Non-Hispanic)	African American (Non-Hispanic)	Hispanic
Base:	1306 %	822 %	168 %	189 %
I have high expectations for my future.	77	78	79	70
I believe that I will have the same opportunities as others to succeed in life.	68	70	67	60
I expect to find my future job or career rewarding.	83	83	84	81

Table 2-12
Teachers' Beliefs About Equal Opportunities for Students

Q.335: Overall, as things stand today, do you believe that girls and boys have equal opportunities to pursue the careers of their choice, or not?

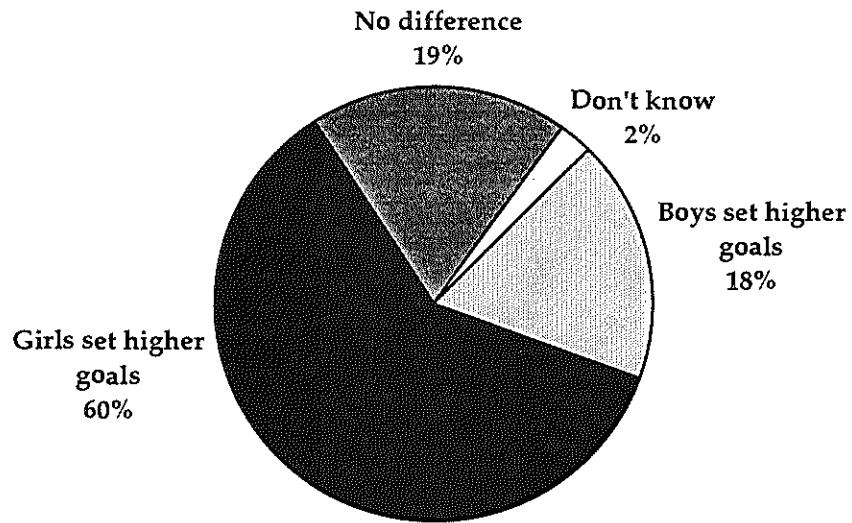
Base: All teachers

	Total	Age			Teaching Experience		
		18-29	30-49	50 or Over	Less than 10	10-19	20 or More
Base:	1035 %	61 %	602 %	358 %	208 %	319 %	508 %
Have equal opportunities	75	82	76	73	78	75	75
Do not have equal opportunities	24	18	23	27	21	25	25
Don't know	*	-	1	-	1	*	*

Figure 2-13
Teachers' Opinions on Who Aims Higher: Boys or Girls

Q.301: Who appears to set higher goals for the future -- boys or girls?

Base: All teachers



CHAPTER 3: GOAL-STRIVING DIFFICULTIES AND SOURCES OF ENCOURAGEMENT

A follow-up section of the survey was designed to capture students' views on 1) how difficult it is for both girls and boys to achieve their goals and 2) obstacles they believe are common to each sex.

Goal Striving for Girls

The majority of students, overall, believe that for girls, attaining one's goals is at least somewhat easy (67%). Few say it is very difficult (3%) and the majority say it's either somewhat easy (39%) or somewhat difficult (23%). Girls are more likely than boys (70% vs. 64%) to say it is easy (includes very or somewhat) for girls as a group to achieve their goals. This difference holds true for white and minority students. Boys, therefore, think striving for goals is more difficult for girls than girls themselves do. (Table 3-1)

Students who indicated that girls experience at least some level of difficulty ("very difficult" or "somewhat difficult") were asked to identify the types of difficulties they believe girls as a group encounter. The reason cited most often by both boys and girls (50% and 51%) is that there are fewer opportunities in society for girls to succeed. Girls are somewhat more likely than boys to also say they are discouraged from pursuing their goals (44% vs. 36%), and have a hard time balancing family, personal and work responsibilities (33% vs. 22%). Girls are also more inclined to say that girls as a group lack confidence in themselves (36% vs. 17%). (Table 3-2)

Minority girls are more likely than other groups to think that girls: have fewer opportunities in society (57% vs. 45% to 50%); are discouraged from pursuing their goals (49% vs. 34% to 43%); have a hard time balancing work and family responsibilities (41% vs. 20% to 30%); and have too much competition along the way (32%). White girls are more likely than others to think that girls' lack of self-confidence is an obstacle to achieving one's goals (39%). (Table 3-2)

Observation: Girls are much more optimistic about their own future than they are about the future of girls as a whole. This may reflect an underlying belief that women are still at a disadvantage in society in comparison to men, but they don't identify personally with it.

Table 3-1
Ease of Goal-Striving for Girls

Q.D11: How easy do you think it is for girls to achieve their goals for the future?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1285	607	678	386	424	156	195
	%	%	%	%	%	%	%
Easy	67	64	70	63	70	63	72
Very easy	27	27	27	25	27	32	28
Somewhat easy	39	36	43	38	43	32	45
Difficult	26	24	28	24	28	27	26
Somewhat difficult	23	21	25	21	25	23	22
Very difficult	3	3	3	3	3	4	4
Don't know	7	12	2	13	1	10	2

Table 3-2
Obstacles to Goal-Striving for Girls

Q.D12: Why do you think it is difficult for girls to achieve their goals for the future?

Base: Students who believe it is somewhat or very difficult for girls to achieve their goals

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	308 %	138 %	170 %	89 %	97 %	37 %	53 %
There are fewer opportunities in society for girls to succeed	51	51	50	49	50	45	57
They are discouraged from pursuing their goals	40	36	44	34	43	39	49
They have a hard time balancing family responsibilities and personal or professional goals	27	22	33	20	29	30	41
They lack confidence in themselves	27	17	36	21	39	14	30
They are not motivated enough	26	22	30	20	31	20	27
There is too much competition along the way	23	22	24	24	22	21	32
They set unrealistic goals	12	17	7	20	6	16	12
Other	16	14	18	13	16	18	23

Goal Striving for Boys

Girls believe that boys have an easier time achieving their goals than boys themselves believe. Eighty-seven percent of girls, compared to 76 percent of boys, think goal attainment is very or somewhat easy for boys. This difference is due primarily to the greater proportion of girls who think boys have a "very easy" time achieving goals. This gender difference is consistent across race and ethnic groups. (Table 3-3)

The reason chosen most often by boys and girls to explain the difficulty boys have in achieving their goals is "too much competition along the way" (45% and 44%). By comparison, competition is rarely cited as a reason girls have difficulty achieving their goals (23%). Girls are more likely to also say that boys are not motivated enough (43% vs. 35%) while boys are more likely to say that boys as a group are discouraged from pursuing their goals (27% vs. 9%). (Table 3-4)

When controlling for race, differences emerge in the reasons cited for why boys experience difficulties in striving for goals. Lack of motivation is cited more often by minority boys than it is by white boys (32%). Minority boys are substantially more likely than other groups to feel there are fewer opportunities in society for boys to succeed (26% vs. 3%-9%) and that they lack encouragement to pursue their goals (34% vs. 8%-28%). Minority girls, on the other hand, are more likely to identify competition as the main obstacle for boys. The perspective is different still according to white students: boys are more likely than girls to cite being discouraged (28% vs. 10%) while girls more often cite lack of motivation as a reason (43% vs. 32%). Sizable proportions - - regardless of sex or ethnicity - - believe boys face difficulties achieving their goals because of the challenges of balancing work and family. This reason is cited more often for boys than for girls (35% vs. 27% overall). (Table 3-4)

Table 3-3
Ease of Goal-Striving for Boys

Q.D13: How easy do you think it is for boys to achieve their goals for the future?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1291	610	681	389	426	157	196
	%	%	%	%	%	%	%
Easy	81	76	87	77	89	72	86
Very easy	39	34	45	33	47	33	43
Somewhat easy	42	42	42	43	41	40	43
Difficult	14	18	10	17	9	22	11
Somewhat difficult	12	15	8	15	8	18	7
Very difficult	2	3	1	2	1	5	4
Don't know	4	6	3	6	2	5	2

Table 3-4
Obstacles to Goal-Striving for Boys

Q.D14: Why do you think it is difficult for boys to achieve their goals for the future?

Base: Students who believe it is somewhat or very difficult for boys to achieve their goals

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	157 %	101 %	56 %	61 %	36 %	30 %	17 %
There is too much competition along the way	44	45	44	50	46	36	45
They are not motivated enough	38	35	43	32	43	45	46
They have a hard time balancing family responsibilities and personal or professional goals	35	34	36	30	35	40	43
They lack confidence in themselves	30	31	28	32	26	39	33
They set unrealistic goals	28	28	27	30	31	31	18
They are discouraged from pursuing their goals	21	27	9	28	10	34	8
There are fewer opportunities in society for boys to succeed	10	13	3	9	3	26	3
Other	23	18	33	19	30	4	35

Sources of Encouragement

Students were asked about the encouragement they receive from others in pursuit of their goals. More specifically, they were queried on whether or not their teachers, parents, friends and guidance counselors (asked of high school students only) actively encourage them to pursue their goals. Nearly all (91%) students feel their parents actively encourage them and a substantial majority feel their teachers do also (70%). Friends serve as a source of encouragement as well (63%), but guidance counselors are the least likely source of encouragement among these groups (55%). (Table 3-5)

Parents are an important source of encouragement to students regardless of the sex or racial background of the student. Depending upon their sex, however, students feel differently about their teachers: girls are more likely than boys to feel teachers actively encourage them (76% vs. 65%). This difference is consistent across race and ethnic groups, but appears more pronounced among minority students, where the difference is twice as large (20 percentage points) as the difference among white students (9 percentage points). (Table 3-5 and Figure 3-5a)

Another important observation is that a larger proportion of minority girls describe their teachers as encouraging (86%) relative to the other groups. In fact, nearly as many minority girls are encouraged by their teachers as they are by their parents (85% and 91%). Minority girls and boys (68% and 77%) are much more likely than white girls and boys to report that guidance counselors actively encourage them to pursue their goals (each 53%). (Table 3-5)

Another gender difference occurs in response to friends as a source of encouragement. Girls to a larger degree than boys (69% vs. 57%) feel their friends actively encourage them to pursue their goals. This difference is larger among minority students. When looking at race alone, African American students are more likely to feel actively encouraged by teachers (81%) than Hispanic (71%) or white students (67%), while African American and Hispanic students are less likely to feel encouraged by their friends than white students (each 56% vs. 65%). (Tables and Figures 3-5 to 3-7)

Table 3-5
Sources of Encouragement for Students

Q.D7: Do you feel that each of these people actively encourage you to pursue your goals for the future, or not?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1306	617	689	393	429	158	199
	%	%	%	%	%	%	%
Teachers	70	65	76	63	72	66	86
Parents	91	90	92	90	93	91	91
Friends	63	57	69	60	71	48	63
Guidance counselors	55	55	55	53	53	68	77

Figure 3-5a
Teachers as a Source of Encouragement for Students

Q.D7: Do you feel that your teachers actively encourage you to pursue your goals for the future, or not?

Base: All students

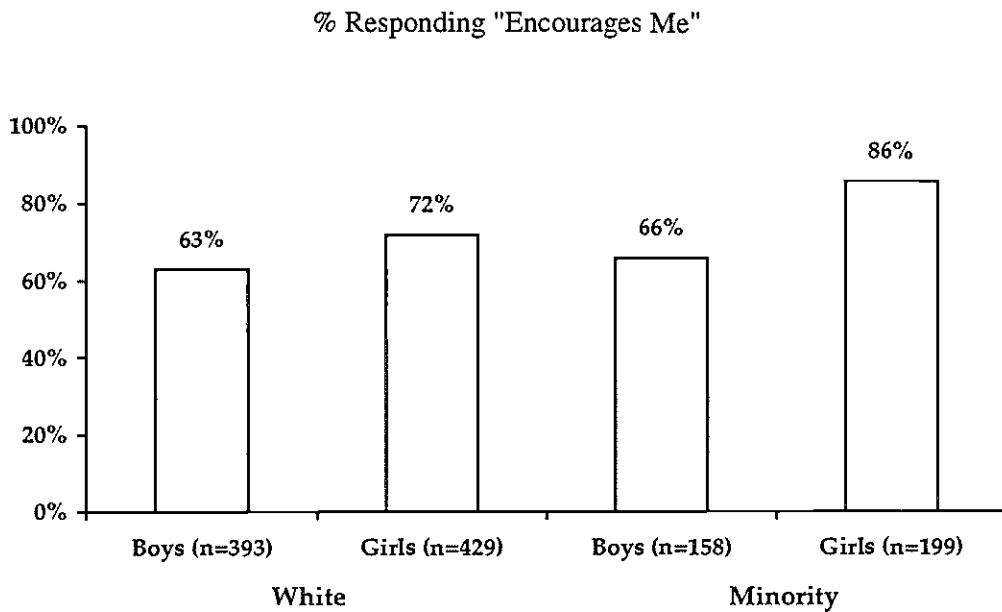


Figure 3-5b
Friends as a Source of Encouragement for Students

Q.D7: Do you feel that your friends actively encourage you to pursue your goals for the future, or not?

Base: All students

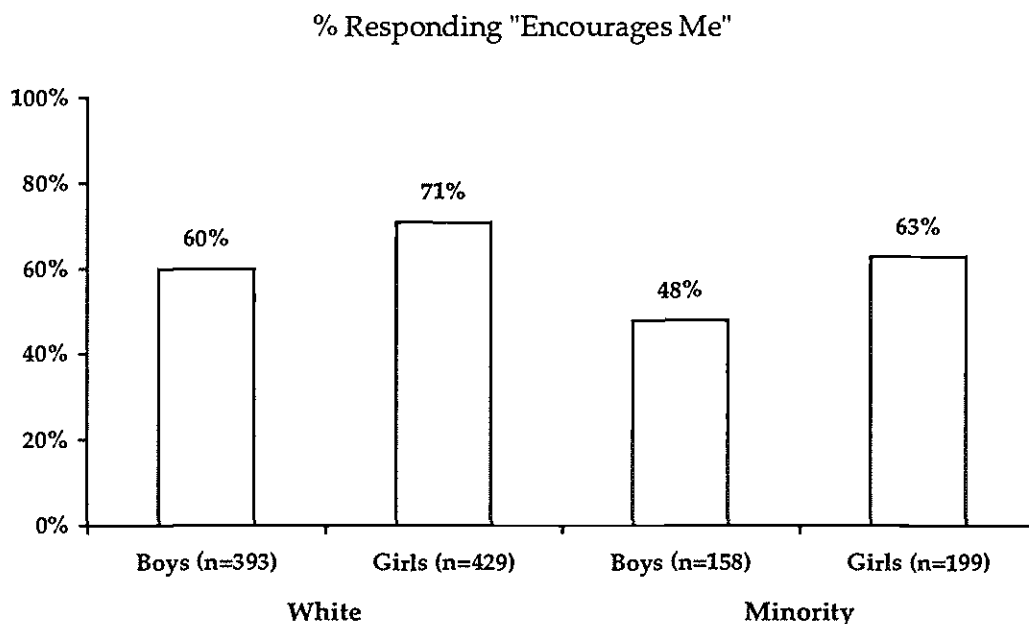


Table 3-6
Teachers as a Source of Encouragement for Students

Q.D7.1: Do you feel that each of these people actively encourage you to pursue your goals for the future, or not? Teachers

Base: All students

	Total	Race/Ethnicity		
		White (Non-Hispanic)	African American (Non-Hispanic)	Hispanic
Base:	1279	814	157	185
	%	%	%	%
Encourage me	70	67	81	71
Do not encourage me	22	23	14	21
Don't know	8	9	5	8

Table 3-7
Friends as a Source of Encouragement for Students

Q.D7.3: Do you feel that each of these people actively encourage you to pursue your goals for the future, or not? Friends

Base: All students

	Race/Ethnicity			
	Total	White (Non-Hispanic)	African American (Non-Hispanic)	Hispanic
Base:	1279	814	155	186
	%	%	%	%
Encourage me	63	65	56	56
Do not encourage me	26	24	33	33
Don't know	11	10	11	11

Teachers Who Talk to Students About Their Careers

Teachers were asked whether or not they have had conversations over the past year with students outside of class on the topic of their careers. Nearly all teachers say that they have these discussions (95%). This finding is consistent across age, teaching experience and urbanicity. (Tables 3-8 to 3-10)

When asked whether they have career-related conversations more often with boys or with girls, 40 percent of male teachers say they have talked more often with boys while only 25 percent talked more often with girls. Conversely, 42 percent of female teachers have talked more often to girls whereas only 22 percent talked more often to boys. Minority teachers are more likely to talk to girls about career-related topics than boys; 40 percent of minority teachers have talked more often with girls over the past year, compared to 23 percent who talked more often with boys. Further, a larger proportion of young teachers, 18-29 years of age (45%), talk more often to girls than to boys (31%). (Tables 3-11 and 3-12)

Table 3-8
Teachers Who Talk to Students About Their Career Aspirations

Q.325: Over the past year, recalling conversations you've had with students outside of class, have you ever talked to them about their job or career aspirations, or not?

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Yes, talked about job or career aspirations	95	96	94	95	96
No, have not	5	4	6	5	4

Table 3-9
Teachers Who Talk to Students About Their Career Aspirations

Q.325: Over the past year, recalling conversations you've had with students outside of class, have you ever talked to them about their job or career aspirations, or not?

Base: All teachers

	Total	Age			Teaching Experience		
		18-29	30-49	50 or Over	Less than 10	10-19	20 or More
Base:	1035	61	602	358	208	319	508
	%	%	%	%	%	%	%
Yes, talked about job or career aspirations	95	96	96	92	96	95	94
No, have not	5	4	3	8	3	5	6

Table 3-10
Teachers Who Talk to Students About Their Career Aspirations

Q.325: Over the past year, recalling conversations you've had with students outside of class, have you ever talked to them about their job or career aspirations, or not?

Base: All teachers

	Size of Place					
	Total	Inner City	Other Urban	Sub- urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
Yes, talked about job or career aspirations	95	95	94	95	95	94
No, have not	5	5	6	4	5	6

Table 3-11
Who Teachers Talk to More Often About Their Careers

Q.330: During the past year, would you say you've had more conversations about the subject of careers with boys or with girls?

Base: Teachers who talked to students about job or career aspirations

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	981	423	559	836	134
	%	%	%	%	%
Boys	30	40	22	31	23
Girls	35	25	42	34	40
No difference (vol.)	35	34	35	34	36
Don't know	*	-	1	*	1

Table 3-12
Who Teachers Talk to More Often About Their Careers

Q.330: During the past year, would you say you've had more conversations about the subject of careers with boys or with girls?

Base: Teachers who talked to students about job or career aspirations

	Total	Age			Teaching Experience		
		18-29	30-49	50 or Over	Less than 10	10-19	20 or More
Base:	981 %	80 %	572 %	316 %	234 %	290 %	457 %
Boys	30	31	30	31	32	27	31
Girls	35	45	36	30	36	41	31
No difference (vol.)	35	25	33	38	32	32	38
Don't know	*	-	*	*	-	*	1

Role Models

Given the importance of role models in setting and striving towards goals, the survey also asked students whether or not they have good role models to learn from and emulate in their school and community. Well under half of all students (44%) feel they have good role models in school; just as many say they don't (43%). By comparison, more than half (56%) say they have good role models to learn from in their community. (Table 3-13)

Girls are somewhat more likely than boys to feel they have good role models in school (47% vs. 42%). This modest difference is consistent across racial groups. The pattern changes when the focus shifts to the community. A greater proportion of students overall (56%) feel they have good role models there, and boys are as likely as girls to agree with this statement (57% and 54%, respectively). In addition, good role models appear to be more available to minority boys than minority girls in their community (54% vs. 46%). (Tables and Figures 3-14 and 3-15)

Observation: The fact that minority boys are more satisfied than other groups with the role models present in their community is particularly important given that a disproportionate number of minority boys live in households where an adult male role model is absent.

Table 3-13
Role Models in School and in Community

Q.D9: Do you agree or disagree with the following statement?

Base: All students

		Agree	Disagree	Don't Know
Base: 1298				
I have good role models to learn from and follow in my community	%	56	32	12
I have good role models to learn from and follow in school	%	44	43	13

Table 3-14
Role Models in School

Q.D9.1: Do you agree or disagree with the following statement? I have good role models to learn from and follow in school.

Base: All students

	Total	Sex		Race/Ethnicity			
				White		Minority	
		Male	Female	Male	Female	Male	Female
Base:	1297	611	686	390	429	156	197
	%	%	%	%	%	%	%
Agree	44	42	47	40	46	44	49
Disagree	43	47	39	48	40	46	40
Don't know	13	11	14	12	14	10	12

Table 3-15
Role Models in Community

Q.D9.2: Do you agree or disagree with the following statement? I have good role models to learn from and follow in my community.

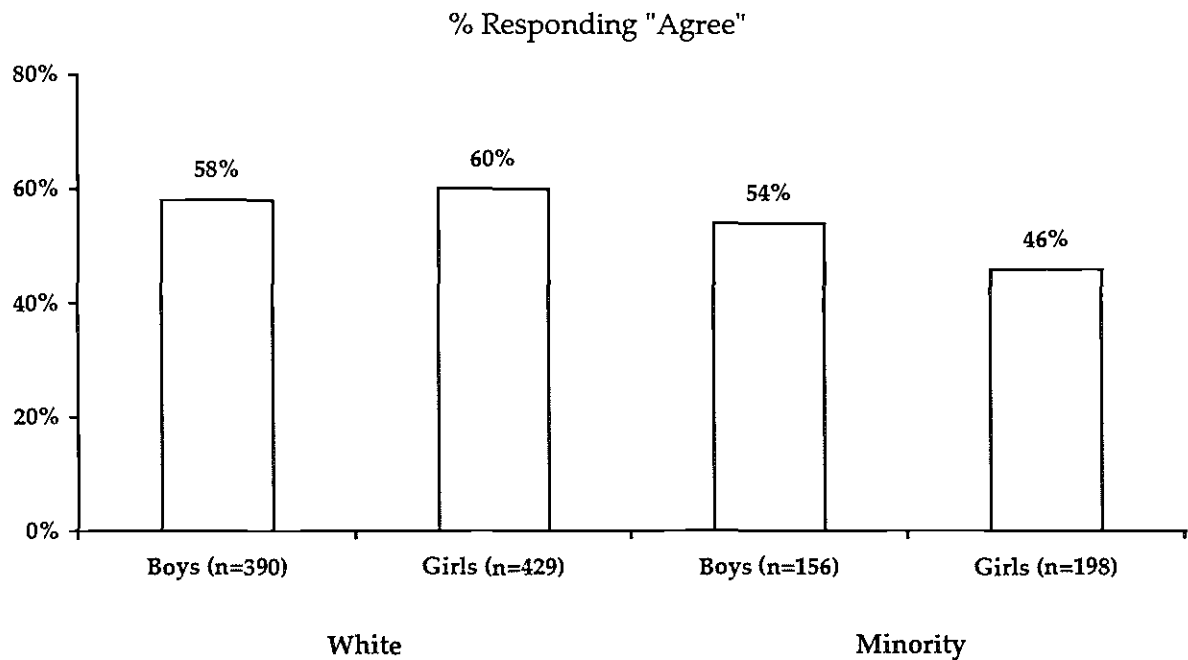
Base: All students

	Total	Sex		Race/Ethnicity			
				White		Minority	
		Male	Female	Male	Female	Male	Female
Base:	1297	610	687	390	429	156	198
	%	%	%	%	%	%	%
Agree	56	57	54	58	60	54	46
Disagree	32	32	32	30	28	38	39
Don't know	12	11	14	12	12	9	14

Figure 3-15
Role Models in Community

Q.D9.2: Do you agree or disagree with the following statement? I have good role models to learn from and follow in my community.

Base: All students



CHAPTER 4: GENDER DIFFERENCES AND SIMILARITIES ON SELECTED BEHAVIORAL CHARACTERISTICS

Students as well as teachers were asked if they agree or disagree with statements that explicitly state differences between boys and girls on selected characteristics, such as competitiveness, ability to handle disappointment, the need for encouragement, and the need for personal attention from teachers.

Beliefs Held by Students

Most students agree with the notion that girls are as competitive in school as boys are (81%). A majority of students also feel that girls set goals that are just as high as those set by boys; 71% disagree with the statement "Boys set higher goals for the future than girls do." Six in ten (60%) students disagree with the statement, "Boys need more personal attention from their teachers than girls do," although more than one in five (23%) agree with this statement. There are two statements for which students appear divided in their opinions. While 47% of students disagree with the notion, "Girls need more support and encouragement to reach their potential in life than boys do," a sizable minority (36%) also see girls as having a greater need for support. Students respond similarly to the statement, "Girls are better at handling disappointment and frustration than boys." Forty-five percent disagree but nearly as many (39%) agree with this statement. (Table 4-1)

Boys and girls express different opinions about these statements and there is a tendency for students to support statements that place their own sex in a more positive light. For example, boys are somewhat less likely to agree that girls are as competitive in school as they are (77% vs. 84%). More than twice as many boys than girls agree that boys set higher goals than girls do (22% vs. 8%). Boys are much more likely to reject the idea that girls are better at handling disappointments and frustration (52% vs. 37%). In addition, girls are somewhat more likely to disagree that they need more support and encouragement to reach their potential in life than boys do (50% vs. 44%). There is one exception to this trend. Boys and girls have similar reactions to the statement, "Boys need more personal

attention from their teachers than girls do": similar proportions of boys and girls (21% and 24%, respectively) agree with this statement while six in ten disagree (60% and 59%, respectively). (Tables and Figures 4-2 to 4-6)

Table 4-1
Gender Differences in Selected Behavioral Characteristics

Q.D15: For each of the following statements, please indicate whether you believe it is mostly true or mostly false...

Base: All students

		Mostly True	Mostly False	Don't Know
Base: 1296				
Girls are as competitive in school as boys are	%	81	13	6
Girls are better at handling disappointments and frustrations than boys	%	39	45	16
Girls need more support and encouragement to reach their potential in life than boys do	%	36	47	17
Boys need more personal attention from their teachers than girls do	%	23	60	18
Boys set higher goals for the future than girls do	%	15	71	13

Table 4-2
The Belief That Girls Are as Competitive in School as Boys Are

Q.D15.1: For each of the following statements, please indicate whether you believe it is mostly true or mostly false. Girls are as competitive in school as boys are.

Base: All students

	Total	Sex		Race/Ethnicity			
				White		Minority	
		Male	Female	Male	Female	Male	Female
Base:	1293	611	682	390	426	156	196
	%	%	%	%	%	%	%
Mostly true	81	77	84	77	83	72	84
Mostly false	13	15	11	16	13	16	9
Don't know	6	8	5	7	4	11	6

Figure 4-2a
The Belief That Girls Are as Competitive in School as Boys Are

Q.D15.1: For each of the following statements, please indicate whether you believe it is mostly true or mostly false. Girls are as competitive in school as boys are.

Base: All students

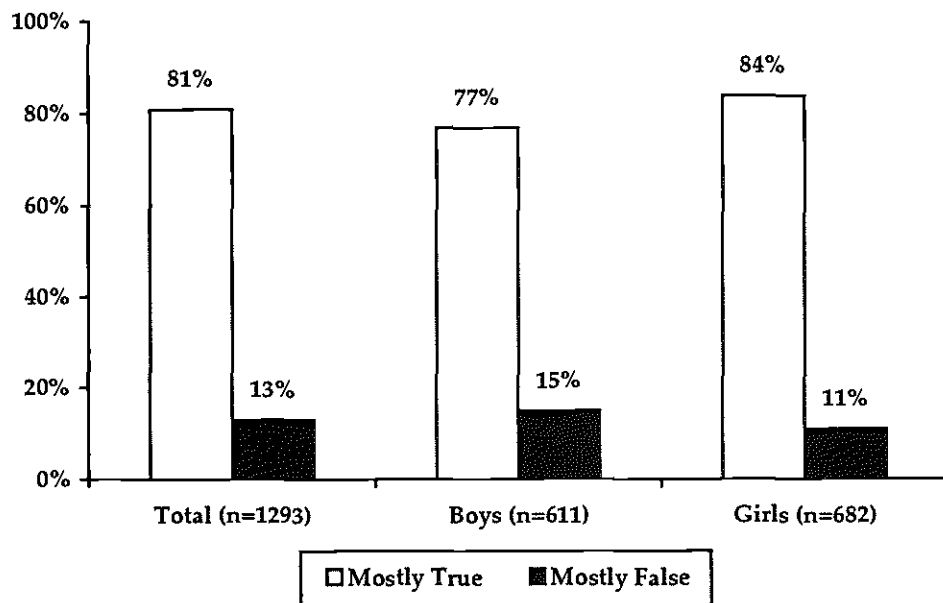


Figure 4-2b
The Belief That Girls Are as Competitive in School as Boys Are

Q.D15.1: For each of the following statements, please indicate whether you believe it is mostly true or mostly false. Girls are as competitive in school as boys are.

Base: All students

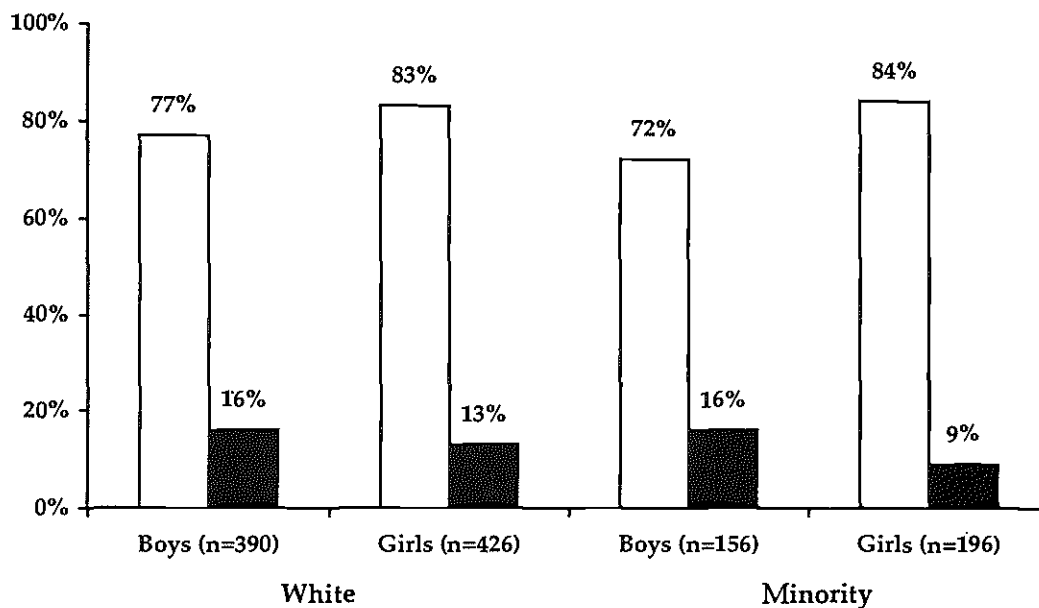


Table 4-3
The Belief That Boys Set Higher Goals Than Girls

Q.D15.2: For each of the following statements, please indicate whether you believe it is mostly true or mostly false. Boys set higher goals for the future than girls do.

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1287	608	679	390	425	154	194
	%	%	%	%	%	%	%
Mostly true	15	22	8	20	9	26	7
Mostly false	71	61	82	64	82	55	85
Don't know	13	17	10	16	9	19	7

Figure 4-3a
The Belief That Boys Set Higher Goals Than Girls

Q.D15.2: For each of the following statements, please indicate whether you believe it is mostly true or mostly false. Boys set higher goals for the future than girls do.

Base: All students

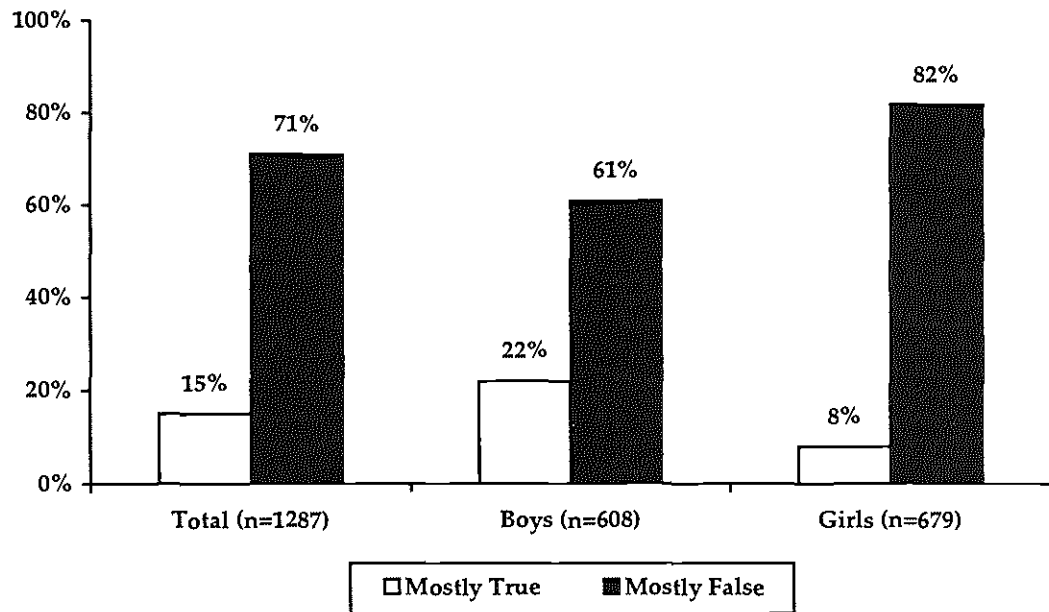


Figure 4-3b
The Belief That Boys Set Higher Goals Than Girls

Q.D15.2: For each of the following statements, please indicate whether you believe it is mostly true or mostly false. Boys set higher goals for the future than girls do.

Base: All students

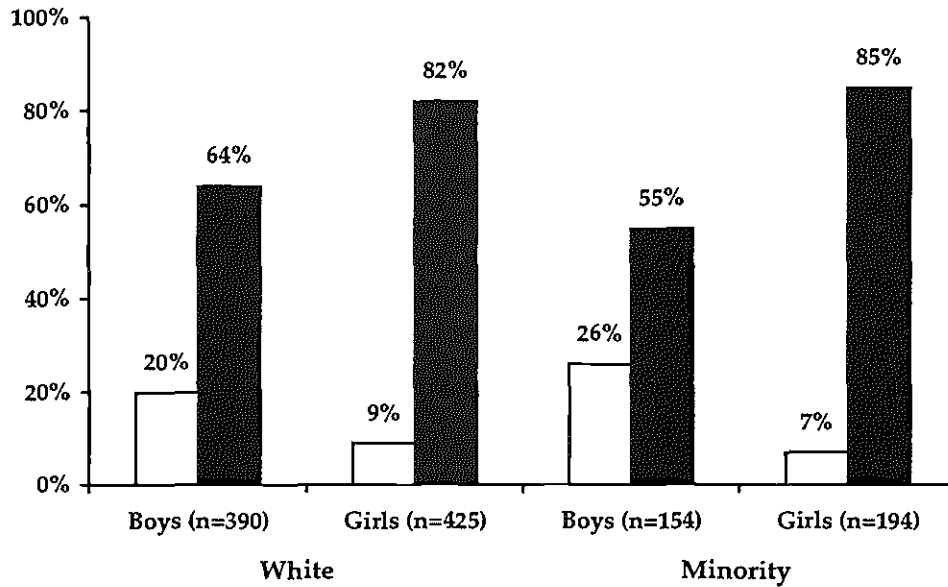


Table 4-4
The Belief That Girls Are Better Than Boys at Handling Disappointments

Q.D15.3: For each of the following statements, please indicate whether you believe it is mostly true or mostly false. Girls are better at handling disappointments and frustrations than boys.

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1287	607	680	389	425	153	195
	%	%	%	%	%	%	%
Mostly true	39	30	48	30	44	36	54
Mostly false	45	52	37	52	43	52	29
Don't know	16	18	15	18	13	12	17

Table 4-5
The Belief That Girls Need More Support Than Boys

Q.D15.5: For each of the following statements, please indicate whether you believe it is mostly true or mostly false. Girls need more support and encouragement to reach their potential in life than boys do.

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1290	609	681	390	425	154	196
	%	%	%	%	%	%	%
Mostly true	36	35	36	36	37	34	34
Mostly false	47	44	50	45	51	43	53
Don't know	17	21	14	19	13	23	13

Table 4-6
The Belief That Boys Need More Attention Than Girls

Q.D15.4: For each of the following statements, please indicate whether you believe it is mostly true or mostly false. Boys need more personal attention from their teachers than girls do.

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1293	611	682	390	425	156	197
	%	%	%	%	%	%	%
Mostly true	23	21	24	20	24	28	30
Mostly false	60	60	59	62	62	52	52
Don't know	18	19	16	17	15	20	17

A Comparison of Students and Teachers

Identical questions were asked of teachers. The results indicate that teachers are more likely than students to believe that boys need more personal attention from their teachers than girls do (40% vs. 23%). They are also more likely than students to reject the idea that girls handle their disappointments and frustrations better than boys do (60% vs. 45%). Similar proportions of teachers and students agree that girls are as competitive in school as boys (84% and 81%, respectively). (Table 4-7)

Teachers' views on two of these statements vary by sex. Forty-one percent of female teachers (vs. 28% of male teachers) agree with the statement that girls are better at handling disappointments. Male teachers are more likely to disagree with the statement that boys need more personal attention from their teachers than girls do (62% vs. 54%). (Tables and Figures 4-7 to 4-8)

Teachers also were asked whether boys or girls express stronger needs for guidance, encouragement and information related to their career goals. Teachers report that girls express stronger needs in each of these areas. Forty-three percent of teachers say that girls express a stronger need for encouragement in pursuing their goals, as compared to 35 percent of teachers who feel that boys express a stronger need. A similar proportion of teachers report that girls express a stronger need for guidance in their educational and career plans (45%), while only 29 percent report that boys express a stronger need in this area. In addition, a greater proportion of teachers believe that girls express a stronger need for information on career or job choices (41%). (Table 4-9)

Table 4-7
Gender Differences in Selected Behavioral Characteristics
A Comparison of Students and Teachers

Q.D15: For each of the following statements, please indicate whether you believe it is mostly true or mostly false.

Base: All students and teachers

		Students		Teachers	
		Mostly True	Mostly False	Mostly True	Mostly False
Base (Students): 1296					
Base (Teachers): 1035					
Girls are as competitive in school as boys are	%	81	13	84	16
Girls are better at handling disappointments and frustrations than boys	%	39	45	35	60
Girls need more support and encouragement to reach their potential in life than boys do	%	36	47	45	54
Boys need more personal attention from their teachers than girls do	%	23	60	40	58

Figure 4-7a
Gender Differences in Selected Behavioral Characteristics
A Comparison of Students and Teachers

Q.D15.3: For each of the following statements, please indicate whether you believe it is mostly true or mostly false. Girls need more support and encouragement to reach their potential in life than boys do.

Base: All students and teachers

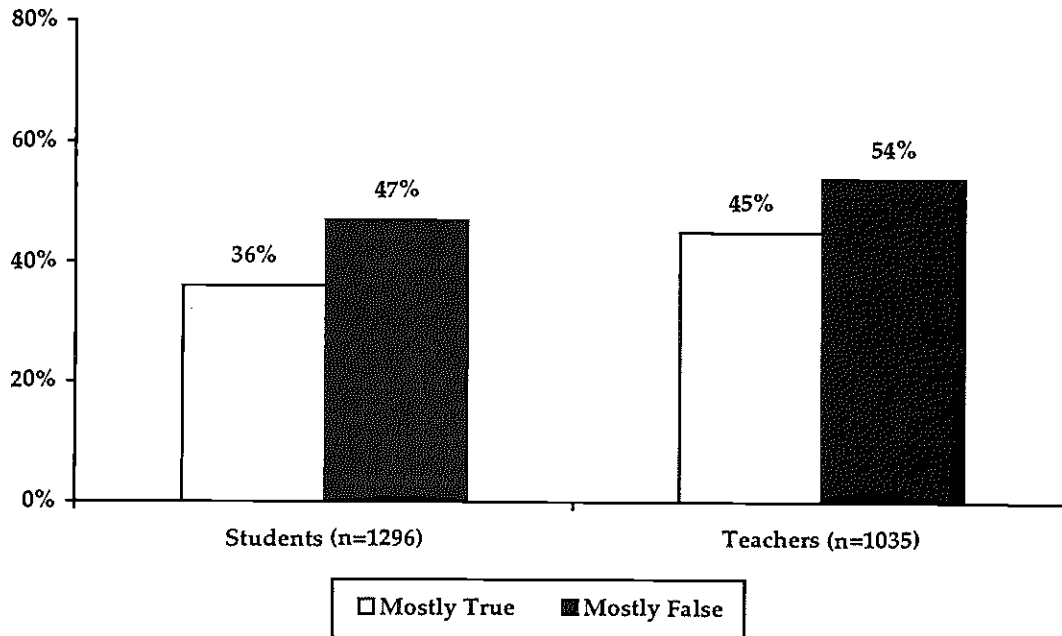


Figure 4-7b
 Gender Differences in Selected Behavioral Characteristics
 A Comparison of Students and Teachers

Q.D15.4: For each of the following statements, please indicate whether you believe it is mostly true or mostly false. Boys need more personal attention from their teachers than girls do.

Base: All students and teachers

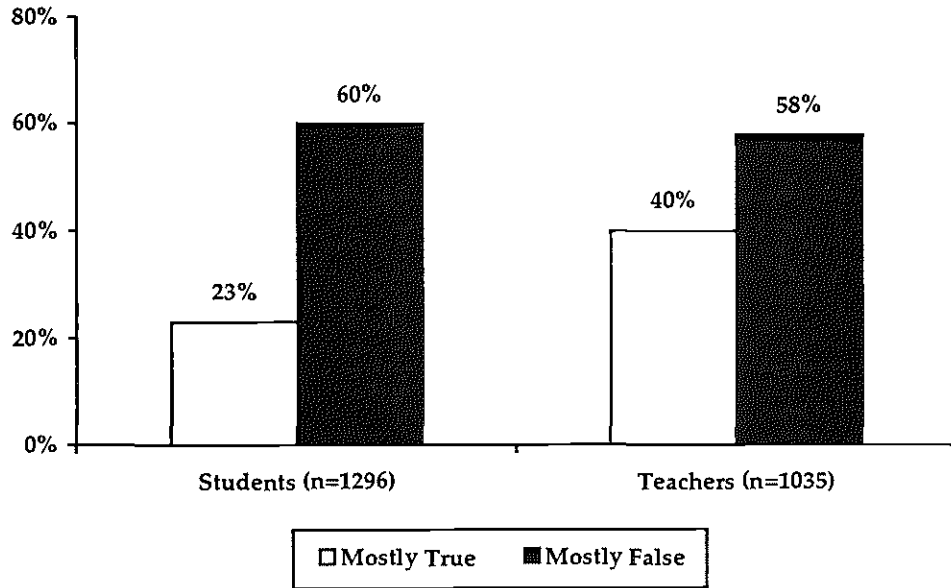


Table 4-8
 Teachers' Beliefs That Girls Are Better at Handling Disappointment

Q.340B: For each of the following statements, please tell me whether you believe it is mostly true or mostly false? Girls are better at handling disappointments and frustrations than boys.

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Mostly true	35	28	41	33	47
Mostly false	60	66	55	61	51
Don't know	4	5	4	5	2
Refused	1	1	*	1	-

Table 4-9
 Teachers' Beliefs About Who Expresses Stronger Needs
 for Encouragement, Guidance and Information

Q.310: Who expresses a stronger need for the following - - boys or girls?

Base: All teachers

		Boys	Girls	No Difference (Vol.)	Don't Know	Refused
Base: 1035						
Encouragement related to pursuing their goals	%	35	43	19	3	*
Guidance in their educational and career plans	%	29	45	20	5	*
Information on career or job choices	%	28	41	24	6	1

CHAPTER 5: TEACHER-STUDENT INTERACTIONS IN THE CLASSROOM

More girls tend to like school than boys, with six in ten (63%) girls and half (52%) of all boys responding in the affirmative. A similar difference occurs among both minority and white students. That is, two out of three (67%) minority girls and half (52%) of minority boys like school, as do six in ten (62%) white girls and half (49%) of white boys. Along with this gender difference, the level of education attained by the parents seems to affect whether or not children like school. Children with at least one college educated parent are more likely to enjoy school than children of non-college educated parents. Which parent is college educated seems to play little role in shaping this outcome; six in ten (62% mother; 64% father) children with a college educated mother and/or father like school. (Tables and Figures 5-1 and 5-2)

Table 5-1
Liking School

Q.E1: Do you like school, or not?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1295	609	686	389	428	154	197
	%	%	%	%	%	%	%
Yes, like school	57	52	63	49	62	52	67
No, do not like	33	39	27	40	30	41	22
Don't know	9	9	10	11	8	7	11

Figure 5-1
Liking School

Q.E1 Do you like school, or not?

Base: All students

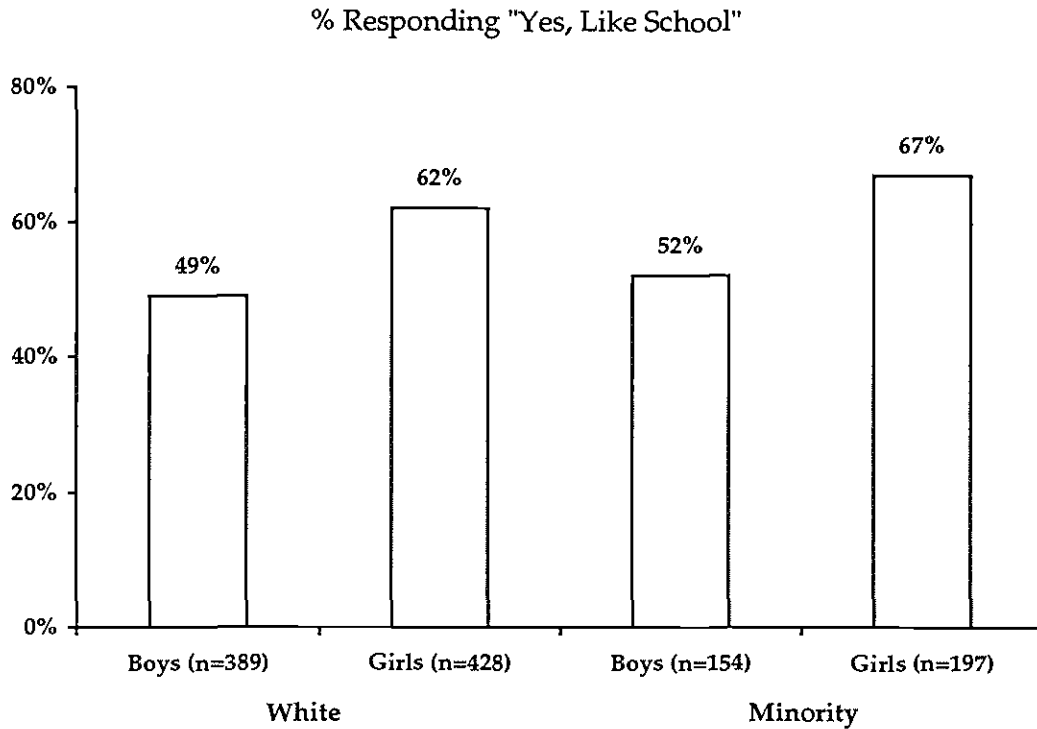


Table 5-2
Liking School

Q.E1: Do you like school, or not?

Base: All students

	Total	Mother's Education		Father's Education	
		Less than College	College Grad	Less than College	College Grad
Base:	1295	781	412	684	423
	%	%	%	%	%
Yes, like school	57	55	62	52	64
No, do not like	33	36	29	39	26
Don't know	9	9	10	9	11

Perceptions on Participating in Class

Although more girls than boys like school, boys and girls alike enjoy participating in class (62% boys, 65% girls). The sentiments of white students almost mirror those of the total student population, with 61 percent of white boys and 64 percent of white girls enjoying class participation. The views of minority students tend to vary more by sex. Minority girls (69%) appear to enjoy participating in class the most, while minority boys enjoy it least of all (56%). (Table and Figure 5-3)

Similar to influencing students' taste for school, the educational attainment of the parents seems to also affect whether or not students enjoy participating in class. Seven in ten students with at least one college-educated parent (73% father, 70% mother) enjoy class participation. Approximately six in ten students whose parents are not college-educated enjoy participating in class (58% father, 60% mother). (Table 5-4)

The financial well-being of the students' families also seems to influence whether or not they enjoy participating in class. Students from financially disadvantaged families are less likely to enjoy participating in class than students from families that are financially better off. Two out of three (66%) students that come from families with more than enough money for the basic necessities enjoy participating in class, whereas only slightly more than half (56%) of the students whose families have just enough or not enough money for the basics share this enjoyment. (Figure 5-5)

Teachers were asked similar questions about class participation so that their perceptions could be compared to those of students. Overall, the majority of teachers (80%) believe that most students enjoy participating in class. More female teachers believe this to be the case than male teachers (83% vs. 77%, respectively). In addition to gender differences, the age of the teacher also seems to influence whether or not teachers perceive this statement to be true or not. More than nine in ten (95%) younger teachers, aged 18-29, believe that most students enjoy participating in class, whereas only eight in ten older teachers (78% aged 30-49 and 80% 50 years of age or older) agree with this statement. (Table 5-6 and Figure 5-7)

In addition to this, teachers were also asked about who enjoyed participating in class more during the past week. One in three (36%) felt that girls enjoyed participating more, one in five (22%) felt that boys did, and another third (36%) felt that there was no difference. There was little variation in how male and female teachers responded, but answers did vary by the race of the teacher. Whereas a third of all teachers felt that girls enjoyed participating more during the past week, half (51%) of all minority teachers felt this way. One in four (26%) minority teachers felt that there was no difference between boys and girls, compared to a third (36%) of all teachers surveyed. (Table and Figure 5-8)

Table 5-3
Enjoys Participating in Class

Q.E2: Do you enjoy participating in class, or not?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1294	609	685	389	427	154	197
	%	%	%	%	%	%	%
Yes, enjoy participating	64	62	65	61	64	56	69
No, do not enjoy	28	31	24	31	27	33	20
Don't know	9	8	10	8	9	10	12

Figure 5-3
Enjoys Participating in Class

Q.E2: Do you enjoy participating in class, or not?

Base: All students

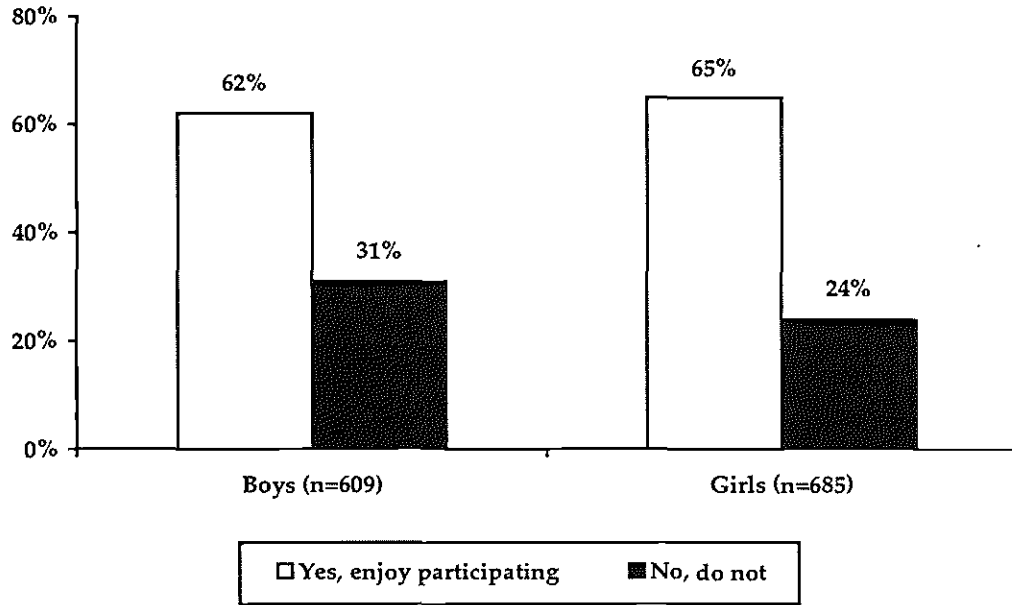


Table 5-4
Enjoys Participating in Class

Q.E2: Do you enjoy participating in class, or not?

Base: All students

	Total	Mother's Education		Father's Education	
		Less than College	College Grad	Less than College	College Grad
Base:	1294	780	412	683	423
	%	%	%	%	%
Yes, enjoy participating	64	60	70	58	73
No, do not enjoy	28	30	22	32	20
Don't know	9	10	7	10	8

Figure 5-5
Enjoys Participating in Class

Q.E2: Do you enjoy participating in class, or not?

Base: All students

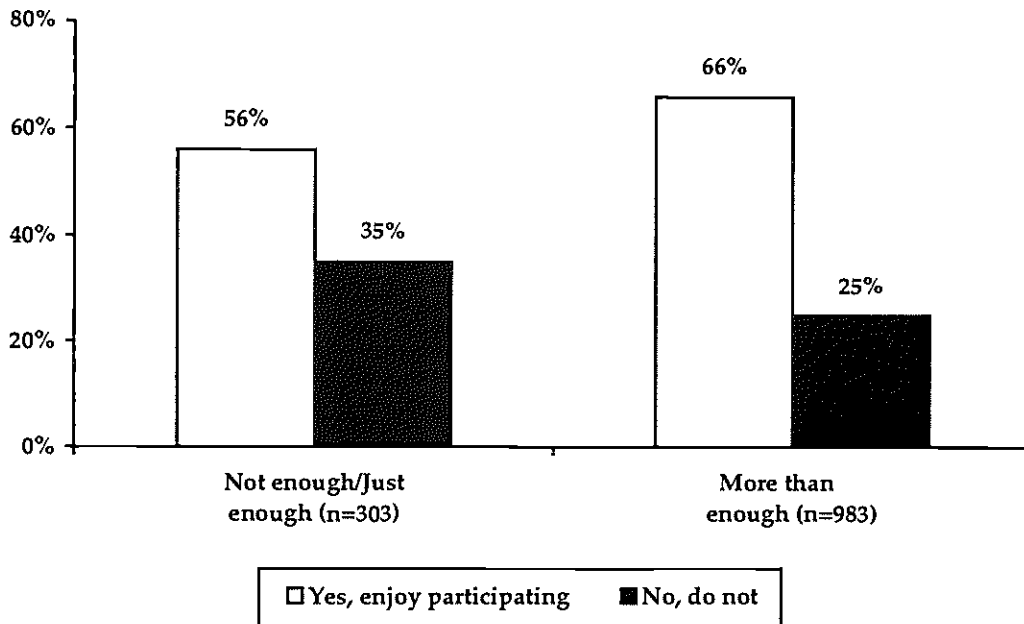


Table 5-6
Teachers' Beliefs on Students Participating in Class

Q.215B: For each of the following statements, please indicate whether you feel it is mostly true or mostly false: Most students enjoy participating in class.

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Mostly true	80	77	83	81	79
Mostly false	19	22	17	19	20
Don't know	1	1	1	1	2
Refused	*	-	*	*	-

Figure 5-7
Teachers' Beliefs on Students Participating in Class

Q.215B: For each of the following statements, please indicate whether you feel it is mostly true or mostly false: Most students enjoy participating in class.

Base: All teachers

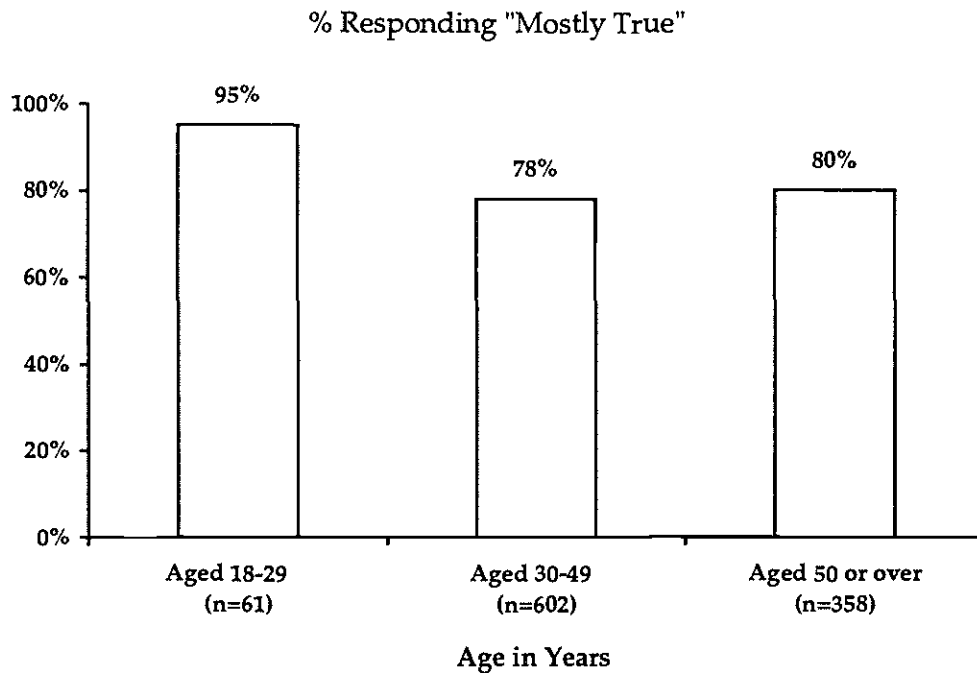


Table 5-8
Teachers' Perceptions of Who Enjoyed Class Participation

Q.201E: In the past week, who enjoyed participating more in class - - boys or girls?

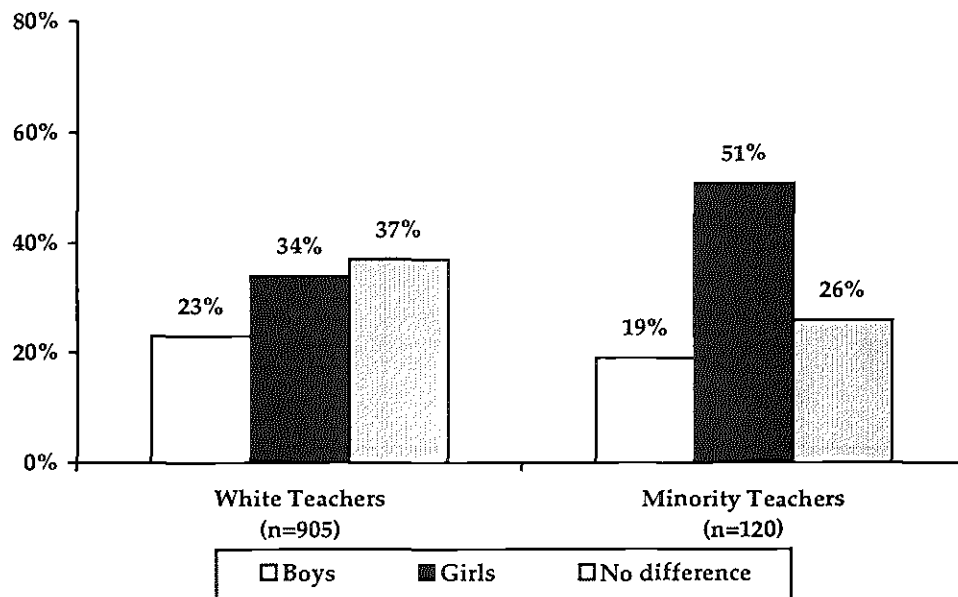
Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Boys	22	21	23	23	19
Girls	36	38	36	34	51
No difference (vol.)	36	36	36	37	26
No girls in classroom (vol.)	1	2	1	1	2
No boys in classroom (vol.)	*	-	1	*	1
Don't know	4	3	4	4	2
Refused	*	*	*	*	-

Figure 5-8
Teachers' Perceptions of Who Enjoyed Class Participation

Q.201E: In the past week, who enjoyed participating more in class - - boys or girls?

Base: All teachers



Frequency of Participating in Class

Although more than six in ten students enjoy participating in class, only four in ten (41%) do so very often. Boys appear to participate in class more frequently than their female peers, with two in five (44%) participating very often and a similar percentage participating sometimes (39%). Girls are more likely to participate sometimes (48%) rather than very often (38%). This pattern does not quite hold among minority boys and girls. Unlike their white counterparts, minority boys do not participate more frequently than girls. Their behavior more closely resembles that of the girls, with more than four in ten (44%) participating sometimes and a smaller number participating very often (38%). (Table and Figure 5-9)

Class participation also appears to decline as students progress to higher grades. Half (49%) of all seventh and eighth graders participate in class very often, while fewer than four in ten (37%) ninth through twelfth graders do so. (Figure 5-10)

Table 5-9
Frequency of Students' Participation in Class

Q.E3: How often do you participate in class?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1295	609	686	388	428	155	197
	%	%	%	%	%	%	%
Often	85	83	86	85	86	81	87
Very often	41	44	38	46	38	38	39
Sometimes	44	39	48	39	47	44	48
Rarely	14	14	13	13	14	16	12
Rarely	12	11	12	10	13	15	12
Never	2	3	1	3	1	2	*
Don't know	1	2	1	2	*	2	2

Figure 5-9
Frequency of Students' Participation in Class

Q.E3: How often do you participate in class?

Base: All students

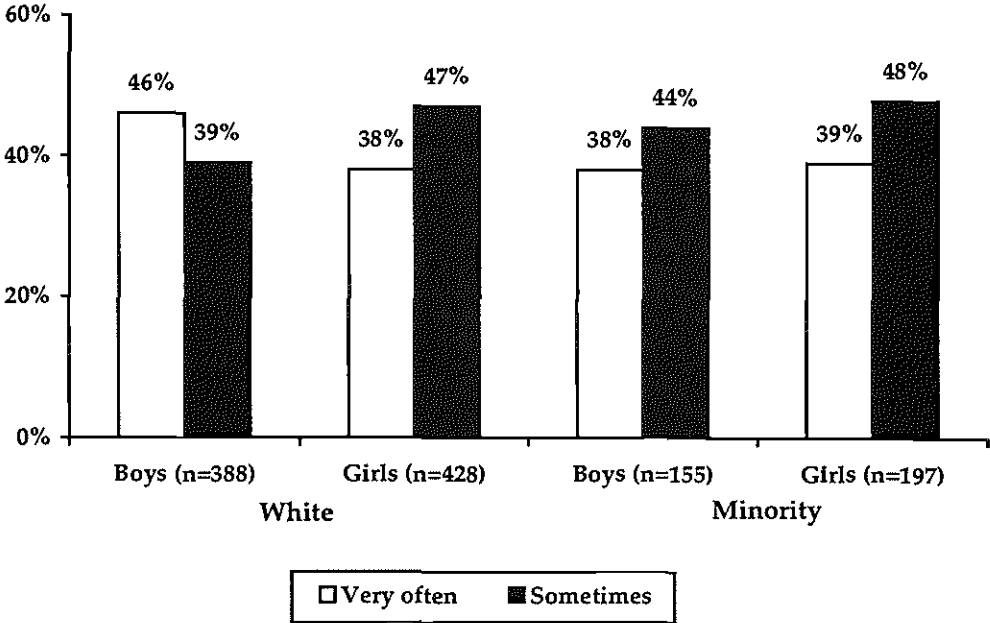
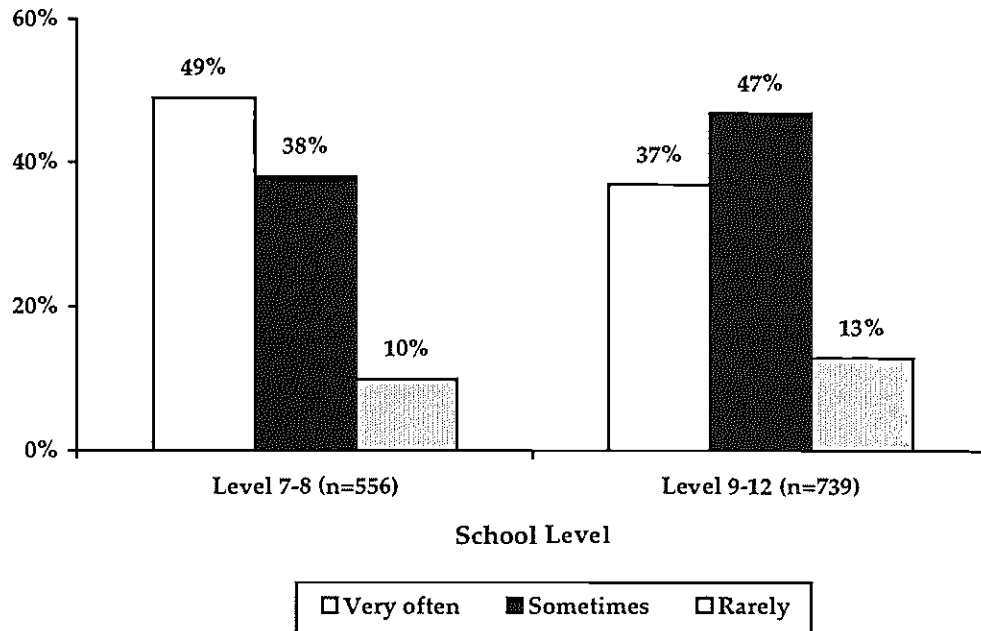


Figure 5-10
 Frequency of Students' Participation in Class

Q.E3: How often do you participate in class?

Base: All students



Raising Hands to Participate

When asked about their attempts to participate in class during the past week, the majority of students had either raised their hand to participate very often (34%) or sometimes (38%). Very similar behavioral patterns are reported amongst whites and African Americans, with seven in ten, respectively, often raising their hand to participate (73% whites, 72% African Americans). Hispanic students raised their hands to participate less frequently, with only six in ten raising their hands either very often (31%) or sometimes (28%). (Table and Figure 5-11)

A similar difference was noted when race and sex were looked at together. Little difference exists between the frequency in which white boys (73%), white girls (73%) and minority girls (70%) raise their hands to participate in class. Minority boys, however, differ

from their peers. They are the least likely to raise their hands very often or sometimes to participate in class, with only six in ten (63%) doing so. (Table 5-12)

Although there is little self-reported difference in the number of boys and girls who raise their hands to participate in class, teachers observed otherwise. When asked to reflect over the past week, teachers report that girls raise their hands more often than boys. Nearly two in five (37%) teachers report that girls raise their hands more often, one in five (23%) report boys doing so, and one in three (32%) do not observe any difference. Teachers' answers vary by race and by the type of school they work in. More than half (55%) of all minority teachers report that girls raise their hands more often, one in ten (14%) report boys doing so, and one quarter (25%) report no difference. Teachers working in suburban schools are least likely to notice differences in the frequency with which boys and girls raise their hands to participate. Four in ten (39%) report no difference, three in ten (28%) report girls raising their hands more often, and two in ten (22%) report boys doing so. (Tables and Figures 5-13 and 5-14)

Table 5-11
Raised Hand to Participate

Q.E4: In the past week, how often did you raise your hand to participate in class?

Base: All students

	Total	Race/Ethnicity		
		White Non-Hispanic	African American Non-Hispanic	Hispanic
Base:	1294	815	166	186
	%	%	%	%
Often	72	73	72	59
Very often	34	34	34	31
Sometimes	38	40	37	28
Rarely	25	24	23	37
Rarely	17	16	15	24
Never	8	8	8	13
Don't know	3	3	5	4

Figure 5-11
Raised Hand to Participate

Q.E4: In the past week, how often did you raise your hand to participate in class?

Base: All students

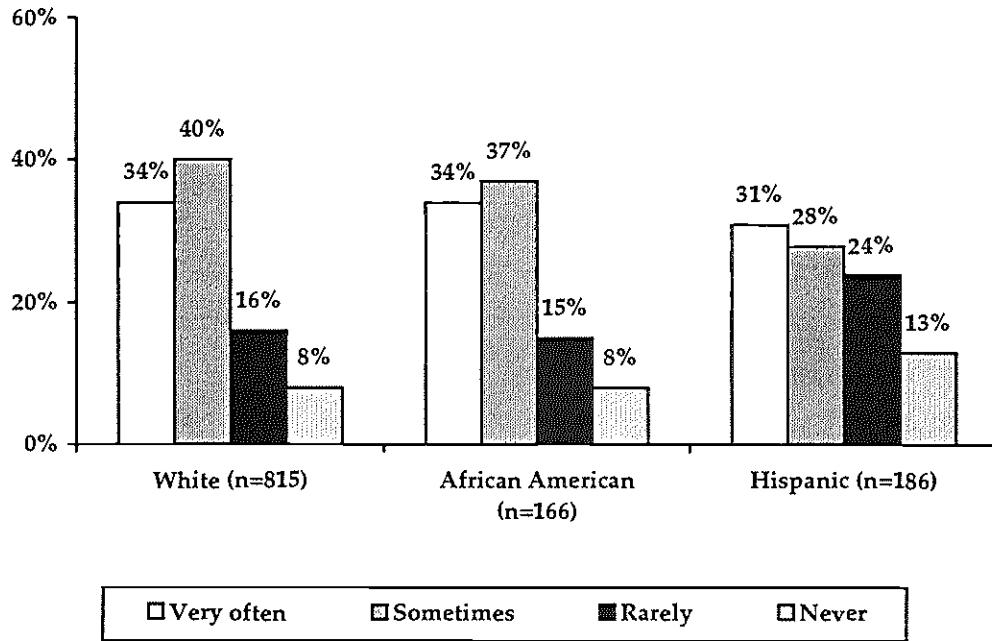


Table 5-12
Raised Hand to Participate

Q.E4: In the past week, how often did you raise your hand to participate in class?

Base: All students

	Total	Sex		Race/Ethnicity			
		Sex		White		Minority	
		Male	Female	Male	Female	Male	Female
Base:	1294	608	686	387	428	155	197
	%	%	%	%	%	%	%
Often	72	71	72	73	73	63	70
Very often	34	36	32	36	31	33	33
Sometimes	38	35	40	37	42	30	37
Rarely	25	24	26	23	25	31	27
Rarely	17	15	19	13	19	19	18
Never	8	9	7	10	6	12	9
Don't know	3	4	2	4	2	6	4

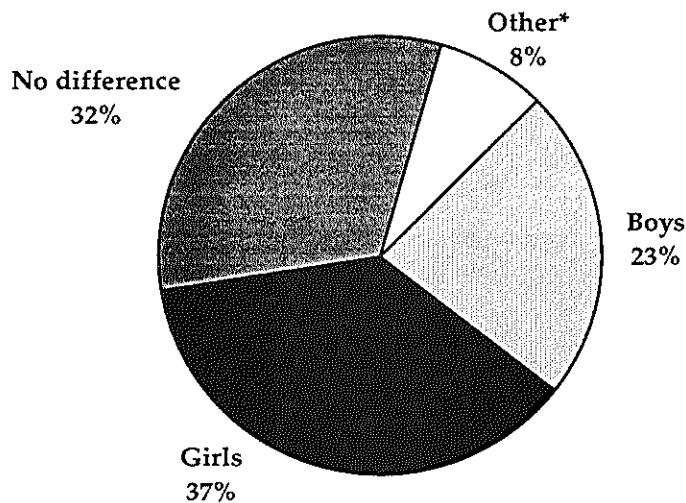
Table 5-13
Teachers' Perceptions of Who Raised Their Hands More

Q.201A: In the past week, who raised their hands in class more often - - boys or girls?
Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Boys	23	25	22	25	14
Girls	37	37	36	34	55
No difference (vol.)	32	30	33	33	25
No girls in classroom (vol.)	1	2	1	1	2
No boys in classroom (vol.)	1	-	1	*	2
Don't know	6	5	6	6	3
Refused	1	1	1	1	1

Figure 5-13a
Teachers' Perceptions of Who Raised Their Hands More

Q.201A: In the past week, who raised their hands in class more often - - boys or girls?
Base: All teachers



* Other = No girls in classroom (vol.) – 1%, No boys in classroom (vol.) – 1%, Don't know/Refused – 6%

Figure 5-13b
Teachers' Perceptions of Who Raised Their Hands More

Q.201A: In the past week, who raised their hands in class more often -- boys or girls?

Base: All teachers

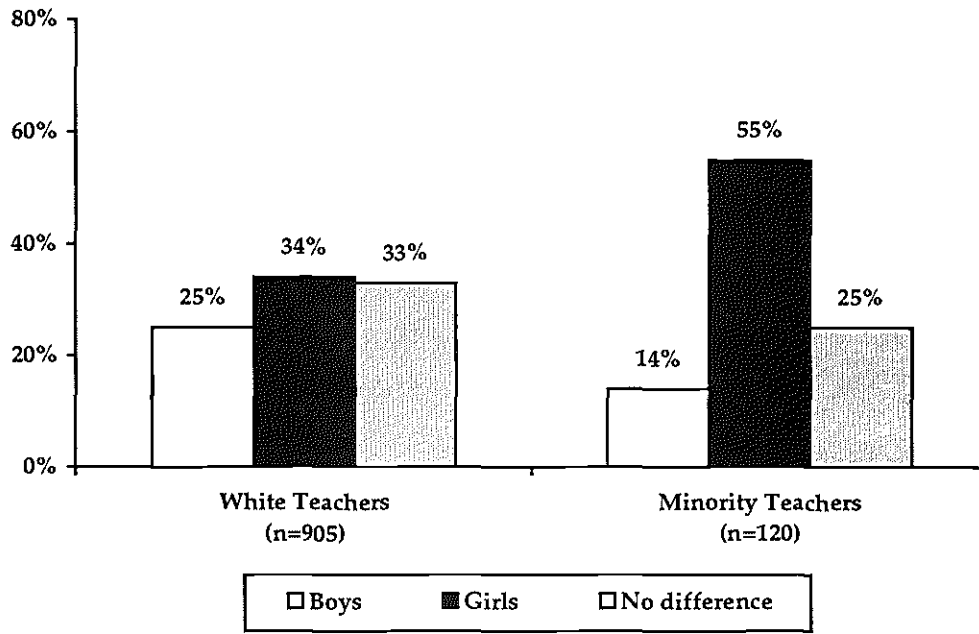


Table 5-14
Teachers' Perceptions of Who Raised Their Hands More

Q.201A: In the past week, who raised their hands in class more often - - boys or girls?

Base: All teachers

	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
Boys	23	19	25	22	25	26
Girls	37	40	36	28	42	39
No difference (vol.)	32	33	30	39	26	29
No girls in classroom (vol.)	1	1	2	*	1	1
No boys in classroom (vol.)	1	1	1	1	*	-
Don't know	6	5	4	9	4	4
Refused	1	-	1	1	1	1

Called On When Raised Hand

Although there is little notable difference by sex, as reported by students, in the frequency with which students say they raise their hands to participate in class, there appears to be a difference in the number of times those students were actually called on to respond. Equal proportions of white, African American and Hispanic students say they are called on very often when their hands are raised (28% white, 24% African American and 24% Hispanic). African American students are more likely than others to say they are called on very often or sometimes (75%) when they raise their hands. Girls, regardless of racial or ethnic background, are more likely than boys to say they are called on very often or sometimes when they raise their hands. White boys (30%) are more likely to say they are rarely or never called on when they raise their hands. (Figure 5-15 and Table 5-16)

Figure 5-15
Called On by Teachers

Q.E5: In the past week, how often did your teachers call on you when you raised your hand?

Base: All students

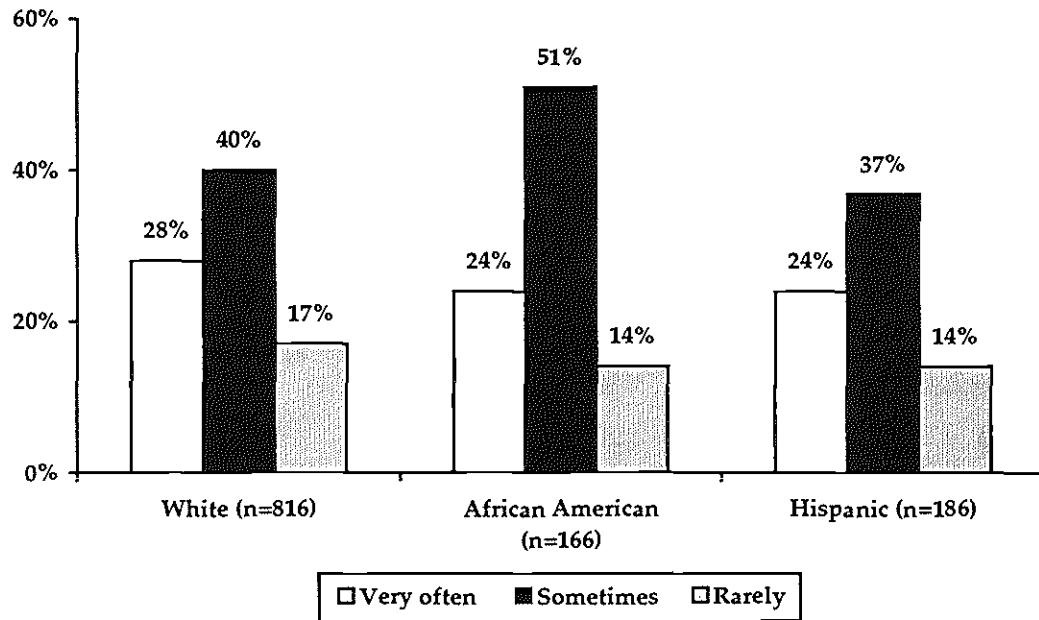


Table 5-16
Called On by Teachers

Q.E5: In the past week, how often did your teachers call on you when you raised your hand?

Base: All students

	Race/Ethnicity						
	Total	Sex		White		Minority	
		Male	Female	Male	Female	Male	Female
Base:	1294 %	608 %	686 %	388 %	428 %	155 %	197 %
Often	69	66	72	64	73	68	71
Very often	27	28	27	29	28	25	24
Sometimes	42	38	45	36	46	43	47
Not Often	26	28	23	30	23	25	23
Rarely	16	17	16	18	16	13	15
Never	9	11	8	12	8	12	8
Don't know	5	6	4	6	3	7	7

Comfort-Level When Called On

The large majority of students feel either very (38%) or somewhat comfortable (40%) being called on by the teacher. Boys and girls appear equally comfortable, with three in four feeling either very (39% and 37%, respectively) or somewhat comfortable (39% and 40%, respectively). When race or ethnicity and sex are looked at together, minority boys are the least likely (73%) and white boys are the most likely (80%) to say they feel comfortable when called on. White girls and minority girls are equally likely to say they feel comfortable being called on by their teachers (77% and 78%, respectively). A larger proportion of students in suburban (81%) and rural (81%) schools feel comfortable being called on than students in urban schools (71%). (Tables 5-17 and 5-18)

Teachers are less confident that students feel comfortable being called on. Six in ten (62%) teachers believe that most students are comfortable being called on, but three in ten (31%) feel this is true for only some students. Although students in urban schools appear to be

the least comfortable when called on, this difference is not noted by teachers working in urban schools. Teacher perceptions do not vary according to the type of school they teach in, but they do vary by estimated median community income. Teachers (74%) working in communities with an estimated median income higher than \$50,000 are much more likely to report that most of their students feel comfortable when called on than teachers working in communities with lower median income levels. (Tables and Figures 5-19 to 5-21)

Table 5-17
Comfort-Level When Called On

Q.E6: How comfortable do you feel when your teachers call on you?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1294	609	685	387	428	156	197
	%	%	%	%	%	%	%
Comfortable	78	78	77	80	77	73	78
Very comfortable	38	39	37	42	37	31	41
Somewhat comfortable	40	39	40	38	41	42	37
Not Comfortable	19	18	21	16	22	24	19
Not very comfortable	14	13	16	12	16	15	14
Not at all comfortable	5	5	6	4	6	10	6
Don't know	3	4	1	4	1	2	3

Table 5-18
Comfort-Level When Called On

Q.E6: How comfortable do you feel when your teachers call on you?

Base: All students

	Total	Urban	Suburban	Rural
Base:	1294	556	408	330
	%	%	%	%
Comfortable	78	71	81	81
Very comfortable	38	36	42	36
Somewhat comfortable	40	34	40	45
Not Comfortable	19	26	16	17
Not very comfortable	14	19	12	12
Not at all comfortable	5	7	5	5
Don't know	3	4	2	3

Table 5-19
Teachers' Views on the Proportion of Students That Are Comfortable When Called On

Q.220: What proportion of students would you say feel comfortable when you call on them in class - - most, some, a few, or none?

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Most	62	59	64	63	56
Some	31	33	29	30	34
A few	7	8	6	6	10
None	*	*	-	*	-
Don't know	*	*	*	*	-
Refused	*	-	*	*	-

Figure 5-19

Teachers' Views on the Proportion of Students That Are Comfortable When Called On

Q.220: What proportion of students would you say feel comfortable when you call on them in class -- most, some, a few, or none?

Base: All teachers

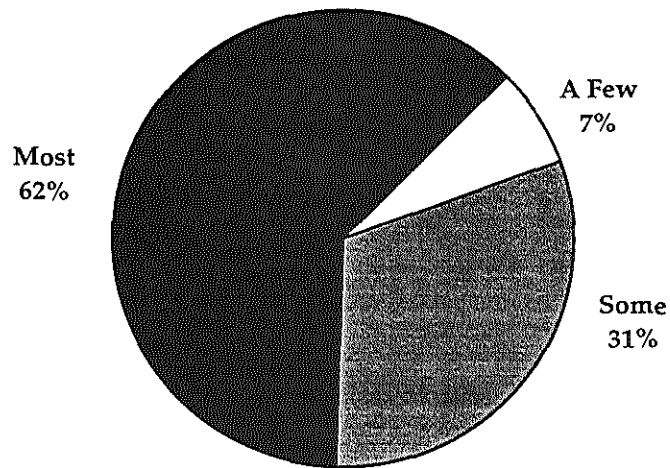


Table 5-20

Teachers' Views on the Proportion of Students That Are Comfortable When Called On

Q.220: What proportion of students would you say feel comfortable when you call on them in class - - most, some, a few, or none?

Base: All teachers

	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
Most	62	61	61	63	61	63
Some	31	30	27	33	30	30
A few	7	9	11	4	9	6
None	*	-	-	-	*	-
Don't know	*	-	1	-	-	-

Table 5-21

Teachers' Views on the Proportion of Students That Are Comfortable When Called On

Q.220: What proportion of students would you say feel comfortable when you call on them in class - - most, some, a few, or none?

Base: All teachers

	Total	Median Income of Community Where Most Students Live			
		\$15,000 or Less	\$15,001 to \$30,000	\$30,001 to \$50,000	\$50,001 or Over
Base:	1035	115	480	290	126
	%	%	%	%	%
Most	62	60	58	63	74
Some	31	28	34	31	23
A few	7	11	7	6	3
None	*	1	-	-	-
Don't know	*	-	*	1	-
Refused	*	-	*	-	-

Positive Feedback on Correct Answers

Most students (76%) receive positive feedback from their teachers when they answer questions correctly, but there appears to be differences based on sex and race. Four out of five (83%) African American students and three out of four (77%) white students feel that they receive positive feedback for correct answers, but only three out of five (59%) Hispanic students concur. Significant differences in the frequency with which students receive positive feedback also exist when race and sex are looked at together. White girls (83%) feel they receive the most positive feedback from teachers, while minority boys (71%) are least likely to believe they receive positive feedback. (Tables and Figures 5-22 and 5-23)

Figure 5-22
Gets Positive Feedback from Teachers

Q.E8: When you answer questions correctly, do you usually get positive feedback from your teachers, or not?

Base: All students

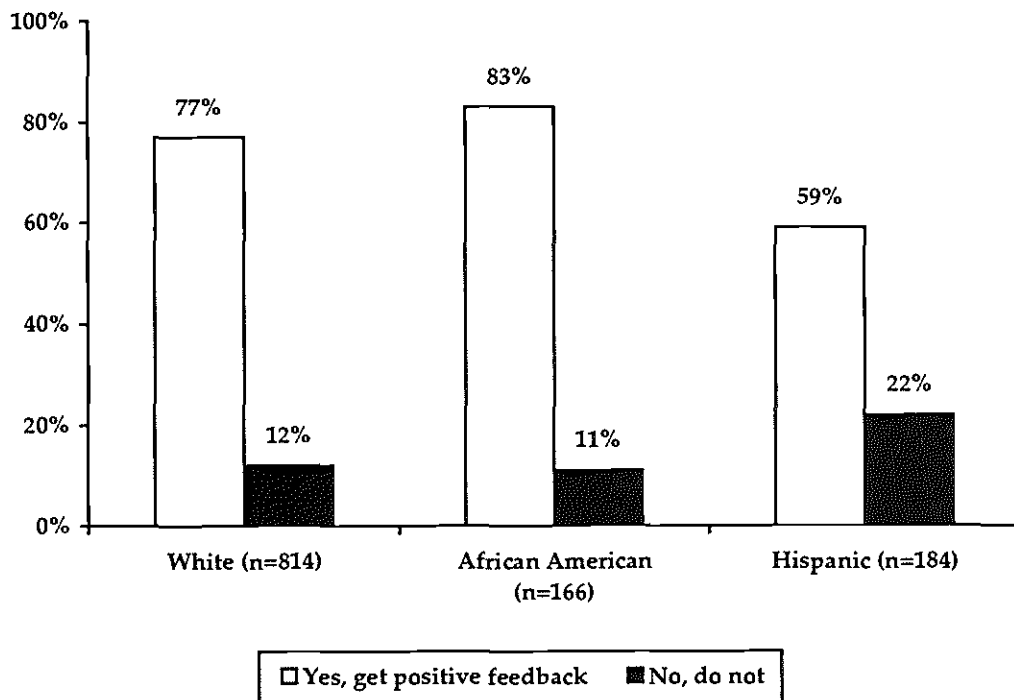


Table 5-23
Gets Positive Feedback from Teachers

Q.E8: When you answer questions correctly, do you usually get positive feedback from your teachers, or not?

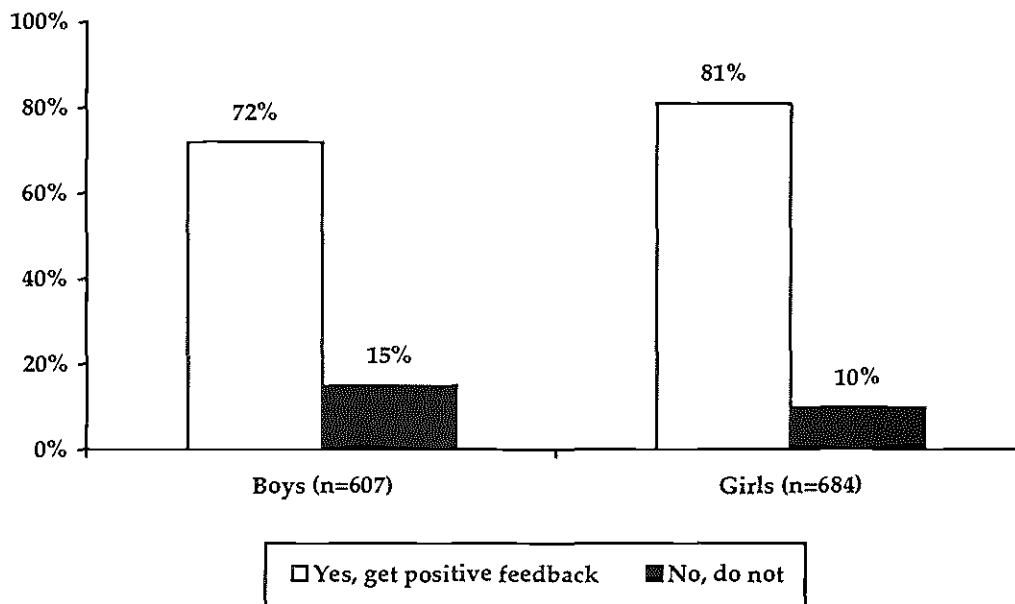
Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1291	607	684	386	428	155	195
	%	%	%	%	%	%	%
Yes, get positive feedback	76	72	81	72	83	71	75
No, do not	13	15	10	15	9	17	14
Don't know	11	13	9	13	9	12	11

Figure 5-23
Gets Positive Feedback from Teachers

Q.E8: When you answer questions correctly, do you usually get positive feedback from your teachers, or not?

Base: All students



Helpful Feedback on Incorrect Answers

Seven in ten (72%) students feel that teachers provide them with helpful feedback when they answer questions incorrectly. Although not as pronounced as the previous question, similar differences by race and sex do exist. Eight out of ten (79%) African American students, seven in ten (72%) white students, and two out of three (66%) Hispanic students feel that they receive helpful feedback when they answer questions incorrectly. Again, Hispanic students are less likely than others to feel that teachers provide them with helpful feedback. When race is broken down by sex, white girls and minority girls come out on top, with three out of four (77% white, 76% minority) saying they receive helpful feedback. White boys are less likely than others to feel that they receive helpful feedback from their teachers after answering incorrectly (66%). (Tables and Figures 5-24 and 5-25)

Teachers were not questioned about the quality of the feedback they are able to provide students during class. They were, however, asked about students who pursue extra help outside of class. Nearly half (47%) of all teachers report that girls ask for help after class more often than boys, one in five (23%) report that boys seek more help than girls, and one in four (25%) noted no difference. (Table and Figure 5-26)

Observation: The fact that girls are more likely than boys to seek extra help outside of class could explain why they perceive teacher feedback to be more helpful than boys do.

Figure 5-24
Gets Helpful Feedback from Teachers

Q.E9: When you answer questions incorrectly, do you usually get helpful feedback from your teachers, or not?

Base: All students

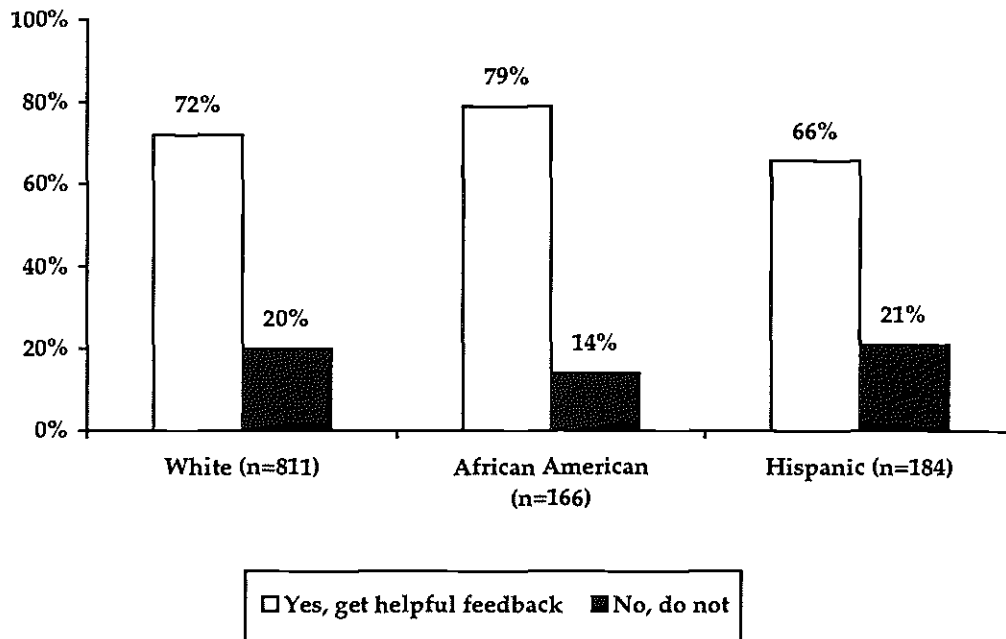


Table 5-25
Gets Helpful Feedback from Teachers

Q.E9: When you answer questions incorrectly, do you usually get helpful feedback from your teachers, or not?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1288	604	684	383	428	155	195
	%	%	%	%	%	%	%
Yes, get helpful feedback	72	67	76	66	77	70	76
No, do not	20	23	17	24	16	21	14
Don't know	9	10	8	10	7	10	10

Figure 5-25
Gets Helpful Feedback from Teachers

Q.E9: When you answer questions incorrectly, do you usually get helpful feedback from your teachers, or not?

Base: All students

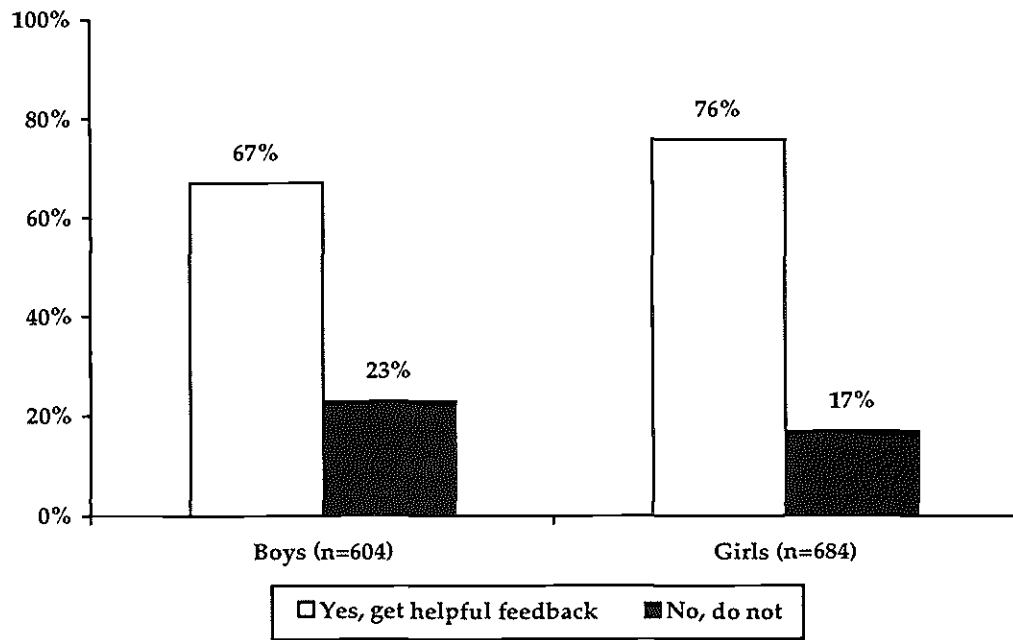


Table 5-26
Teachers' Perceptions of Who Asked for Help After Class

Q.201C: In the past week, who asked for help after class more often - - boys or girls?

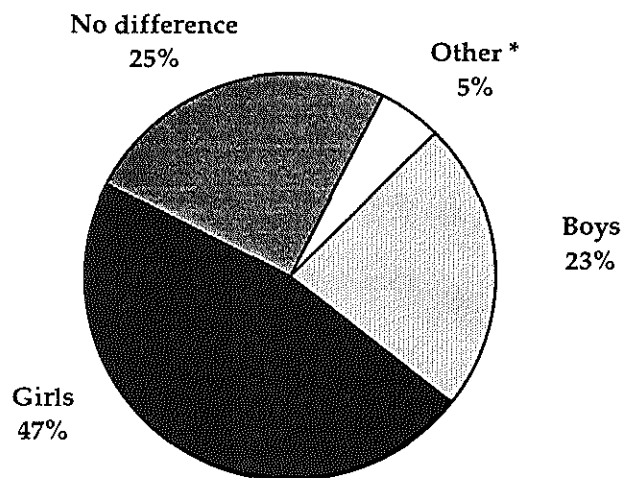
Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Boys	23	24	23	24	20
Girls	47	47	46	47	48
No difference (vol.)	25	24	25	24	26
No girls in classroom (vol.)	1	2	1	1	2
No boys in classroom (vol.)	1	-	1	*	2
Don't know	3	3	3	3	2
Refused	*	-	1	*	1

Figure 5-26
Teachers' Perceptions of Who Asked for Help After Class

Q.201C: In the past week, who asked for help after class more often - - boys or girls?

Base: All teachers



* Other = No girls in classroom (vol.) – 1%, No boys in classroom (vol.) – 1%, Don't know/Refused – 3%

CHAPTER 6: BEHAVIORAL ATTRIBUTES IN THE CLASSROOM

The following series of statements were given to students, and they were asked to indicate whether they thought they were mostly true or mostly false.

"I raise my hand in class only if I feel certain that I know the answer."

Most students (76%) only raise their hands in class if they feel certain that they know the answer. This appears to be especially true of African American students; four out of five (82%) believe this statement accurately reflects their behavior. White students are slightly more inclined to risk answering without being certain of their answer. About one in four (26%) will raise their hands to answer a question without feeling certain that the answer is correct. When sex is factored in to this picture, minority girls appear to be the most cautious and white boys appear to be the least cautious. More than eight in ten (84%) minority girls raise their hands only if they are certain that they know the answer, whereas this is true for only about seven in ten (73%) white boys. (Figure 6-1 and Table 6-2)

Teachers were asked to respond to a similar statement characterizing students' willingness to volunteer answers. Their perceptions are remarkably similar to those of the students. Three out of four (77%) teachers said that students raise their hands in class only if they feel certain that they know the answer. Answers did not significantly vary by teacher gender or race. (Table 6-3)

Figure 6-1
Raising One's Hand Only if Certain of Answer

Q.E7.1: Please mark whether you think each of these statements is mostly true or false. I raise my hand in class only if I feel certain that I know the answer.

Base: All students

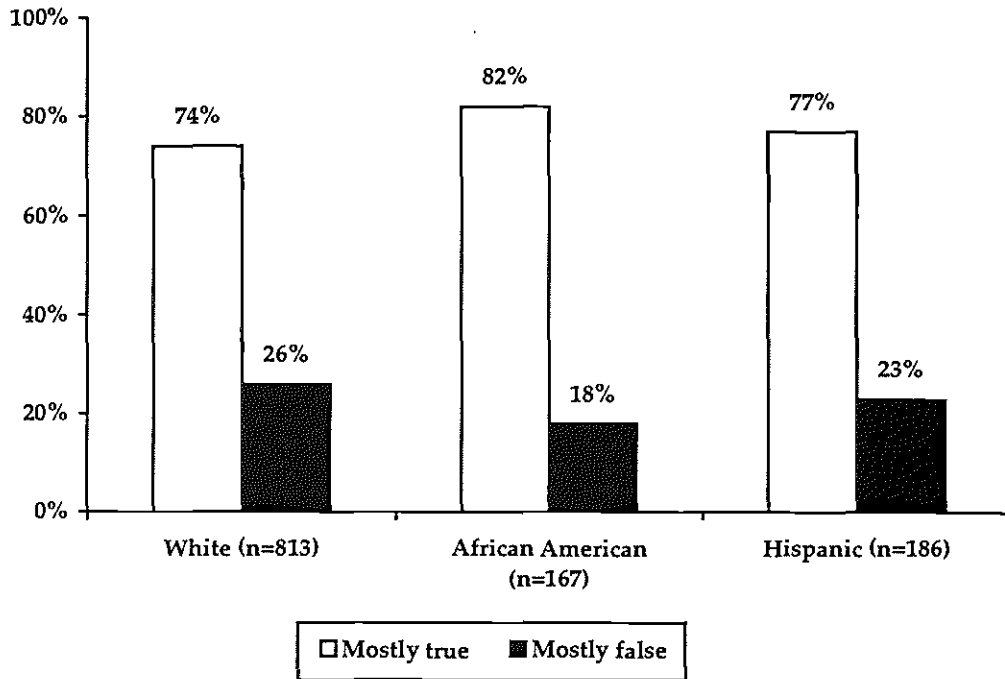


Table 6-2
Raising One's Hand Only if Certain of Answer

Q.E7.1: Please mark whether you think each of these statements is mostly true or false. I raise my hand in class only if I feel certain that I know the answer.

Base: All students

	Race/Ethnicity						
	Total	Sex		White		Minority	
		Male	Female	Male	Female	Male	Female
Base:	1293	608	685	386	427	156	197
	%	%	%	%	%	%	%
Mostly true	76	74	79	73	76	76	84
Mostly false	24	26	21	27	24	24	16

Table 6-3
Teachers' Beliefs on Students Raising Their Hands in Class

Q.215A: For each of the following statements, please indicate whether you feel it is mostly true or mostly false: Students raise their hands in class only if they feel certain that they know the answer.

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Mostly true	77	78	76	77	79
Mostly false	22	21	22	22	19
Don't know	1	1	1	1	2
Refused	*	-	*	*	-

"I am competitive in my classes."

Three in five (60%) students believe that they are competitive in their classes. Boys (65%), regardless of race, are more likely than girls to feel that they are competitive in their classes. Just over half (55%) of all girls feel that they are competitive in their classes. These differences are consistent for both minority and white students. (Table and Figure 6-4)

Table 6-4
Competitive in Classes

Q.E7.4: Please mark whether you think each of these statements is mostly true or false. I am competitive in my classes.

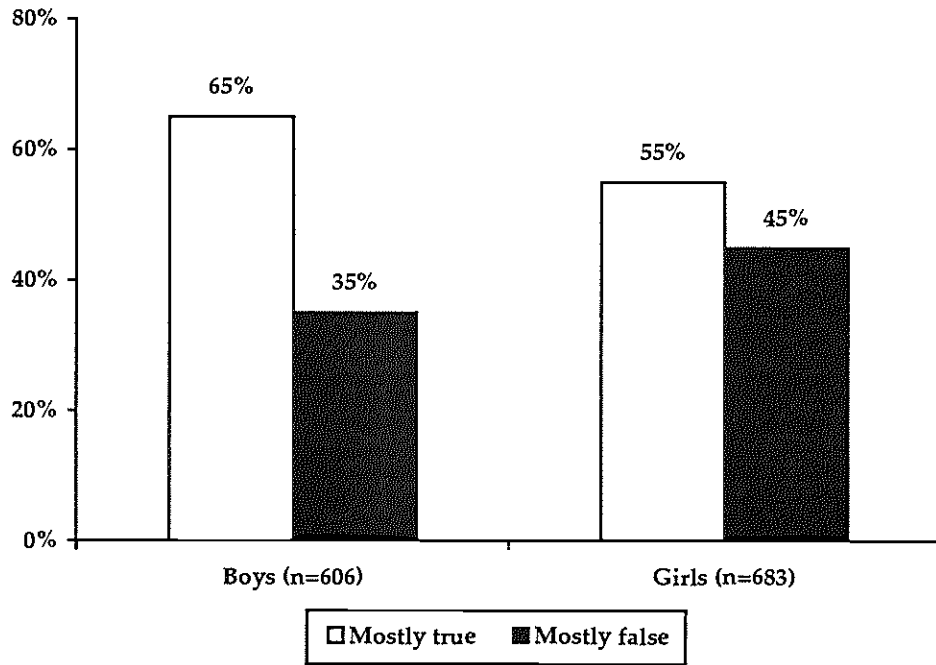
Base: All students

	Total	Sex		Race/Ethnicity			
				White		Minority	
		Male	Female	Male	Female	Male	Female
Base:	1289	606	683	387	426	154	197
	%	%	%	%	%	%	%
Mostly true	60	65	55	65	53	63	57
Mostly false	40	35	45	35	47	37	43

Figure 6-4
Competitive in Classes

Q.E7.4: Please mark whether you think each of these statements is mostly true or false. I am competitive in my classes.

Base: All students



"I dread being called on by the teacher."

One quarter of boys and girls (23% vs. 26%) alike dread being called on by the teacher. Although there is little difference by sex alone, differences do occur when sex and race are looked at together. Minority girls dread being called on the most and white boys dread it the least (30% vs. 21%, respectively). The socioeconomic status of the students seems to also influence this aversion. Students with not enough or with just enough money for the basic necessities are more likely to dread being called on than students who have more than enough money for the basics (34% vs. 22%, respectively). (Table 6-5 and Figure 6-6)

Table 6-5
Dreads Being Called On by Teacher

Q.E7.5: Please mark whether you think each of these statements is mostly true or false. I dread being called on by the teacher.

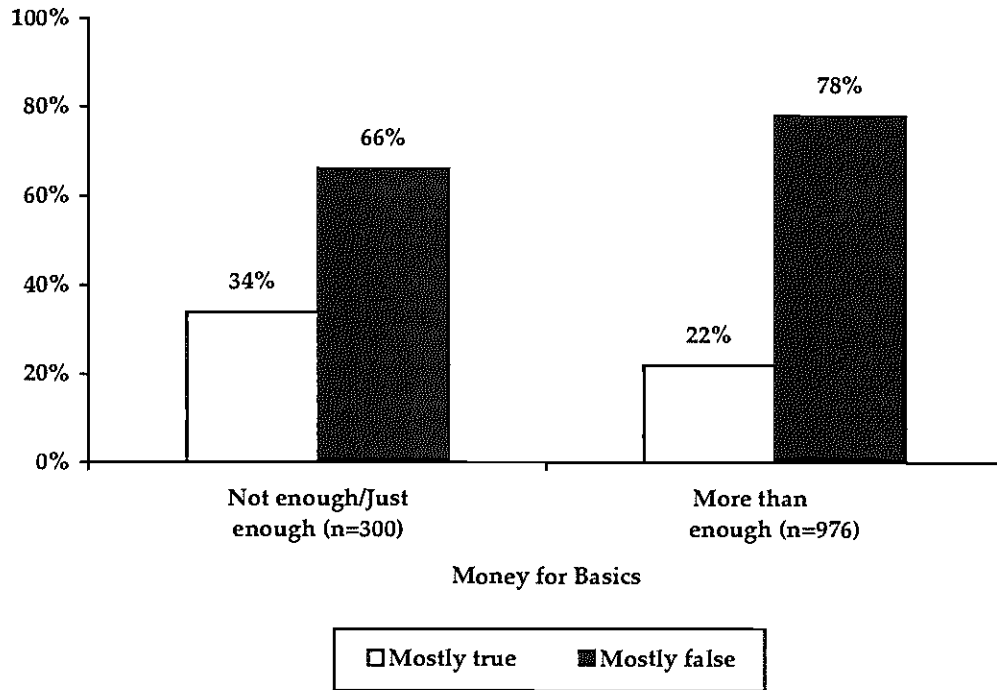
Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1286	605	681	387	425	154	196
	%	%	%	%	%	%	%
Mostly true	25	23	26	21	23	24	30
Mostly false	75	77	74	79	77	76	70

Figure 6-6
Dreads Being Called On by Teacher

Q.E7.5: Please mark whether you think each of these statements is mostly true or false. I dread being called on by the teacher.

Base: All students



"I am laughed at when I give the wrong answers."

Only about one-fifth (20%) of all students say that they are laughed at when they give the wrong answers. Minority boys (25%) are the most likely to feel that they are laughed at for answering incorrectly, and white girls (15%) are the least likely to believe that this is the case. Similarly, students from homes with financial difficulties (27%) are more likely to believe that they are laughed at than students from more financially secure homes (18%). (Table 6-7 and Figure 6-8)

Just as most students believe this statement to be false, so do most teachers. Four in five (81%) teachers do not believe students are laughed at for giving the wrong answers. Minority teachers (25%) are slightly more inclined than others to believe that this may be the case. A quarter (27%) of all teachers working in the poorest communities believe that

students are laughed at for incorrect responses, whereas only one in ten (9%) teachers in the wealthiest communities agree with this. Given this, it is not surprising to note that teachers in inner city schools are more likely to agree with this statement than teachers working in suburban schools (25% vs. 12%, respectively). (Tables and Figures 6-9 to 6-11)

Table 6-7
Laughed at When Gives Wrong Answers

Q.E7.6: Please mark whether you think each of these statements is mostly true or false. I am laughed at when I give the wrong answers.

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1288	606	682	387	424	154	197
	%	%	%	%	%	%	%
Mostly true	20	23	18	22	15	25	23
Mostly false	80	77	82	78	85	75	77

Figure 6-8
Laughed at When Gives Wrong Answers

Q.E7.6: Please mark whether you think each of these statements is mostly true or false. I am laughed at when I give the wrong answers.

Base: All students

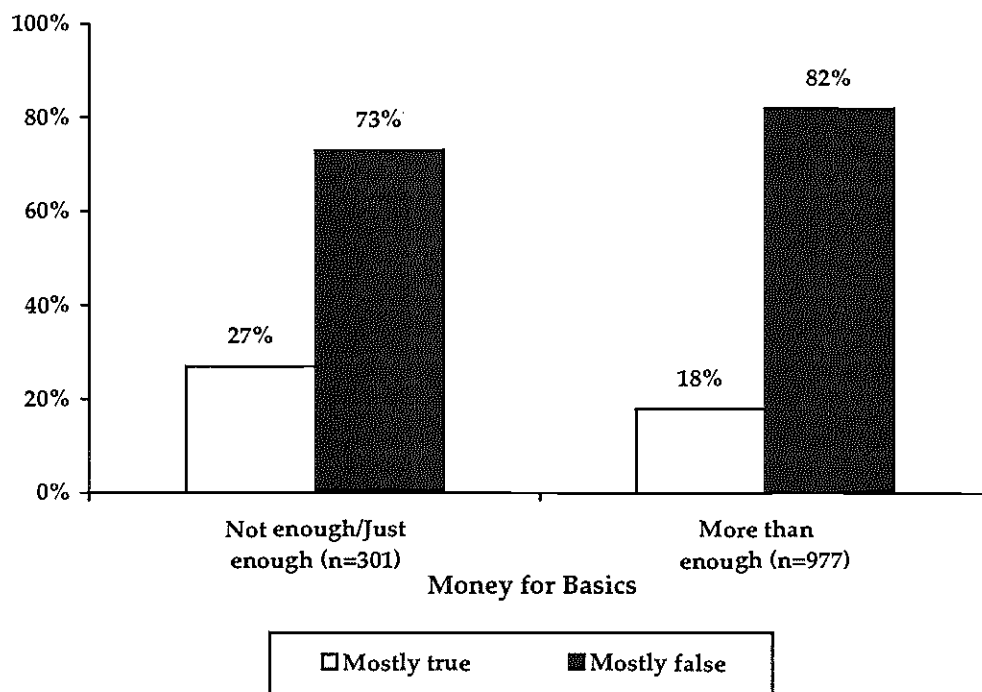


Table 6-9
Teachers' Beliefs About Students Being Laughed at for Wrong Answers

Q.215C: For each of the following statements, please indicate whether you feel it is mostly true or mostly false: Students who give the wrong answers are laughed at.

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Mostly true	18	17	18	17	25
Mostly false	81	82	81	82	75
Don't know	1	1	*	1	-
Refused	*	-	*	*	-

Figure 6-10
Teachers' Beliefs About Students Being Laughed at for Wrong Answers

Q.215C: For each of the following statements, please indicate whether you feel it is mostly true or mostly false: Students who give the wrong answers are laughed at.

Base: All teachers

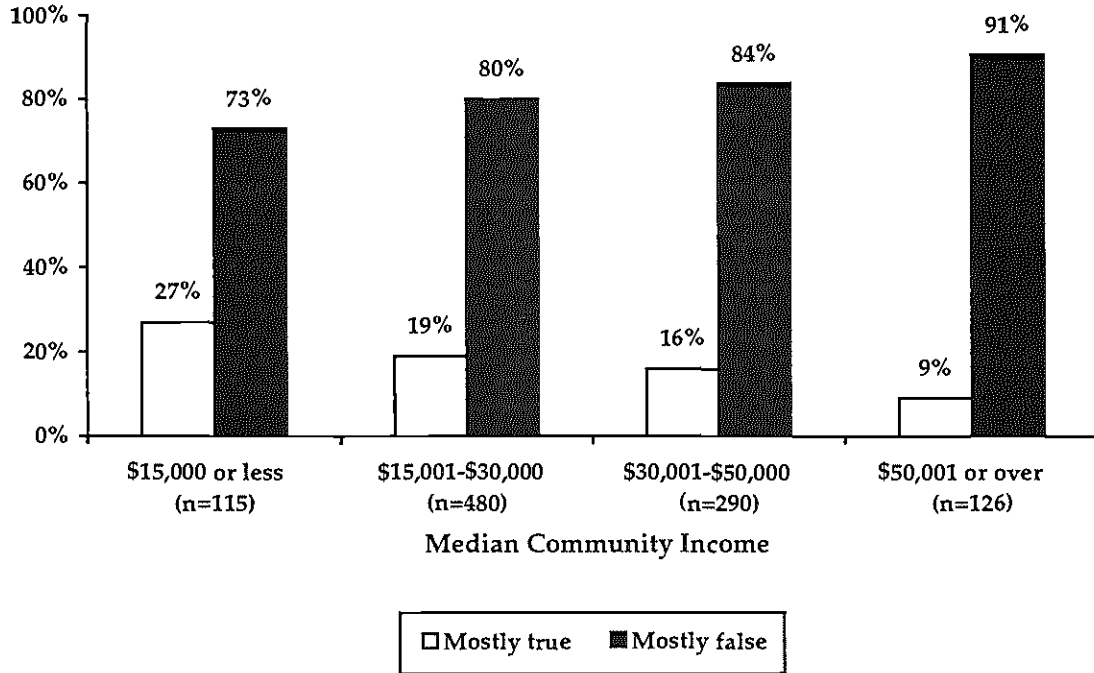


Table 6-11
Teachers' Beliefs About Students Being Laughed at for Wrong Answers

Q.215C: For each of the following statements, please indicate whether you feel it is mostly true or mostly false. Students who give the wrong answers are laughed at.

Base: All teachers

	Total	Inner City	Other Urban	Sub-urban	Small Town	Rural
Base:	1035	132	126	284	280	210
	%	%	%	%	%	%
Mostly true	18	25	23	12	18	17
Mostly false	81	74	76	87	81	82
Don't know	1	1	1	1	1	-

"I make important contributions to class discussions."

Six in ten (63%) students believe that they make important contributions to class discussions. While there is little difference in the sentiments of boys and girls, there are attitudinal differences when sex and race are looked at together. Minority girls (58%) are less likely than others to believe that they make important contributions to class discussions. (Table 6-12)

Table 6-12
Makes Important Contributions to Class Discussions

Q.E7.7: Please mark whether you think each of these statements is mostly true or false. I make important contributions to class discussions.

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1286	606	680	387	426	155	196
	%	%	%	%	%	%	%
Mostly true	63	64	62	65	64	61	58
Mostly false	37	36	38	35	36	39	42

"I feel embarrassed when I have to speak in front of the class."

Two in five (40%) students feel embarrassed speaking in front of the class. White girls, minority girls and minority boys only vary slightly with respect to their feelings on this matter (42%, 42%, and 44%, respectively). White boys, on the other hand, are less likely to be uncomfortable by the prospect of speaking in front of their classmates; two out of three (64%) white boys would not be embarrassed to do so. While only slight differences exist by sex and race, more substantial differences exist by socioeconomic status. Students whose families do not have enough or who have just enough money for basic necessities (50%) are much more likely to be embarrassed speaking in front of the class than students with more than enough money (37%). (Table 6-13 and Figure 6-14)

Table 6-13
Embarrassed to Speak in Front of the Class

Q.E7.8: Please mark whether you think each of these statements is mostly true or false. I feel embarrassed when I have to speak in front of the class.

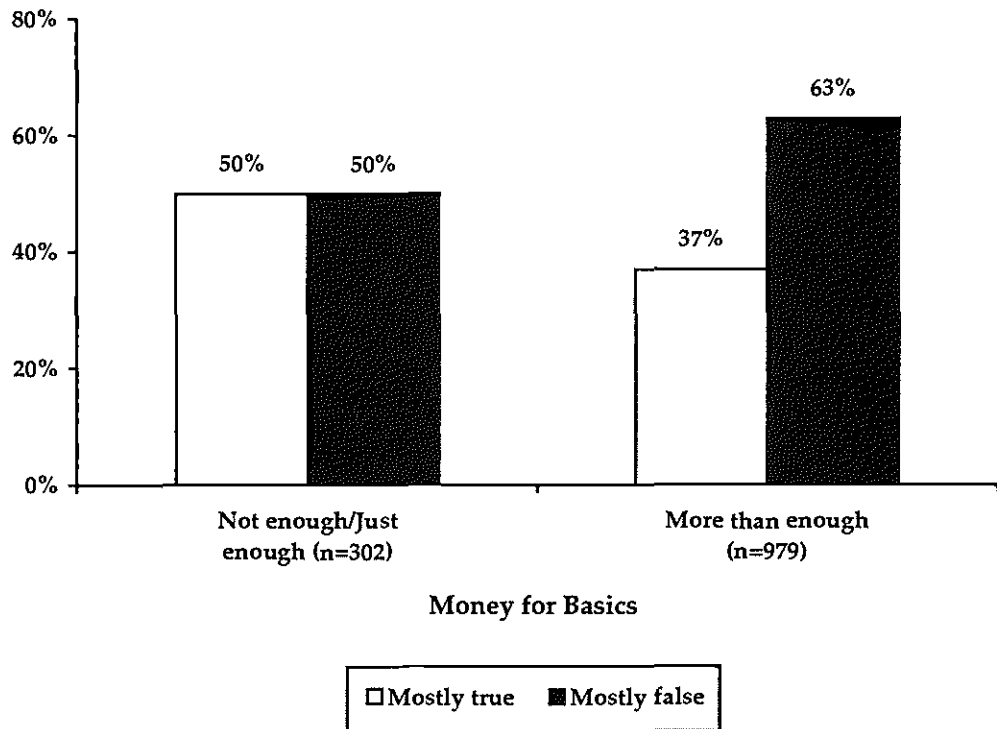
Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1291	607	684	387	427	155	197
	%	%	%	%	%	%	%
Mostly true	40	39	42	36	42	44	42
Mostly false	60	61	58	64	58	56	58

Figure 6-14
Embarrassed to Speak in Front of the Class

Q.E7.8: Please mark whether you think each of these statements is mostly true or false. I feel embarrassed when I have to speak in front of the class.

Base: All students



"I want as much attention from my teachers as possible."

Boys and girls (62% vs. 66%) alike say that they do not want as much attention as possible from their teachers. While there appears to be little difference by sex in the need for attention, there is a marked difference by race. Only one in three (33%) white students wants as much attention as possible, whereas four in ten (41%) Hispanic students and half (52%) of all African American students desire this sort of attention. (Table 6-15 and Figure 6-16)

To capture teacher perceptions on this issue, we asked them about demands made on their attention during the past week. Three in five (61%) teachers feel that boys demand more attention during class, one in five feels that girls do so, and 17% believe that there is no difference. Female teachers are much more likely than male teachers to feel that boys demand more in-class attention (69% female, 49% male). Significant differences also occur by race; three in ten (30%) minority teachers feel that girls demand more attention, whereas only 17% of white teachers agree with this. (Table and Figure 6-17)

Table 6-15
Wants as Much Attention from Teachers as Possible

Q.E7.9: Please mark whether you think each of these statements is mostly true or false. I want as much attention from my teachers as possible.

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1283	603	680	384	427	155	193
	%	%	%	%	%	%	%
Mostly true	36	38	34	34	31	48	47
Mostly false	64	62	66	66	69	52	53

Figure 6-16
Wants as Much Attention from Teachers as Possible

Q.E7.9: Please mark whether you think the following statement is mostly true or false: "I want as much attention from my teachers as possible."

Base: All students

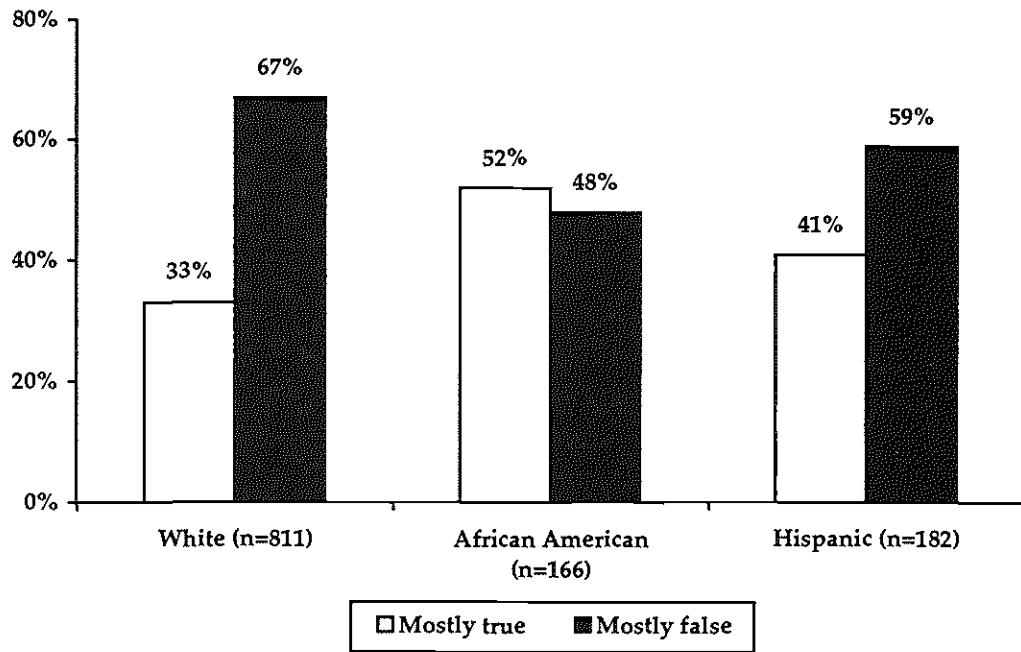


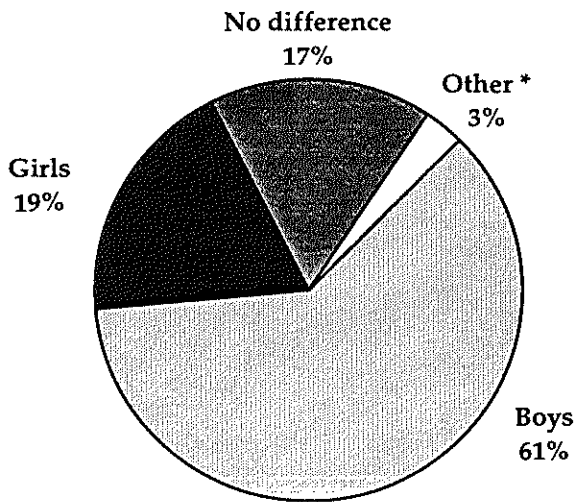
Table 6-17
Teachers' Perceptions of Who Demanded More Attention

Q.201D: In the past week, who demanded more attention during class -- boys or girls?
Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Boys	61	49	69	62	54
Girls	19	27	12	17	30
No difference (vol.)	17	20	15	18	13
No girls in classroom (vol.)	1	2	1	1	2
No boys in classroom (vol.)	1	-	1	*	2
Don't know	1	1	1	1	-
Refused	*	-	*	*	-

Figure 6-17a
Teachers' Perceptions of Who Demanded More Attention

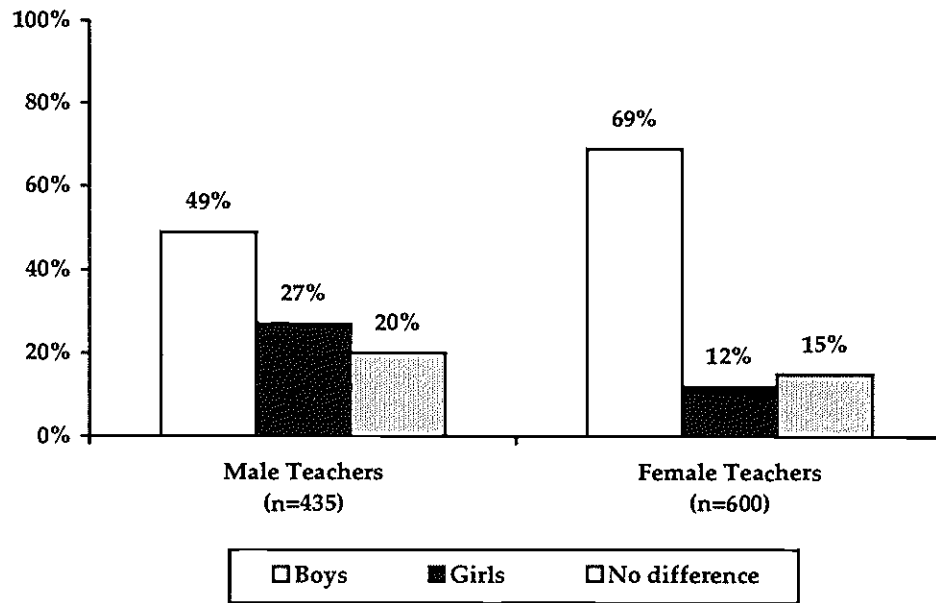
Q.201D: In the past week, who demanded more attention during class -- boys or girls?
Base: All teachers



* Other = No girls in classroom (vol.) – 1%, No boys in classroom (vol.) – 1%, Don't know/Refused – 1%

Figure 6-17b
Teachers' Perceptions of Who Demanded More Attention

Q.201D: In the past week, who demanded more attention during class -- boys or girls?
Base: All teachers



"I prefer to listen in class rather than speak."

Three in five (62%) students prefer to listen in class rather than speak. Boys and girls do not differ on this issue (63% vs. 62%), but students categorized by race do. African American and Hispanic students are much more inclined than white students to say that they prefer to listen and not speak in class (71% and 67% vs. 60%, respectively). (Tables and Figures 6-18 and 6-19)

Table 6-18
Prefers to Listen Rather Than Speak in Class

Q.E7.10: Please mark whether you think each of these statements is mostly true or false. I prefer to listen in class rather than speak.

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1288	607	681	386	426	156	197
	%	%	%	%	%	%	%
Mostly true	62	63	62	61	58	72	68
Mostly false	38	37	38	39	42	28	32

Figure 6-18
Prefers to Listen Rather Than Speak in Class

Q.E7.10: Please mark whether you think the following statement is mostly true or mostly false: "I prefer to listen rather than speak."

Base: All students

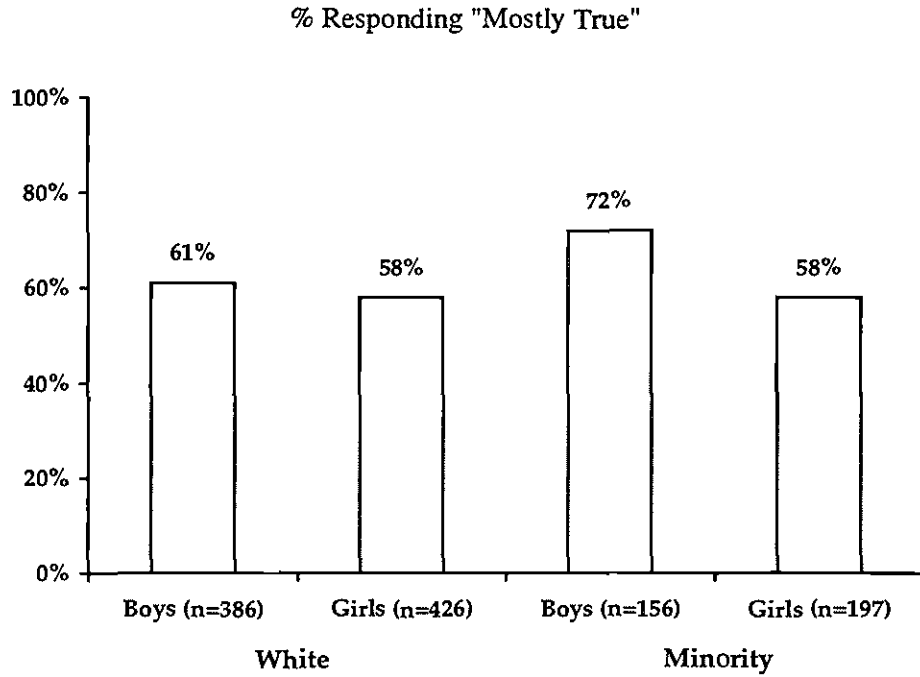
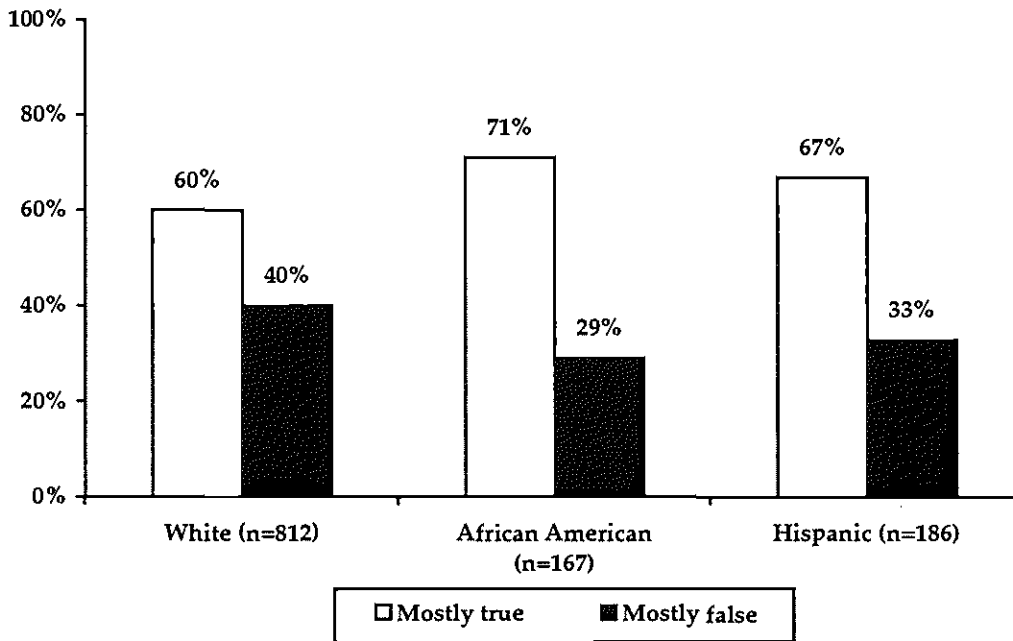


Figure 6-19
Prefers to Listen Rather Than Speak in Class

Q.E7.10: Please mark whether you think each of these statements is mostly true or false. I prefer to listen in class rather than speak.

Base: All students



"I tend to shout out the answers."

Only three in ten (30%) students tend to shout out the answers in class, with boys more likely to do so than girls. More than one in three (36%) boys shouts out the answers, whereas only one in five (23%) girls does. The same proportion of white (36%) and minority (36%) boys report that they have a tendency to shout out the answers. (Table 6-20)

Teachers' perceptions of shouting out in class confirm that boys tend to do so more than girls. Half (53%) of all teachers report that boys call out the answers more frequently than girls, one in five (22%) reports girls doing so more than boys, and another fifth (20%) feel there is no difference. Although notable differences by sex do not exist, slight variations exist by race. Two in five (40%) minority teachers feel that girls shout out more answers

than boys, whereas only one in five (19%) white teachers feels this way. (Table and Figure 6-21)

In addition to asking about their perceptions of student behavior, we also wanted to know how teachers respond when students shout out answers. Three out of four teachers are either very (33%) or somewhat (43%) likely to acknowledge students who call out the right answer without first raising their hand. More female (36%) than male (29%) teachers are very likely to acknowledge such students. (Table 6-22)

Table 6-20
Shouting Out Answers

Q.E7.11: Please mark whether you think each of these statements is mostly true or false. I tend to shout out the answers.

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1287	605	682	384	427	157	196
	%	%	%	%	%	%	%
Mostly true	30	36	23	36	22	36	29
Mostly false	70	64	77	64	78	64	71

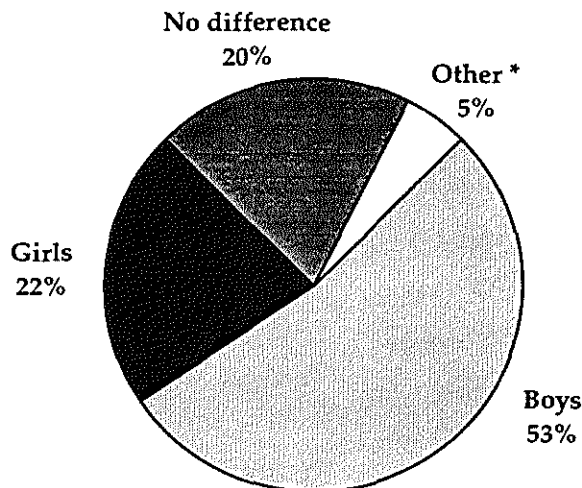
Table 6-21
Teachers' Perceptions of Who Called Out the Answers More

Q.201B: In the past week, who called out the answers in class more often - - boys or girls?
Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Boys	53	51	54	55	41
Girls	22	24	20	19	40
No difference (vol.)	20	20	19	20	14
No girls in classroom (vol.)	1	2	1	1	2
No boys in classroom (vol.)	1	-	1	*	2
Don't know	4	3	4	4	2
Refused	1	*	1	1	1

Figure 6-21a
Teachers' Perceptions of Who Called Out the Answers More

Q.201B: In the past week, who called out the answers more often - - boys or girls?
Base: All students



* Other = No girls in classroom (vol.) – 1%, No boys in classroom (vol.) – 1%, Don't know/Refused – 5%

Figure 6-21b
Teachers' Perceptions of Who Called Out the Answers More

Q.201B: In the past week, who called out the answers more often - - boys or girls?

Base: All students

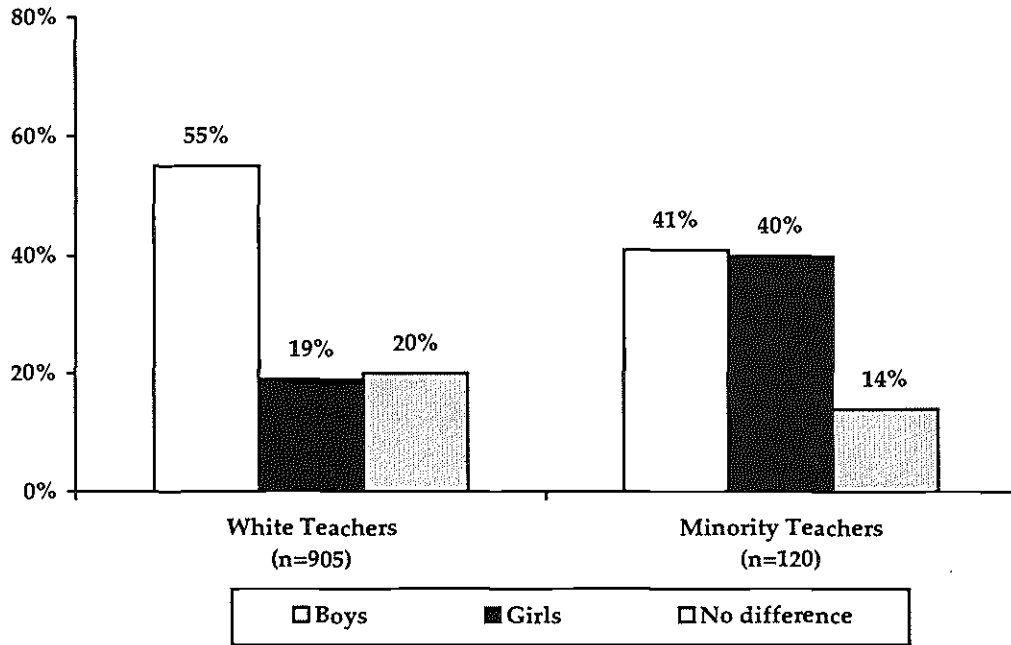


Table 6-22
Likelihood of Acknowledging Students Who Call Out Answers

Q.205: When students call out the right answers in class without raising their hand, how likely are you to acknowledge them - - very likely, somewhat likely, not very likely, or not at all likely?

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Likely	76	73	78	76	73
Very likely	33	29	36	34	27
Somewhat likely	43	44	42	42	47
Not likely	22	26	20	22	25
Not very likely	18	20	16	18	17
Not at all likely	5	6	5	4	9
Don't know	1	1	1	1	1
Refused	*	-	1	*	-

"I feel that teachers don't listen to what I have to say."

A quarter (25%) of all students feel that teachers don't listen to what they have to say. Boys are more likely to feel this way than girls, with three in ten (31%) boys and two in ten (19%) girls asserting this to be the case. In addition to this sex difference, there appears to be differences based on type of school. Students from urban schools (30%) are more likely to believe that they are not heard than students from suburban schools (22%). (Table 6-23 and Figure 6-24)

Table 6-23
Feels Teachers Don't Listen

Q.E7.3: Please mark whether you think each of these statements is mostly true or false. I feel that teachers don't listen to what I have to say.

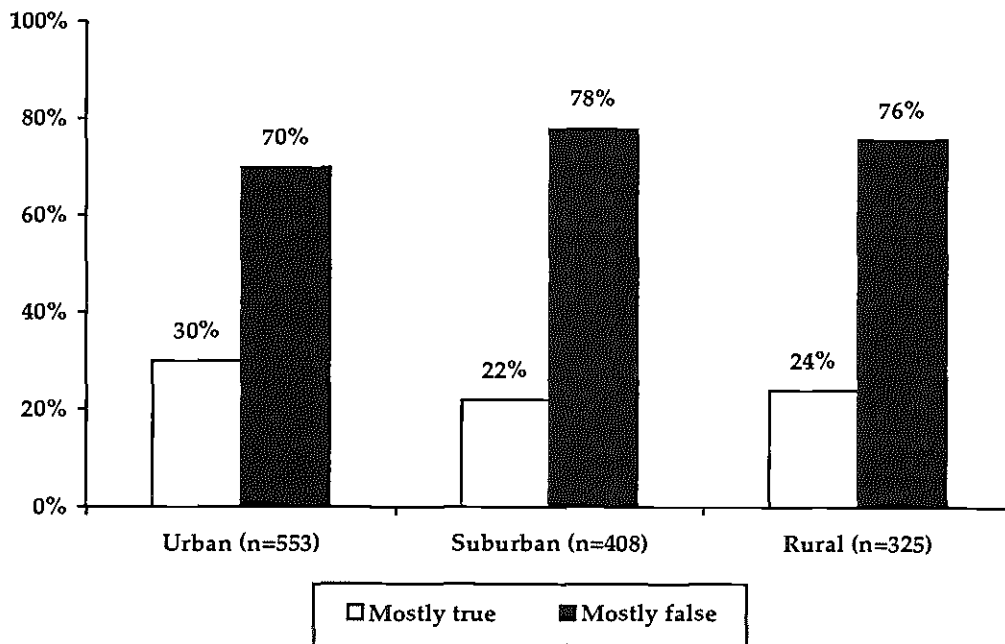
Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1286	605	681	384	426	156	194
	%	%	%	%	%	%	%
Mostly true	25	31	19	31	19	32	20
Mostly false	75	69	81	69	81	68	80

Figure 6-24
Feels Teachers Don't Listen

Q.E7.3: Please mark whether you think each of these statements is mostly true or false. I feel that teachers don't listen to what I have to say.

Base: All students



"Compared to my classmates, I am treated fairly by my teachers."

Three out of four (77%) students believe that they are treated fairly by their teachers. White girls are the most likely to believe that this statement holds true, with four in five (82%) perceiving the treatment they receive from teachers to be fair. One third (30%) of all minority boys disagree with the notion that, in comparison to their classmates, they are treated fairly. In general, it appears that students in urban schools (69%) are the least likely to feel that they are treated fairly by their teachers, while students in suburban schools (84%) are the most likely to feel this way. (Tables and Figures 6-25 to 6-27)

Table 6-25
Treated Fairly by Teachers

Q.E7.2: Please mark whether you think each of these statements is mostly true or false. Compared to my classmates, I am treated fairly by my teachers.

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1289	607	682	386	427	156	195
	%	%	%	%	%	%	%
Mostly true	77	73	81	74	82	70	76
Mostly false	23	27	19	26	18	30	24

Figure 6-26
Treated Fairly by Teachers

Q.E7.2: Please mark whether you think each of these statements is mostly true or false.
Compared to my classmates, I am treated fairly by my teachers.

Base: All students

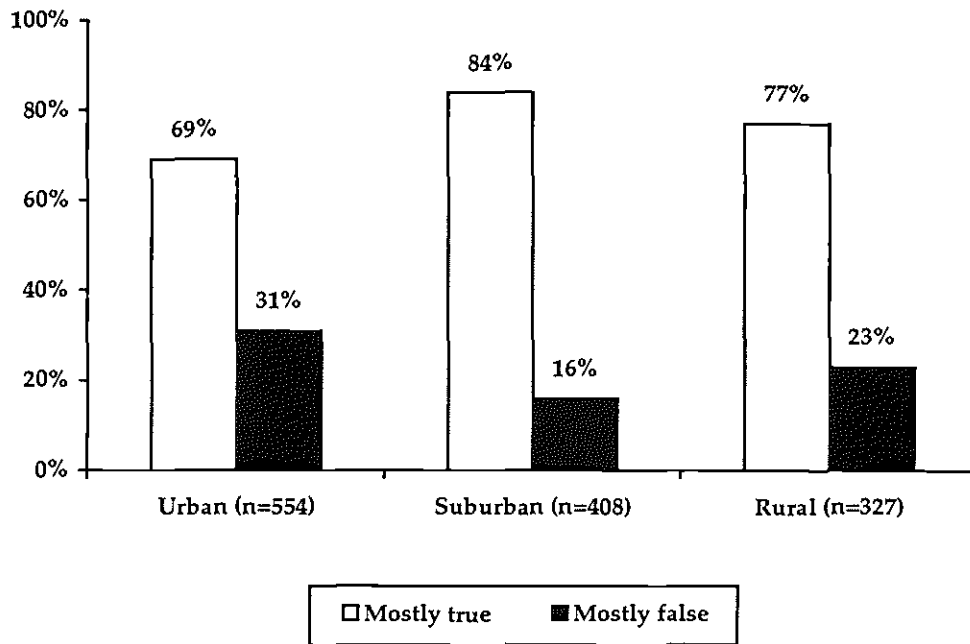


Table 6-27
Summary of Behavioral Statements

Q.E7: Please mark whether you think each of these statements is mostly true or false.

Base: All students

Base: Total students		Mostly True	Mostly False
Compared to my classmates, I am treated fairly by my teachers.	%	77	23
I raise my hand in class only if I feel certain that I know the answer.	%	76	24
I make important contributions to class discussions.	%	63	37
I prefer to listen in class rather than speak.	%	62	38
I am competitive in my classes.	%	60	40
I feel embarrassed when I have to speak in front of the class.	%	40	60
I want as much attention from my teachers as possible.	%	36	64
I tend to shout out the answers.	%	30	70
I feel that teachers don't listen to what I have to say.	%	25	75
I dread being called on by the teacher.	%	25	75
I am laughed at when I give the wrong answers.	%	20	80

Teacher Attention

The majority of students feel that they very often (31%) or sometimes (45%) receive enough attention from their teachers in class, while one in five feels that they rarely (17%) or never (3%) do. Students' perceptions vary significantly by race. African American students are the most likely to feel that they frequently receive enough attention from their teachers in class, with four in ten (41%) answering "very often." White students and Hispanic students are less likely to feel that they receive sufficient teacher attention as frequently; only three in ten (31%) white students and one in four (25%) Hispanic students feel this way. (Figure 6-28)

Girls (79%) are more likely than boys (73%) to feel that they "often" receive enough attention from their teachers. One in three girls and boys (30% and 31%, respectively) "very often" receive enough attention from their teachers in class; half (48%) of all girls and two in five (42%) boys "sometimes" do. When sex and race are looked at together, the disparity in attention received increases. White girls (80%) are the most likely to feel they "often" receive enough attention, minority boys (67%) are the least likely to feel this way, and white boys and minority girls (73% and 74%, respectively) fall in between. (Table and Figure 6-29)

Students who feel they sometimes, rarely or never get enough attention in class were asked to hypothesize as to why they do not get sufficient attention. There is very little difference in the answers given by boys and girls. The top three reasons given are: that their teachers do not like to be interrupted when teaching the lesson (38% boys vs. 41% girls); that their teachers are too busy keeping control of the class (32% boys vs. 36% girls); and that there are too many students in my class (31% boys vs. 36% girls). (Table 6-30)

Similar questions were asked to assess teacher perceptions of the amount of attention students receive. Three in five (62%) teachers believe that most students feel that they get enough attention in class, and three in ten (31%) feel that only some students feel this way. Teachers who think only some or a few students would feel that they get enough attention were asked why they think students do not get the attention they need in class. More than half (56%) felt that the primary reason for this was too many students in the class. Less

than one in ten (8%) teachers believe that teachers are too busy controlling the class to give sufficient attention to all students. Since this was the second most commonly given explanation among students, it is interesting to note that so few teachers cite this problem. Teachers were also asked about time spent rewarding good behavior versus time spent disciplining the bad. More than half (57%) of all teachers spend more time rewarding good behaviors, and one in three (35%) spends more time disciplining the bad. (Tables and Figures 6-31 to 6-33)

Observation: It is interesting to note that students who do not frequently get enough attention from their teachers in class, feel that one of the primary reasons for this is that teachers are too busy controlling the class. Not only do few teachers mention this as a problem, the majority claim to spend more of their time rewarding good behaviors than disciplining the bad.

Figure 6-28
Frequency of Receipt of Sufficient Attention from Teachers

Q.E10: How often do you receive enough attention from your teachers in class?

Base: All students

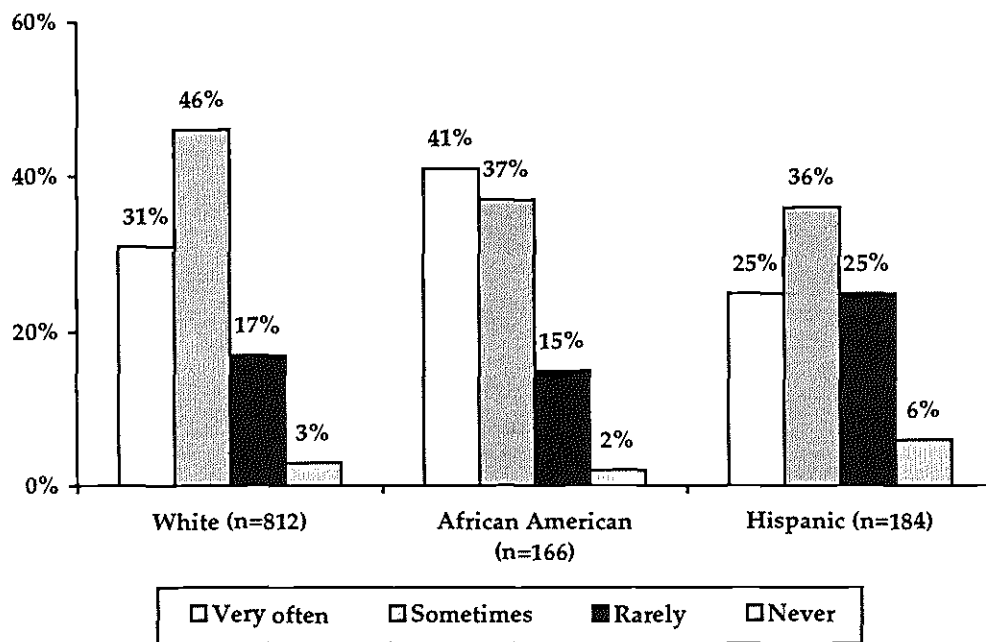


Table 6-29
Frequency of Receipt of Sufficient Attention from Teachers

Q.E10: How often do you receive enough attention from your teachers in class?

Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1288	605	683	384	428	155	195
	%	%	%	%	%	%	%
Often	76	73	79	73	80	67	74
Very often	31	31	30	31	31	36	32
Sometimes	45	42	48	43	49	31	42
Not Often	20	21	18	21	18	23	23
Rarely	17	17	16	18	16	20	19
Never	3	3	2	3	2	4	4
Don't know	5	6	3	6	3	10	4

Figure 6-29
Frequency of Receipt of Sufficient Attention from Teachers

Q.E10: How often do you receive enough attention from your teachers in class?

Base: All students

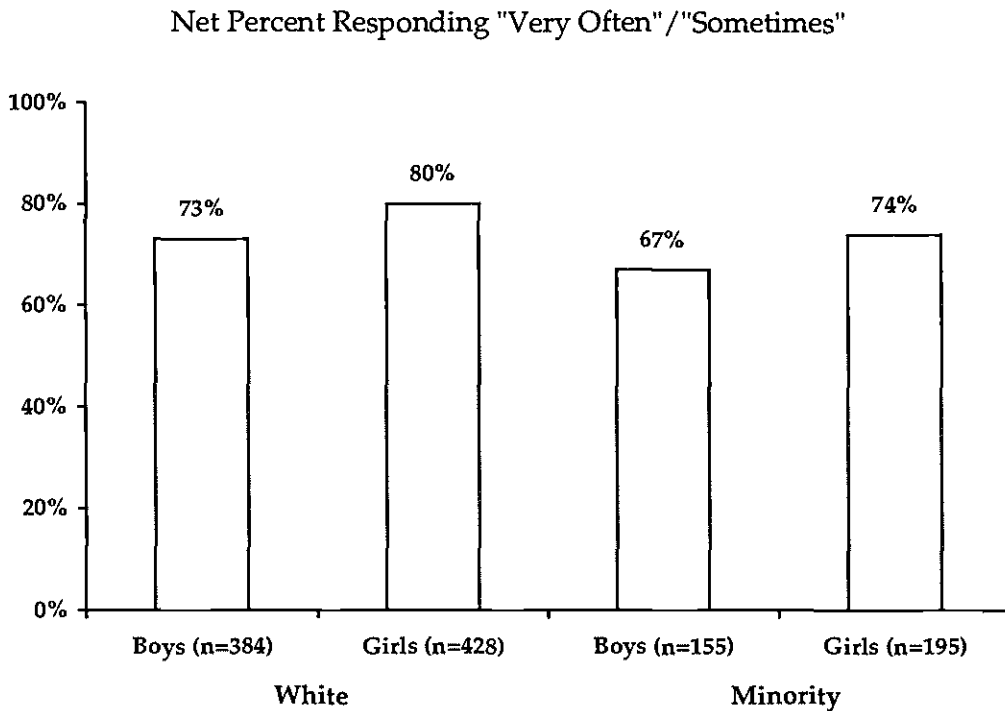


Table 6-30
Reasons for Insufficient Attention from Teachers

Q.E11: Why do you think you don't get enough attention from your teachers?

Base: Students who feel they sometimes, rarely, or never receive enough attention from teachers

	Race/Ethnicity						
	Total	Sex		White		Minority	
		Male	Female	Male	Female	Male	Female
Base:	748	337	411	215	251	81	124
	%	%	%	%	%	%	%
They don't like to be interrupted when teaching the lesson	40	38	41	38	44	42	42
They are too busy keeping control of the class	34	32	36	31	39	36	37
There are too many students in my class	33	31	36	31	38	31	33
They are sure I know the right answers and would rather get other students to participate	30	23	37	24	35	19	45
They don't think that I have something worthwhile to say	22	26	19	26	19	18	17
They don't care about me	11	14	10	15	11	14	7
They pay too much attention to the girls	9	16	2	19	2	12	1
They pay too much attention to the boys	8	8	8	6	7	14	9
Other	21	18	23	18	24	15	19

Table 6-31
 Teachers' Views on the Proportion of Students Who Feel They Get Enough Attention

Q.225: What proportion of students would you say feel they get enough attention from you in class -- most, some, a few, or none?

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Most	62	60	63	62	63
Some	31	32	30	31	26
A few	6	6	7	6	10
None	*	*	*	*	-
Don't know	*	1	*	*	1

Figure 6-31
 Teachers' Views on the Proportion of Students Who Feel They Get Enough Attention

Q.225: What proportion of students would you say feel they get enough attention from you in class -- most, some, a few, or none?

Base: All teachers



Table 6-32
 Teachers' Opinions on Why Students Don't Get Needed Attention

Q.230: Why do you think students don't get the attention they need in class?

Base: Respondents who say some, a few, or none get enough attention

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	389 %	172 %	217 %	334 %	51 %
Too many students in the class	56	60	53	54	67
Teacher too busy controlling the class	8	5	10	8	6
Failure to ask for help/shyness on part of student	7	9	6	8	2
Teacher too busy teaching lesson	7	6	8	8	2
Some students just want to draw as much attention as possible to themselves	7	5	8	7	4
Time limitations	4	4	4	5	2
Some students are needy because they don't get enough attention at home	4	4	4	4	6
Too much diversity in students' ability/needs	3	2	4	3	2
Apathy/negative attitude	2	2	1	1	2
Fear of appearing "stupid" in front of other students/peer pressure	1	2	*	1	-
Students don't have worthwhile things to say	1	1	1	1	-
Behavior problems	1	1	1	1	-
Teacher ignores students who always know the answer	*	-	1	1	-
Poor class attendance	*	-	1	1	-
Other	6	8	5	6	8
Don't know	1	-	1	1	-

Table 6-33
Time Spent Rewarding or Disciplining Students' Behavior

Q.210: In the past week, did you spend more time rewarding good behaviors or disciplining bad behaviors in class?

Base: All teachers

	Total	Sex		Race/Ethnicity	
		Male	Female	White	Minority
Base:	1035	435	600	905	120
	%	%	%	%	%
Rewarding good behaviors	57	56	59	59	51
Disciplining bad behaviors	35	37	33	34	41
Equal time on both (vol.)	7	6	7	7	7
Don't know	1	*	1	1	1
Refused	*	*	*	*	1

Teacher Encouragement

Half (51%) of all students feel that teachers encourage them "very much" to do their best. Surprisingly, white students (48%) are the least likely to feel this way and African American (64%) students are the most likely. Taking this one step further, we see that two out of three (66%) minority girls feel very much encouraged by their teachers, and only two in five (44%) white boys share these sentiments. Just about half of all white girls and minority boys fall feel very encouraged (53% and 50%, respectively). (Tables and Figures 6-34 and 6-35)

Table 6-34
Overall Teacher Encouragement

Q.E12: Overall, how much do teachers encourage you to do your best?

Base: All students

	Race/Ethnicity			
	Total	White (Non-Hispanic)	African American (Non-Hispanic)	Hispanic
Base:	1286 %	810 %	166 %	184 %
Very Much	85	84	90	82
Very much	51	48	64	51
Somewhat	34	36	26	31
Not Very Much	13	15	7	12
Not very much	9	10	5	7
Not at all	4	5	2	5
Don't know	2	2	2	6

Figure 6-34
Overall Teacher Encouragement

Q.E12: Overall, how much do teachers encourage you to do your best?

Base: All students

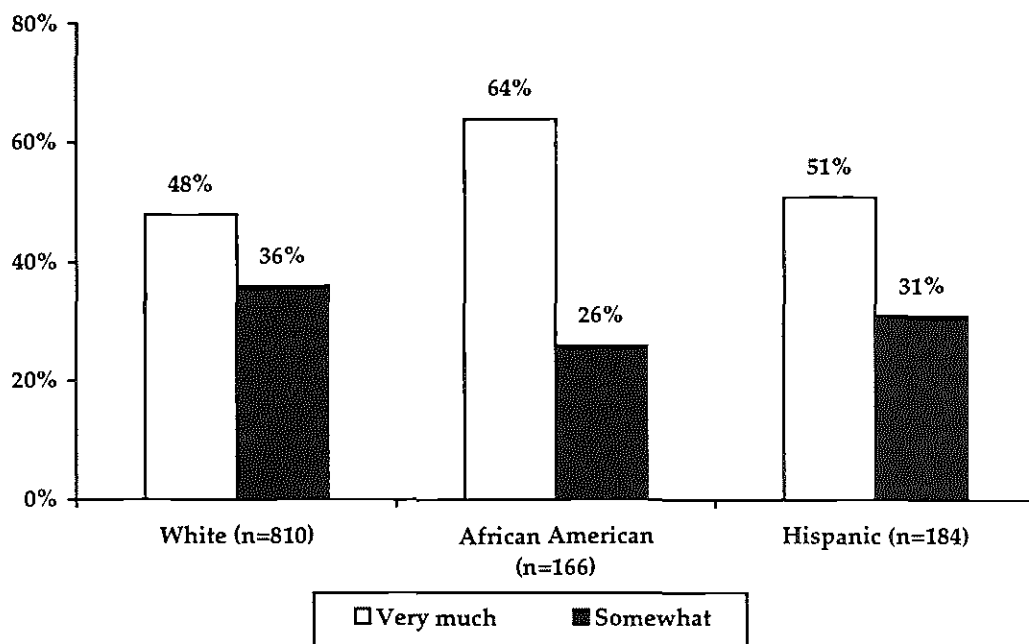


Table 6-35
Overall Teacher Encouragement

Q.E12: Overall, how much do teachers encourage you to do your best?

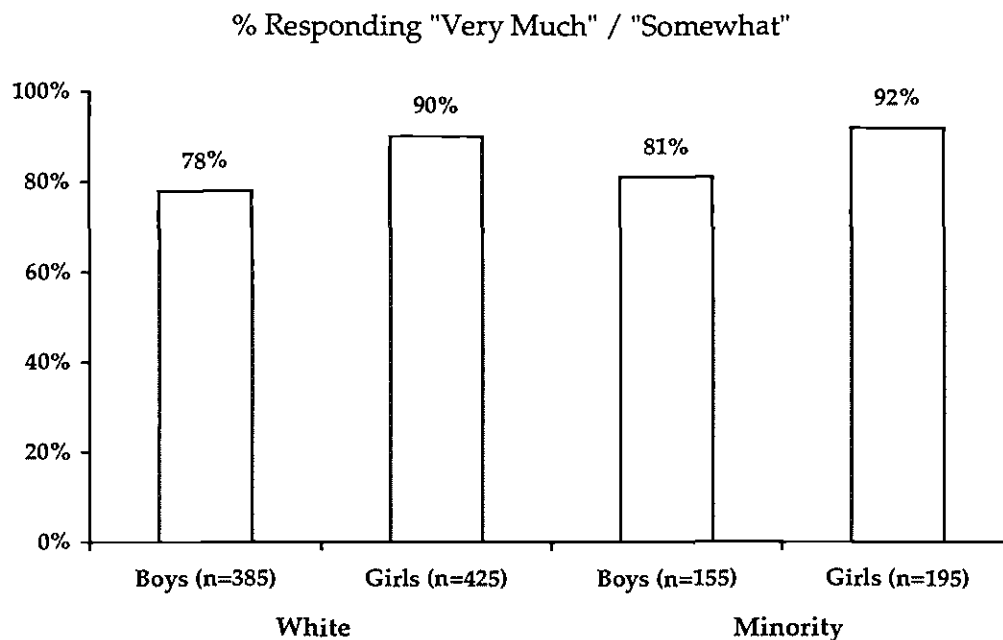
Base: All students

	Total	Sex		Race/Ethnicity			
		Male	Female	White		Minority	
				Male	Female	Male	Female
Base:	1286	606	680	385	425	155	195
	%	%	%	%	%	%	%
Very Much	85	79	90	78	90	81	92
Very much	51	45	57	44	53	50	66
Somewhat	34	35	33	34	37	31	26
Not Very Much	13	17	9	19	10	15	4
Not very much	9	10	7	12	8	9	3
Not at all	4	7	2	7	2	6	1
Don't know	2	3	1	3	*	4	4

Figure 6-35
Overall Teacher Encouragement

Q.E12: Overall, how much do teachers encourage you to do your best?

Base: All students



APPENDIX A: SURVEY METHODOLOGY FOR STUDENTS

SURVEY METHODOLOGY FOR STUDENTS

An Overview

Louis Harris and Associates, Inc. in partnership with Scholastic Inc. has developed a sampling process and survey methodology for surveying nationally representative samples of school students. All interviewing is conducted in the classroom.

The Metropolitan Life Survey of the American Teacher, 1997: Examining Gender Issues in Public Schools was conducted by a self-administered questionnaire during class time with 1,306 students in grades 7-12. Interviews averaged 25 minutes in length and were conducted between April 22, 1997 and June 2, 1997.

There are several benefits that can be gained from school-based interviewing as compared to home-based, in-person or telephone interviewing. The school setting proves to be far more neutral, since young people are allowed to express their attitudes and experiences without the influence of a parent nearby. The privacy of a self-administered questionnaire provides further guarantee of confidentiality when asking young people questions of a sensitive nature. The school based method also provides opportunities for the use of audio-visual aids. Furthermore, this approach assures the sample will include young people in households without telephones or whose parents might otherwise not agree to allow their teenager to complete an interview.

Creating a School Sample

The Harris Scholastic national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national surveys of students and schools that are conducted by the National Center for Educational Statistics.

The sample is drawn from a list of approximately 78,000 public schools in the United States. It is selected to account for differences in grade enrollment, region and the size of the municipality where schools are located. A random selection of schools is drawn on the basis of the number of students in each cell proportionate to the number of students in the universe, creating a cross section of young people in a set of designated grades (generally grades 7 through 12, but can be as young as third grade). This sample design also allows

for oversampling by a variety of criteria (e.g., location, urbanity, grade level, type school, etc.).

For this survey, two separate samples were created: a nationally representative sample of schools and an oversample of schools from urban areas. The national cross section yielded 1,024 completes and the oversample yielded 282 completes (see Table A-2 for comparison of schools that consented and completed the surveys). Urban schools were defined as those located in named central cities of metropolitan statistical areas (MSA's) as they are defined by the U.S. Census Bureau; suburban schools are located in the remaining portion of MSA's; and rural schools are located outside MSA's.

Weighting the Data

As with all school-based surveys, a two-stage weighting process was used to ensure a representative sample of students. These weights are based on data from the National Center for Education Statistics, and they control the distribution of students by grade, region, size of place, gender and race/ethnicity. The average class size was 23 students per class. Variability in class size ranged from 10 to 35 students per class. Second stage weights controlled for grade, region, size of place, gender and race/ethnicity.

Table A-1 provides a comparison of the demographic profile of the weighted and unweighted total sample from a recent survey of students in grades 7 through 12.

Table A-1
A Comparison of Weighted and Unweighted Samples

	Total Sample	
	Weighted	Unweighted
Base:	1305	1305
	%	%
Grade:		
7th	18	22
8th	18	20
9th	19	14
10th	17	13
11th	15	13
12th	13	16
Region:		
East	20	18
South	33	28
Midwest	24	36
West	22	18
Location:		
Urban	32	43
Suburban	35	31
Rural	33	25
Gender:		
Male	51	47
Female	49	53
Race/Ethnicity:		
White	65	63
African American*	15	13
Hispanic	11	14
Other	9	10

* The term African American is used to refer to both non-Hispanic blacks and non-Hispanic African Americans.

Table A-2
A Comparison of Schools Who Consented and
Those Who Completed the Interview

	Consents	Completes
	65	56
Cross Section	52	43
Oversample	13	13

Reliability of Survey Percentages

The results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Table A-3 shows the range of sampling variation that applies to percentage results for this type of survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

Table A-3
Approximate Sampling Tolerances (At 95% Confidence) to
Use in Evaluating Percentage Results

Number Of People Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Table A-4 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the table, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

Table A-4
 Approximate Sampling Tolerances (At 95% Confidence) to Use
 in Evaluating Differences Between Two Percentage Results

Approximate Sample Size Of Two Groups Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

THE INTERVIEWING PROCESS

Gaining the Principal's Consent and Selecting a Class

After an informational letter soliciting school participation is mailed, Louis Harris and Associates contacts the principals in selected schools by telephone to formally request their participation in the survey. An eligible grade is randomly assigned to each school. If the principal agrees to participate, a random selection process is then used to select a particular class within the assigned grade to complete the survey. The principal is asked to alphabetize all English classes for the grade assigned by the Harris firm. Using a random number selection grid, an interviewer identifies an individual class. The survey is limited to English classes since this is one subject that all students are required to study at every grade level, which ensures a more representative sample of students by academic track and level of achievement.

Maximizing Response Rates

A number of steps are included in the consent process in order to maximize response rates. An alert letter contains a brief description of the survey process and some background information on the Harris organization. Schools are offered educational materials from Scholastic as an incentive to participate. Our past experience has proven that the combination of the Harris and Scholastic names yields very high cooperation rates within the schools.

In addition, at a principal's request, calls are made to local boards or district offices to gain approval from the appropriate officials. If necessary, copies of the introductory letters and other materials are mailed or sent via fax to the principal and/or other school officials.

Maintaining a Representative Sample

If a particular school cannot participate, it is replaced by a school with similar demographic characteristics so as to preserve the integrity of the primary selection. Another randomly drawn school is chosen within the same region, with similar grade enrollment and size of municipality, and in the same or nearest zip code to the original school.

Interviewing the Students

Louis Harris and Associates mails instructions, a set of questionnaires, and materials for return mail to the teacher of the selected class. In addition, teachers are provided with guidelines for administering the survey – the methods used to provide this guidance will vary, depending on each survey's complexity and objectives.

By providing teachers with educational materials, including *The Basic Primer on Public Opinion Polling*, we hope to assure that this exercise is woven into the classroom curriculum in a meaningful way. Furthermore, by surveying only one class in each school, we impose on the school as little as possible. Students are given envelopes in which to seal their completed surveys before returning them to the teacher. Please note that the survey instrument is anonymous; at no point is the student asked to provide his or her name.

Questionnaire Development

Initial drafts of the questionnaire are tested for length and comprehensibility. Testing is conducted in the classroom using the exact procedures that would be used for the full survey. Harris staff may observe or administer the pretest surveys.

Cleaning the Data

All interviews are carefully edited and checked for completeness and accuracy. Surveys with significant errors or large proportions of missing data are removed; typically this represents less than 1% of the questionnaires that arrive in-house. However, as with all self-administered questionnaires, occasional questions are sometimes left blank. Harris

reports findings for each question based on the total number of answers rather than the total number of potential respondents in the sample; for this reason, the bases on individual questions vary slightly.

Potential Sampling Error

The results for sample surveys are subject to sampling error - - the potential difference between results obtained from the sample and those that would have been obtained had the entire population been questioned. The size of the potential sampling error varies with both the size of the sample and with the percentage giving a particular answer.

Sampling error is only one way in which a survey may vary from the findings that would result from interviewing the entire population under study. Survey research is susceptible to human and mechanical errors as well. The most important potential sources of error are:

- Non-response (if those who are interviewed differ from those who are not interviewed). It should be noted that in this survey all students completed the survey, so errors caused by non-response are non-existent.
- Random or sampling error, which may in theory be substantial, even on large samples. Contrary to the impression given by the typical media caveat, there is no way to calculate the maximum possible error for any survey. All we deal with are probabilities.
- Question wording, particularly where the survey is measuring attitude or future intention and not a "fact." Several equally good questions may yield different (and equally valid) responses. In addition, question sequence can influence the responses, particularly to attitude questions.

The results of any survey, therefore, are susceptible to a variety of errors, some of which cannot be quantified. However, the procedures used by the Harris firm are designed to maximize the reliability and validity of the data obtained.

APPENDIX B: HARRIS/SCHOLASTIC SAMPLE DESIGN METHODOLOGY

TECHNICAL APPENDIX

HARRIS/SCHOLASTIC SAMPLE DESIGN METHODOLOGY

TECHNICAL APPENDIX

Introduction

The Harris/Scholastic national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national samples of students and schools that are conducted by the National Center for Education Statistics. One important feature of this design is the fact that it may be subsampled in order to produce samples of schools or students in any desired grade range, control type or geographic region.

Many of the studies which employ the Harris/Scholastic national probability sample are based on a sample size of 2,500 students distributed over 100 schools. However, the basic design is sufficiently flexible to support any overall sample size between 500 and 25,000 students distributed over 25 to 1,000 schools.

The basic sample design involves two stages of sampling. In the first stage, a sample of schools is selected from a list of all schools. In the second stage, a sample of students is selected within those schools that are selected into the sample in the first stage.

Special procedures are employed to assure that the sampling process adequately represents the full range of schools over the entire nation. Particular care is given to the replacement of schools that are initially selected but are unwilling or unable to cooperate in the subsequent second stage selection of students.

Basic Sampling Design

The basic design used by Harris/Scholastic for the selection of student samples involves a two-stage, stratified and clustered sampling process. Stratification variables involve school type (public, parochial and private), grade coverage, urbanicity and region. Specifically:

For public schools, the stratification dimensions include:

- a. Grade coverage (elementary, middle, upper, K-12 and other odd grade ranges 1-8, 6-12, etc.).

- b. Urbanicity (URBAN = central city of MSA or CMA; SUBURBAN = non-central city of MSA or CMA; RURAL = non-MSA).
- c. Region (Northeast, Midwest, South and West).

Within the basic strata, defined by these dimensions, stratification is carried out by state, grade enrollment and zip code.

The number of sub-stratum depends upon the particular design. Within each sub-stratum, the required number of schools is selected on an "nth student" basis (i.e., with probabilities proportional to the number of students). Replacement schools are selected by finding the nearest match (by zip code) for selected schools within the same cell and the same size group.

Sample Efficiency

In general, when clustered samples are compared to pure random samples that involve no clustering, it is found that the cluster samples exhibit somewhat greater sampling variation. The ratio of the variance shown by the cluster sample to the variance that would be expected from a pure random sample of the same size is known as the design effect or DEFF¹. The square root of DEFF is denoted by DEFT. The design effect is a measure of efficiency of a given sample design as compared to the benchmark of simple random sampling.

On the basis of empirical computation, the values of DEFF and DEFT for the standard Harris/Scholastic sample design have been determined as 2.25 and 1.50, respectively. Thus, statistical inferences using data from a Harris/Scholastic sample which employs standard statistical formulas for the variance and standard error of estimate should be modified through multiplication by the factors of 2.25 and 1.50, respectively. It is often the case that in-person area sample have DEFF values of approximately 2.0. The ratio of this DEFF value to average DEFF values calculated from other Harris/Scholastic studies (i.e., DEFF = 2.25) shows that samples using the present design show variations similar to that of household samples of about 88% the size. Thus, the design as presented is highly efficient.

¹See, for example, the discussion by L.Kish in Kotz, S. and Johnson, N.L. *Encyclopedia of Statistical Sciences: Vol. 2* New York: John Wiley & Sons, 1982.

Values shown in Tables B-1 and B-2 may be converted into 95% confidence ranges through multiplying by the factor 1.96.

Table B-1
Harris/Scholastic Samples
Sampling Errors for Single Percentages
Percentages from Sample

Sample Base	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5000	0.46	0.64	0.85	0.97	1.04	1.06
4750	0.47	0.64	0.86	0.98	1.05	1.07
4500	0.47	0.65	0.87	1.00	1.06	1.09
4250	0.48	0.66	0.88	1.01	1.08	1.10
4000	0.49	0.67	0.89	1.02	1.10	1.12
3750	0.50	0.68	0.91	1.04	1.11	1.14
3500	0.50	0.69	0.93	1.06	1.13	1.16
3250	0.51	0.71	0.94	1.08	1.16	1.18
3000	0.53	0.72	0.97	1.11	1.18	1.21
2750	0.54	0.74	0.99	1.14	1.21	1.24
2500	0.56	0.76	1.02	1.17	1.25	1.27
2250	0.57	0.79	1.05	1.21	1.29	1.32
2000	0.60	0.82	1.10	1.25	1.34	1.37
1750	0.62	0.86	1.15	1.31	1.40	1.43
1500	0.66	0.91	1.21	1.39	1.48	1.51
1250	0.71	0.97	1.30	1.48	1.59	1.62
1000	0.77	1.06	1.41	1.62	1.73	1.77
750	0.87	1.19	1.59	1.82	1.95	1.99
500	1.03	1.42	1.90	2.17	2.32	2.37
250	1.42	1.96	2.61	2.99	3.19	3.26

NOTE: To use this table, find the row corresponding to the size of the sample base for the proportion. For base sizes not shown, use the next smallest base that appears in the table. Use the column corresponding to the sample proportion for which a sampling error is desired. If the sample proportion is not shown, round toward 50% (e.g., 43% becomes 50%).

Table B-2
Harris/Scholastic Samples
Sampling Error for Differences Between Subclass Percentages
Proportion Nearest 50%

Subclass Split	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5-95	1.50	2.06	2.75	3.15	3.36	3.43
10-90	1.14	1.57	2.09	2.39	2.56	2.61
15-85	0.99	1.36	1.82	2.08	2.23	2.27
20-80	0.91	1.25	1.67	1.92	2.05	2.09
25-75	0.86	1.19	1.58	1.81	1.94	1.98
30-70	0.83	1.14	1.52	1.75	1.87	1.91
35-65	0.81	1.11	1.49	1.70	1.82	1.86
40-60	0.80	1.10	1.46	1.67	1.79	1.83
45-55	0.79	1.09	1.45	1.66	1.77	1.81
50-50	0.79	1.08	1.44	1.65	1.77	1.80

NOTE: This table shows sampling errors for differences between percentages P1 and P2, based on two subclasses. First, find the subclass proportion nearest 50%. Use this proportion to find the appropriate column. The appropriate row is determined on the basis of the sample split between the two subclasses. For example, if the total sample size is 2,000 and the subclass sizes were 500 and 1,500, the split would be 25-75. A split of 25-75 uses the same table row as a split of 75-25. This table is only appropriate for dichotomous subclasses.

APPENDIX C: SURVEY METHODOLOGY FOR TEACHERS

SURVEY METHODOLOGY FOR TEACHERS

The Metropolitan Life Survey of the American Teacher, 1997: Examining Gender Issues in Public Schools was conducted by Louis Harris and Associates for the Metropolitan Life Insurance Company between April 28, 1997 and June 11, 1997. The survey included a total of 1,035 fifteen minute telephone interviews with a nationally representative sample of current public school teachers throughout the continental United States. Harris drew a random sample of 6,000 current public school teachers throughout the United States from a list of 1,023,000 teachers compiled by Market Data Retrieval of Westport, Connecticut. Sample sites for completed interviews were set for each state, based on statistics of public school teachers in each state published by the U.S. National Center of Education Statistics.

Each selected teacher was contacted at his or her school by telephone and invited to participate in the survey. If the teacher was not available a message was left, including a toll-free number to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she is currently teaching in a public school and currently teaches in a middle school (grades 6-8), a junior high (grades 7-8), or a high school (grades 9-12 or 10-12). Once a respondent passed the screen an appointment was made to telephone at a convenient time to complete the interview.

Sample Disposition and Completion Rate for Teachers

The final sample disposition for this survey is shown in Table C-1. A total of 5,775 contacts were made to yield 1,035 completed interviews.

Of all the teachers who were contacted at their schools or with whom a message was left, 47.7% were willing to talk to a Louis Harris and Associates interviewer. Although there are a number of different methods by which response rates can be calculated, we arrived at rate of 36.8% by comparing the number of teachers we were able to reach to the complete list of teachers at their schools.

Of the teachers who were contacted by Louis Harris and Associates and who passed the screen, 64.3% completed an interview. We calculated this completion rate by dividing the

number of completed interviews by the sum of (1) the number of completed interviews, (2) the number of interview refusals, (3) the number of interviews terminated within the course of the interview and (4) the number of teachers who were left to call back at the time the survey was completed.

With reference to Table C-1, the response rate and the completion rate have been calculated according to the following formulas:

$$\text{Response Rate} = \frac{A+E+F+H+I+J}{A+E+F+G+H+I+J} = \frac{1757}{4775} = 36.8\%$$

$$\text{Completion Rate} = \frac{A}{A+E+H+J} = \frac{1035}{1610} = 64.3\%$$

The disposition of all 5,775 contacts is provided in Table C-1 so that interested individuals may make their own calculations of response rate and completion rate.

Table C-1
Final Sample Disposition

A. Completed Interviews	1035
B. Nonworking Number	63
C. No Longer at School/Retired/Deceased/On Leave	577
D. No Answer or Busy (After Three Callbacks)	327+33
E. Interview Refused	10
F. Noneligible Respondent	145
G. Left Message at School (Never Called Back)	3018
H. To Call Back (Study Completed Before Callback Was Needed)	548
I. Language Barrier	2
J. Terminated Within Interview	17
K. Total Number of Contacts	5,775

The sample was weighted by race/ethnicity and years of teaching experience (less than five years of experience and five years or more). The weighted and unweighted distribution of the sample appears in Table C-2.

Table C-2
Distribution of the Sample of Teachers

	Total Sample	
	Weighted	Unweighted
Base:	1035 %	1035 %
Sex:		
Male	43	42
Female	57	58
Experience in Teaching:		
Less than 10 Years	24	20
10-19 Years	30	31
20 Years or More	47	49
Type of School:		
Junior High/Middle School	39	39
High School	61	61
Race:		
White	85	87
Minority	14	12
School Location:		
Inner City	13	13
Other Urban	12	12
Suburban	27	27
Small Town	27	27
Rural	20	20

Telephone Interviewing Procedures

All interviewing was conducted between April 28, 1997 and June 11, 1997. The interviews averaged 15 minutes in length, and were conducted from the telephone research center at Louis Harris and Associates. Screening and interviewing for the study was conducted by Harris' large, professional interviewing staff. Interviewing was regularly quality-monitored by Harris' field supervisory staff. The computer-assisted telephone interviewing (CATI) system at Harris permitted on-line data entry and on-line data editing of the telephone interview.

CATI System Used in Interviews for the United States

The CATI system - - computer assisted telephone interviewing - - is used for all interviews conducted in the United States. This system controls complicated skip patterns based on individual responses during the course of the interview, and it also allows consistency checks to be built in for key items. Since interviewers enter the respondents' answers directly into a computer terminal during the interview itself, it also reduces the number of potential clerical errors.

APPENDIX D: THE QUESTIONNAIRES

THE QUESTIONNAIRE IS EASY TO FILL OUT

1. Simply circle the number that matches your answer. On a few questions you may write in an answer -- you will see a line where you can do this.

EXAMPLES:

What is your favorite season of the year? (CIRCLE ONE ANSWER ONLY)

Spring..... 1
 Summer..... 2
 Fall..... 3
 Winter..... 4
 Don't know..... 5

What are your favorite colors? (CIRCLE AS MANY ANSWERS AS APPLY)

Blue.....1
 Green.....2
 Red.....3
 Yellow.....4
 Purple.....5
 Other (PLEASE WRITE IN):
 _____.....6
 Don't know.....7

2. Other questions will ask you to answer a series of questions.

EXAMPLE: Do you go to school during the (CIRCLE ONLY ONE ANSWER FOR EACH ITEM)

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
A. Spring.....	1	2	3
B. Summer.....	1	2	3
C. Fall.....	1	2	3
D. Winter.....	1	2	3

3. Use a pencil to mark your answers. In case you change your mind, you can then erase your first answer and mark the one you want. Make sure you erase your first answer completely.
4. Please do not talk over your answers with others.

<p>IN ADVANCE, THANK YOU VERY MUCH FOR YOUR HELP WITH THIS VERY IMPORTANT STUDY</p>
--

A. BACKGROUND INFORMATIONBase: All RespondentsA1. What grade of school are you in? **(CIRCLE ONE ANSWER ONLY)**

7th grade	7	18	(208)
8th grade	8	18	
9th grade	9	19	
10th grade	10	17	
11th grade	11	15	
12th grade	12	13	

Base: All RespondentsA2. Are you...? **(CIRCLE ONE ANSWER ONLY)**

Male (a boy).....	1	51	(209)
Female (a girl)	2	49	

Base: All RespondentsA3. What is your race or ethnic background? **(CIRCLE ONE ANSWER ONLY)**

White (not Hispanic)	1	65	(210)
Black or African American (not Hispanic)	2	15	
Hispanic/Latino -- White	3	8	
Hispanic/Latino -- Black.....	4	1	
Asian, Asian Indian, or Pacific Islander	5	5	
Native American or Alaskan Native	6	1	
Some other race (PLEASE WRITE IN)	7	1	
Don't know	8	2	
Hispanic (unspecified) 2 Mixed 1			

Base: All RespondentsA4. Do you live with...? **(CIRCLE ONE ANSWER ONLY)**

Both your mother and your father.....	1	59	(211)
Your mother and a stepfather.....	2	13	
Your father and a stepmother.....	3	3	
With father only	4	2	
With mother only	5	15	
Your mother some of the time and your father some of the time	6	2	
With other relatives	7	3	
With other adults	8	1	
Don't know.....	9	1	

Base: All Respondents

A5. For most of the time in your family, which of the following statements best describes your family situation? (CIRCLE ONE ANSWER ONLY)

Your family has a hard time getting enough money for food, clothing, and basic living costs..... 1	3	(212)
Your family has just enough money for food, clothing, and basic living costs 2	20	
Your family has few problems buying what your family needs 3	28	
Your family has no problems buying what your family needs and is able to buy special things 4	49	

Base: All Respondents

A6. How far in school did your mother or female guardian go? (CIRCLE ONE ANSWER ONLY)

She did not finish high school..... 1	11	(213)
She graduated from high school 2	27	
She had some education after high school 3	22	
She graduated from college 4	22	
She has an advanced degree 5	12	
Don't know..... 6	6	

Base: All Respondents

A7. How far in school did your father or male guardian go? (CIRCLE ONE ANSWER ONLY)

He did not finish high school 1	11	(214)
He graduated from high school 2	25	
He had some education after high school 3	18	
He graduated from college 4	21	
He has an advanced degree 5	12	
Don't know..... 6	12	

Base: All Respondents

A8. What grades do you usually get? (CIRCLE ONE ANSWER ONLY)

Mostly A's.....	1	16	(215)
Mostly A's and B's.....	2	37	
Mostly B's.....	3	8	
Mostly B's and C's.....	4	22	
Mostly C's.....	5	7	
Mostly C's and D's.....	6	7	
Mostly D's and F's.....	7	3	

(216-280)Z

B. PARENT INVOLVEMENT IN SCHOOLBase: All Respondents

B1. In general, do you think it's a good idea or a bad idea for parents to get involved with their children's school? **(CIRCLE ONE ANSWER ONLY)**

A good idea1 (308)
 A bad idea2
 Don't know.....3

Base: All Respondents

B2. Please mark whether you think each statement about *your* school is mostly true or mostly false. **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	<u>Mostly True</u>	<u>Mostly False</u>	<u>Don't Know</u>	
1. My school does a good job of encouraging parental involvement in the classroom	1	2	3	(309)
2. My school does a good job of encouraging parental involvement in sports, arts, and other after school activities.....	1	2	3	(310)
3. My school does not give parents the opportunity for any meaningful roles	1	2	3	(311)
4. My school only contacts parents when there is a problem with their child.....	1	2	3	(312)

Base: All Respondents

B3. In general, when parents are involved with education, do you think it is important for them to be involved *at the school* itself, to be involved mainly at *home*, or are both important? **(CIRCLE ONE ANSWER ONLY)**

At school1 (313)
 Mainly at home2
 Both are important.....3

Base: All Respondents

B4. Let me ask about some criticisms that are sometimes made of parents. In your school, do you think these statements are true for most, some or hardly any parents. **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	<u>Most Parents</u>	<u>Some Parents</u>	<u>Hardly Any Parents</u>	<u>Don't Know</u>	
1. They take too little interest in their children's education	1	2	3	4	(314)
2. They leave their children alone too much after school	1	2	3	4	(315)
3. They fail to motivate their children so that they want to learn in school	1	2	3	4	(316)
4. They fail to discipline their children.....	1	2	3	4	(317)
5. They set too high or too strict an academic standard for their children to meet.....	1	2	3	4	(318)
6. They set too low an academic standard for their children	1	2	3	4	(319)
7. They fail to show respect for teachers.....	1	2	3	4	(320)
8. They neglect to see that their children's homework gets done	1	2	3	4	(321)

Base: All Respondents

B5. How involved are your parents or guardians with your education? **(CIRCLE ONE ANSWER ONLY)**

Very involved	1	(322)
Somewhat involved	2	
Not very involved	3	
Not at all involved	4	
Don't know.....	5	

Base: All Respondents

B6. Would you like your parents or guardians to become more involved, less involved, or remain as involved as they are now with your education? **(CIRCLE ONE ANSWER ONLY)**

- Become more involved.....1 (323)
 Become less involved.....2
 Remain as involved as they are now.....3
 Don't know.....4

Base: All Respondents

B7. How often do your parents or guardians do the following things - - never, once a year, 2 or 3 times a year, or more than 3 times a year? **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	<u>Never</u>	<u>Once A Year</u>	<u>2 Or 3 Times A Year</u>	<u>More Than 3 Times A Year</u>	<u>Don't Know</u>	
1. Attend a play, sports event, or concert at the school	1	2	3	4	5	(324)
2. Meet in person with a teacher or school official one-on-one.....	1	2	3	4	5	(325)
3. Talk on the telephone with a teacher or a school official.....	1	2	3	4	5	(326)
4. Attend meetings of a parents' group such as the PTA.....	1	2	3	4	5	(327)

Base: All Respondents

B8. How much of a say should parents have in decisions your school makes in the following areas: **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	<u>A Lot</u>	<u>Some</u>	<u>None</u>	<u>Don't Know</u>	
1. The subjects you are taught	1	2	3	4	(328)
2. Homework assignments - - how much and how often.....	1	2	3	4	(329)
3. Extra-curricular activities offered	1	2	3	4	(330)
4. How to discipline students who misbehave	1	2	3	4	(331)
5. Changes made to the way grades are given.....	1	2	3	4	(332)

C. AT HOME INVOLVEMENTBase: All Respondents

C1. Outside of school do your parents or guardians or other adults do any of the following things with you, or not? **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	<u>Yes, They Do</u>	<u>No, They Don't</u>	<u>Don't Know</u>	
1. Encourage you to do well in school	1	2	3	(408)
2. Help you find the time and place to study	1	2	3	(409)
3. Help you go over your homework.....	1	2	3	(410)
4. Find time to talk with you about your school life.....	1	2	3	(411)
5. Encourage you to go to college.....	1	2	3	(412)
6. Encourage you to pursue your dreams	1	2	3	(413)

Base: Grades 10-12 (QA1/0,1, 2)(ANSWER ITEM 7 IF YOU ARE IN GRADES 10-12)

7. Help you understand college requirements and application procedures	1	2	3	(414)
--	---	---	---	-------

Base: All Respondents

C2. In general, are your parents/guardians available when you need them to help you with school work, or not? **(CIRCLE ONE ANSWER ONLY)**

Yes, they are available	1	(415)
No, they are not available.....	2	
Don't know.....	3	

Base: All Respondents

C3. How helpful are your parents or guardians when you ask for their help with: **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Very Helpful</u>	<u>Not At All Helpful</u>	
1. Your school work.....	1	2	3	4	(416)
2. Problems you're having with your teachers or classmates	1	2	3	4	(417)
3. Emotional difficulties you might experience, such as feeling discouraged, disappointed or anxious about school	1	2	3	4	(418)

D. FUTURE ASPIRATIONSBase: All Respondents

D1. Of the following things, which one do you think you are best at? **(CIRCLE ONE ANSWER ONLY)**

Art/dance.....	1	6	(508)
Being creative.....	2	8	
Computers.....	3	6	
Making things	4	3	
Music.....	5	9	
School	6	5	
Solving problems.....	7	5	
Sports.....	8	26	
Understanding people	9	11	
Working with people.....	0	9	(509)
Writing.....	1	4	
Don't know.....	2	7	

Base: All Respondents

D2. What do you like most about yourself? **(CIRCLE ONE ANSWER ONLY)**

My appearance.....	1	3	(510)
My personality	2	18	
My ability to make people laugh	3	16	
My ability to make people feel good	4	9	
That people look up to me.....	5	3	
My popularity	6	2	
My ability to succeed at things.....	7	14	
My athletic ability	8	11	
That I am a trend setter.....	9	1	
That I am different from other people my age	0	13	(511)
Don't know.....	1	11	

Base: All Respondents

D3. How likely is it you will go to college? **(CIRCLE ONE ANSWER ONLY)**

Very likely	1	67	(512)
Somewhat likely	2	22	
Not very likely	3	6	
Not at all likely	4	3	
Don't know.....	5	2	

Base: All Respondents

D4. In your opinion, how likely is it you will find a job in the field of your choice? **(CIRCLE ONE ANSWER ONLY)**

Very likely	1	50	(513)
Somewhat likely	2	41	
Not very likely	3	5	
Not at all likely	4	1	
Don't know.....	5	4	

Base: All Respondents

D5. How likely is it you will work full-time? **(CIRCLE ONE ANSWER ONLY)**

Very likely	1	67	(514)
Somewhat likely	2	25	
Not very likely	3	4	
Not at all likely	4	1	
Don't know.....	5	3	

Base: All Respondents

D6. What do you most want to achieve for your future?

- a. In column 1, circle the one item that is most important to you for your future.
- b. In column 2, circle the one item that is second most important to you for your future.
- c. In column 3, circle the one item that is third most important to you for your future.

		<u>Column 1</u> <u>(Circle one)</u>		<u>Column 2</u> <u>(Circle one)</u>		<u>Column 3</u> <u>(Circle one)</u>	
To get a good education	1	51 (515)		1 10 (517)		1 5 (519)	
To work as little as possible	2	*		2 2		2 3	
To make a lot of money	3	11		3 17		3 20	
To get married & have a family	4	11		4 23		4 28	
To become famous	5	1		5 3		5 4	
To help society	6	2		6 4		6 4	
To join the military	7	2		7 3		7 1	
To work in the family business	8	*		8 1		8 1	
To do what you are best at	9	8		9 10		9 7	
To get a good job	0	10 (516)		0 22 (518)		0 12 (520)	
To devote time to a hobby or sport	1	2		1 4		1 8	
To live a carefree life with little responsibility	2	2		2 1		2 3	
To live a busy life with a lot of responsibility	3	*		3 1		3 4	

Base: All Respondents

D7. Do you feel that each of these people actively encourage you to pursue your goals for the future, or not? (**CIRCLE ONLY ONE ANSWER FOR EACH ITEM**)

	<u>Encourage Me</u>	<u>Do Not Encourage Me</u>	<u>Don't Know</u>	
1. Teachers.....	1 70	2 22	3 8	(521)
2. Parents	1 91	2 6	3 3	(522)
3. Friends	1 63	2 26	3 11	(523)

Base: Grades 10-12 (QA1/0, 1, 2)

(**ANSWER ITEM 4 IF YOU ARE IN GRADES 10-12**)

4. Guidance counselors.....	1 55	2 29	3 16	(524)
-----------------------------	------	------	------	-------

Base: All Respondents

D8. Please mark how well each of the following statements describes you. (**CIRCLE ONLY ONE ANSWER FOR EACH ITEM**)

	<u>A Lot Like Me</u>	<u>A Little Like Me</u>	<u>Not Like Me</u>	
1. I have high expectations for my future.....	1 77	2 20	3 3	(525)
2. I believe that I will have the same opportunities as others to succeed in life.....	1 68	2 25	3 7	(526)
3. I expect to find my future job or career rewarding.....	1 83	2 14	3 3	(527)

Base: All Respondents

D9. Please mark whether you agree or disagree with each of the following statements. (**CIRCLE ONLY ONE ANSWER FOR EACH ITEM**)

	<u>Agree</u>	<u>Disagree</u>	<u>Don't Know</u>	
1. I have good role models to learn from and follow in <u>school</u>	1 44	2 43	3 13	(528)
2. I have good role models to learn from and follow in my <u>community</u>	1 56	2 32	3 12	(529)

Base: All Respondents

D10. How confident are you that you will achieve your goals for the future? **(CIRCLE ONE ANSWER ONLY)**

Very confident	1	62	(530)
Somewhat confident.....	2	33	
Not very confident	3	3	
Not at all confident	4	*	
Don't know.....	5	1	

Base: All Respondents

D11. How easy do you think it is for girls to achieve their goals for the future? **(CIRCLE ONE ANSWER ONLY)**

Very easy	1	SKIP TO Q.D13	27	(531)
Somewhat easy.....	2	SKIP TO Q.D13	39	
Somewhat difficult	3	ASK Q.D11	23	
Very difficult.....	4	ASK Q.D11	3	
Don't know.....	5	SKIP TO Q.D13	7	

Base: Somewhat or very difficult for girls to achieve their goals (Q.D11/3, 4)

ANSWER QUESTION D12 IF YOU THINK IT IS "SOMEWHAT DIFFICULT" OR "VERY DIFFICULT" FOR GIRLS TO ACHIEVE THEIR GOALS.

D12. Why do you think it is difficult for girls to achieve their goals for the future? **(CIRCLE AS MANY AS APPLY)**

They set unrealistic goals.....	1	12	(532)		
They are discouraged from pursuing their goals.....	2	40			
They are not motivated enough	3	26			
There are fewer opportunities in society for girls to succeed.....	4	51			
They have a hard time balancing family responsibilities and personal or professional goals	5	27			
They lack confidence in themselves	6	27			
There is too much competition along the way	7	23			
Other (PLEASE WRITE IN)	8	16			
Don't know	9	-			
Discrimination/sexism	8	Businesses prefer men	4	Sexual harassment	1

Base: All Respondents

D13. How easy do you think it is for boys to achieve their goals for the future? **(CIRCLE ONE ANSWER ONLY)**

Very easy	1	SKIP TO Q.D15	39	(533)
Somewhat easy.....	2	SKIP TO Q.D15	42	
Somewhat difficult	3	ASK Q.D14	12	
Very difficult.....	4	ASK Q.D14	2	
Don't know.....	5	SKIP TO Q.D15	4	

Base: Somewhat or very difficult for boys to achieve their goals (Q.D13/3, 4)

ANSWER QUESTION D14 IF YOU THINK IT IS "SOMEWHAT DIFFICULT" OR "VERY DIFFICULT" FOR BOYS TO ACHIEVE THEIR GOALS.

D14. Why do you think it is difficult for boys to achieve their goals for the future? **(CIRCLE AS MANY AS APPLY)**

They set unrealistic goals.....	1	28	(534)
They are discouraged from pursuing their goals.....	2	21	
They are not motivated enough.....	3	38	
There are fewer opportunities in society for boys to succeed.....	4	10	
They have a hard time balancing family responsibilities and personal or professional goals.....	5	35	
They lack confidence in themselves.....	6	30	
There is too much competition along the way.....	7	44	
Other (PLEASE WRITE IN)	8	23	
Don't know.....	9	-	

Base: All Respondents

D15. For each of the following statements, please indicate whether you believe it is mostly true or mostly false. **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

	Mostly <u>True</u>	Mostly <u>False</u>	Don't <u>Know</u>	
1. Girls are as competitive in school as boys are.....	1 81	2 13	3 6	(535)
2. Boys set higher goals for the future than girls do	1 15	2 71	3 13	(536)
3. Girls are better at handling disappointments and frustrations than boys	1 39	2 45	3 16	(537)
4. Boys need more personal attention from their teachers than girls do	1 23	2 60	3 18	(538)
5. Girls need more support and encouragement to reach their potential in life than boys do	1 36	2 47	3 17	(539)

(540-580)Z

E. SCHOOL LIFEBase: All RespondentsE1. Do you like school, or not? **(CIRCLE ONE ANSWER ONLY)**

Yes, like school	1	57	(608)
No, do not like	2	33	
Don't know.....	3	9	

Base: All RespondentsE2. Do you enjoy participating in class, or not? **(CIRCLE ONE ANSWER ONLY)**

Yes, enjoy participating	1	64	(609)
No, do not enjoy	2	28	
Don't know.....	3	9	

Base: All RespondentsE3. How often do you participate in class? **(CIRCLE ONE ANSWER ONLY)**

Very often.....	1	41	(610)
Sometimes	2	44	
Rarely	3	12	
Never.....	4	2	
Don't know.....	5	1	

Base: All RespondentsE4. In the past week how often did you raise your hand to participate in class? **(CIRCLE ONE ANSWER ONLY)**

Very often.....	1	34	(611)
Sometimes	2	38	
Rarely	3	17	
Never.....	4	8	
Don't know.....	5	3	

Base: All RespondentsE5. In the past week, how often did your teachers call on you when you raised your hand? **(CIRCLE ONE ANSWER ONLY)**

Very often	1	27	(612)
Sometimes	2	42	
Rarely	3	16	
Never.....	4	9	
Don't know.....	5	5	

Base: All Respondents

E6. How comfortable do you feel when your teachers call on you? **(CIRCLE ONE ANSWER ONLY)**

Very comfortable	1	38			(613)
Somewhat comfortable.....	2	40			
Not very comfortable	3	14			
Not at all comfortable	4	5			
Don't know.....	5	3			

Base: All Respondents

E7. Please mark whether you think each of these statements is mostly true or mostly false. **(CIRCLE ONLY ONE ANSWER FOR EACH ITEM)**

		Mostly <u>True</u>	Mostly <u>False</u>	
1.	I raise my hand in class only if I feel certain that I know the answer	1 76	2 24	(614)
2.	Compared to my classmates, I am treated fairly by my teachers	1 77	2 23	(615)
3.	I feel that teachers don't listen to what I have to say.....	1 25	2 75	(616)
4.	I am competitive in my classes.....	1 60	2 40	(617)
5.	I dread being called on by the teacher	1 25	2 75	(618)
6.	I am laughed at when I give the wrong answers	1 20	2 80	(619)
7.	I make important contributions to class discussions.....	1 63	2 37	(620)
8.	I feel embarrassed when I have to speak in front of the class	1 40	2 60	(621)
9.	I want as much attention from my teachers as possible.....	1 36	2 64	(622)
10.	I prefer to listen in class rather than speak.....	1 62	2 38	(623)
11.	I tend to shout out the answers	1 30	2 70	(624)

Base: All Respondents

E8. When you answer questions correctly, do you usually get positive feedback from your teachers, or not? **(CIRCLE ONE ANSWER ONLY)**

Yes, get positive feedback	1	76	(625)
No, do not.....	2	13	
Don't know.....	3	11	

Base: All Respondents

E9. When you answer questions incorrectly, do you usually get helpful feedback from your teachers, or not? **(CIRCLE ONE ANSWER ONLY)**

Yes, get helpful feedback.....	1	72	(626)
No, do not.....	2	20	
Don't know.....	3	9	

Base: All Respondents

E10. How often do you receive enough attention from your teachers in class? **(CIRCLE ONE ANSWER ONLY)**

Very often.....	1	SKIP TO Q.E12	31	(627)
Sometimes	2	SKIP TO Q.E12	45	
Rarely	3	ASK Q.E11	17	
Never.....	4	ASK Q.E11	3	
Don't know.....	5	SKIP TO Q.E12	5	

Base: Sometimes, rarely or never receive enough attention from your teachers in class (Q.E10/2, 3, 4)

ANSWER QUESTION E11 IF YOU "SOMETIMES," "RARELY" OR "NEVER" RECEIVE ENOUGH ATTENTION FROM YOUR TEACHERS IN CLASS

E11. Why do you think you don't get enough attention from your teachers? **(CIRCLE AS MANY AS APPLY)**

They don't like to be interrupted when teaching the lesson.....	1	40	(628)
They don't care about me.....	2	11	
They pay too much attention to the boys	3	8	
They pay too much attention to the girls	4	9	
They don't think that I have something worthwhile to say	5	22	
They are sure I know the right answers and would rather get other students to participate	6	30	
They are too busy keeping control of the class	7	34	
There are too many students in my class.....	8	33	
Other (PLEASE WRITE IN)	9	21	

Base: All Respondents

E12. Overall, how much do teachers encourage you to do your best? (CIRCLE ONE ANSWER ONLY)

Very much	1	51	(629)
Somewhat	2	34	
Not very much	3	9	
Not at all	4	4	
Don't know.....	5	2	

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY; YOUR PARTICIPATION IS GREATLY APPRECIATED!

LOUIS HARRIS AND ASSOCIATES, INC.
111 Fifth Avenue
New York, New York 10003

FOR OFFICE USE ONLY:

Questionnaire No.: _____ (1-5)

Study No. 628203T
Final (108-114)
Date: April 23, 1997

Card Number (6-7)

Sample Set No. (160-163)

115-126Z

TEACHERS' VIEWS ON PARENTAL INVOLVEMENT AND STUDENT BEHAVIORS

Time Started: _____ A.M./P.M.

Interviewer _____ I.D. NO.: _____ Date of Interview: mm/dd/yy
(127-132)

Area Code: _____ Telephone No.: _____
(150-152) (153-159)

133-149

QA. Hello, I'm _____ from Louis Harris and Associates, the national survey research firm located in New York. We are conducting a national survey among teachers to better understand their views and opinions on a number of important topics in education, and we would like to ask you a few questions.

(IF NECESSARY)

This is the sixteenth in a series of surveys that Harris has conducted on the American teacher on behalf of the Metropolitan Life Insurance Company.

(IF NECESSARY)

The survey findings will be publicly released and we hope they foster a dialogue about teachers' views and concerns. Of course, as with all Harris surveys, the results will be reported in statistical form only - - as percentages - - your answers will remain confidential.

State (164-165)
Sample Da (166-168)

169-180

DP Use

Note: This questionnaire contains teachers' responses to Sections C and D, the subject of this report, and Section F (demographics). Sections A and B are the subject of another report in this series.

SECTIONS:

SCREEN

SECTION A: PARENTAL INVOLVEMENT	Continue 208- 1
SECTION B: AT-HOME INVOLVEMENT	Not available 2
SECTION C: CLASSROOM INTERACTIONS	DK 8
SECTION D: STUDENTS' FUTURE ASPIRATIONS	Refused 9
SECTION F: FACTUALS	

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SCREEN

BASE: ALL RESPONDENTS

QB. Do you teach in a middle school (grades 6-8), a junior high (grades 7-9), or a high school (grades 9-12 or 10-12)?

Middle school	(210(<u>30</u> - 1	(ASK QC)
Junior high	<u>9</u> - 2	(ASK QC)
High school	<u>61</u> - 3	(ASK QC)
Elementary school (Vol.).....	<u>-</u> - 4	(RECORD GENDER AT Q.455 AND SCREEN OUT)
Don't know	<u>-</u> - 8	(RECORD GENDER AT Q.455 AND SCREEN OUT)
Refused.....	<u>-</u> - 9	(RECORD GENDER AT Q.455 AND SCREEN OUT)

211Z

BASE: ALL RESPONDENTS

QC. Regardless of the types of schools you've taught in, for about how many years, in total, have you worked as a teacher?

	<u>Years</u>		
<u> </u> / <u> </u> / <u> </u> Years (Range 1-50)	Less than 5 years	9	Mean = 18
(212-213)	5-9	14	Median = 18
	10-14	14	
	15-19	15	
Don't know	20+	47	
Refused.....	<u> </u> - -		

QC1. IF RESPONDENT HAS TAUGHT FOR LESS THAN FIVE YEARS (QC<5), RECORD GENDER AT Q.455 AND SCREEN OUT.

QC2. IF RESPONDENT HAS TAUGHT FOR FIVE YEARS OR MORE (QC≥5), ASK Q1.

A. PARENTAL INVOLVEMENT

BASE: ALL RESPONDENTS

Q1. I am going to read some aspects on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor on that aspect. (READ EACH ITEM)

<u>ROTATE -- START AT "X"</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Don't Know</u>	<u>Refused</u>
() A. The qualifications and competence of teachers in your school .....(214(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6
						215Z
() B. The amount of support for the school shown by the parents .....(216(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6
						217Z
() C. The availability and responsiveness of parents when you need to contact them.....(218(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6
						219Z
() D. The relations between parents and teachers in your school .....(220(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6
						221Z
<u>DO NOT ROTATE</u>						
E. The overall quality of the education that students receive at your school.....(222(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6
						223Z

BASE: ALL RESPONDENTS

Q5. Tell me whether you agree or disagree with each statement about your school.

<u>ROTATE -- START AT "X"</u>	<u>Agree</u>	<u>Disagree</u>	<u>Don't Know</u>	<u>Refused</u>
() A. Our school does a good job of encouraging parental involvement in <i>educational</i> areas..... (224(	___ - 1	___ - 2	___ - 3	___ - 4
				225Z
() B. Our school does a good job of encouraging parental involvement in sports, arts, and other non-subject areas (226(	___ - 1	___ - 2	___ - 3	___ - 4
				227Z
() C. Our school only contacts parents when there is a problem with their child..... (228(	___ - 1	___ - 2	___ - 3	___ - 4
				229Z

* Asked of teachers in 1987

BASE: ALL RESPONDENTS

*Q10. Here are some possible ways that parents might be involved with the school. For each tell me how valuable you think it would be - - very valuable, somewhat valuable, not too valuable, or not valuable at all.

<u>ROTATE -- START AT "X"</u>	<u>Very Valuable</u>	<u>Somewhat Valuable</u>	<u>Not Too Valuable</u>	<u>Not Valuable At All</u>	<u>Don't Know</u>	<u>Refused</u>
() A. Involving parents as promoters and fund raisers for your school.....(230(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6
						231Z
() B. Involving parents on a management team to determine school policies....(232(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6
						233Z
() C. Providing parents with information and materials to support or reinforce what is being taught at school.....234(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6
						235Z
() D. Placing parents on committees that decide the curriculum of the school..(236(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6
						237Z
() E. Having parents do volunteer work to help out at the school .....(238(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6
						239Z

BASE: ALL RESPONDENTS

*Q15. How satisfied are you with the frequency of contact you have with your students' parents - - very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied.....	(240(___ - 1
Somewhat satisfied.....	___ - 2	
Somewhat dissatisfied	___ - 3	
Very dissatisfied.....	___ - 4	
Don't know	___ - 5	
Refused.....	___ - 6	
		241Z

BASE: ALL RESPONDENTS

* Q 20. When it comes to (READ EACH ITEM) do you think that parents should be actively consulted, or just be kept informed, or not be involved at all?

<u>ROTATE -- START AT "X"</u>	<u>Actively Consulted</u>	<u>Just Kept Informed</u>	<u>Not Be Involved At All</u>	<u>Don't Know</u>	<u>Refused</u>
() A. Changes in what subjects are taught.....(242(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5
					243Z
() B. Changes in extra-curricular activities.....(244(	___ - 1	___ - 2	___ - 3	___ - 4	___ - 5
					245Z
() C. Changes in homework policy	(246(	___ - 1	___ - 2	___ - 3	___ - 4
					247Z
() D. Changes in the discipline policy	(248(	___ - 1	___ - 2	___ - 3	___ - 4
					249Z

* Asked of teachers in 1987

BASE: ALL RESPONDENTS

*Q25. In general, when parents are involved with education, do you think it is important for parents to be involved *at the school* itself, or to be involved mainly *at home*?

- At school (250(___ - 1
- Mainly at home..... ___ - 2
- Both (vol.)..... ___ - 3
- Neither (vol.) ___ - 4
- Don't know ___ - 5
- Refused..... ___ - 6

251Z

BASE: ALL RESPONDENTS

*Q30. Let me ask about some criticisms that are sometimes made of parents. How many *parents* do you think (READ EACH ITEM) - - most, many, some, or hardly any?

<u>ROTATE -- START AT "X"</u>	<u>Most Parents</u>	<u>Many Parents</u>	<u>Some Parents</u>	<u>Hardly Any Parents</u>	<u>Don't Know</u>	<u>Refused</u>
() A. Take too little interest in their children's education.....(252(___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6	253Z
() B. Fail to motivate their children so that they want to learn in school.....(254(___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6	255Z
() C. Fail to discipline their children .....(256(___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6	257Z
() D. Neglect to see that their children's homework gets done.....(258(___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6	259Z

BASE: ALL RESPONDENTS

*Q35. Here are some things that might possibly improve education. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education.

<u>ROTATE -- START AT "X"</u>	<u>Help A Lot</u>	<u>Help Some</u>	<u>Not Help Much</u>	<u>Not Help At All</u>	<u>Don't Know</u>	<u>Refused</u>
() A. Having parents spend much more time with their children at home in support of school and teachers.....(260(___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6	261Z
() B. Getting teachers and parents to meet together and talk about school policies.....(262(___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6	263Z
() C. Having the school give more guidance to teachers about how to involve parents better in the future.....(264(___ - 1	___ - 2	___ - 3	___ - 4	___ - 5	___ - 6	265Z

* Asked of teachers in 1987

BASE: ALL RESPONDENTS

Q40. Would you like to see the level of parental involvement in your school increase, decrease, or stay the same as it is now?

- Would like to see it increase (266(___ - 1
- Would like to see it decrease..... ___ - 2
- Would like to see it stay the same ___ - 3
- Don't know ___ - 4
- Refused..... ___ - 5

267Z

B. AT-HOME INVOLVEMENT

BASE: ALL RESPONDENTS

Q100. Has your school provided parents with information on how to (READ EACH ITEM), or not?:

<u>ROTATE -- START AT "X"</u>	<u>Has Provided</u>	<u>Has Not Provided</u>	<u>Don't Know</u>	<u>Refused</u>
() A. Help their child with homework assignments..... (268(___ - 1	___ - 2	___ - 3	___ - 4	269Z
() B. Communicate high expectations to their child (270(___ - 1	___ - 2	___ - 3	___ - 4	271Z
() C. Motivate their child (272(___ - 1	___ - 2	___ - 3	___ - 4	273Z
() D. Help their child develop good study habits..... (274(___ - 1	___ - 2	___ - 3	___ - 4	275Z

BASE: ALL RESPONDENTS

Q105. In your opinion, what is the main obstacle facing students when it comes to doing school work at home? (SINGLE RECORD - - DO NOT READ LIST)

Not enough structure in the home..... (276(___ - 1	
Not quiet enough, too many distractions..... ___ - 2	
Not enough discipline on part of parent ___ - 3	
Not enough discipline on part of student..... ___ - 4	
Uninvolved parents/lack of parental support..... ___ - 5	
Students lack motivation ___ - 6	
Students are disorganized or unorganized ___ - 7	
Students spend too little time doing school work..... ___ - 8	
Television, computer..... ___ - 9	
Other (SPECIFY AT Q.105x) _____ (278(___ - 1 (9008-9009)	
Don't know ___ - 2	
Refused..... ___ - 3	

277Z

C. CLASSROOM INTERACTIONS:

Q200. Now I'd like to ask you some questions about behaviors that occur in the classroom.

BASE: ALL RESPONDENTS

Q201. In the past week, who (READ EACH ITEM) - - boys or girls?

<u>ROTATE -- START AT "X"</u>	<u>Boys</u>	<u>Girls</u>	<u>No Difference (Vol.)</u>	<u>No Girls in Classroom (Vol.)</u>	<u>No Boys in Classroom (Vol.)</u>	<u>Don't Know</u>	<u>Refused</u>
() A. Raised their hands In class more often .. (279(	<u>23</u> - 1	<u>37</u> - 2	<u>32</u> - 3	<u>1</u> - 4	<u>1</u> - 5	<u>6</u> - 6	<u>1</u> - 7 280Z
() B. Called out the answers more often . (308(	<u>53</u> - 1	<u>22</u> - 2	<u>20</u> - 3	<u>1</u> - 4	<u>1</u> - 5	<u>4</u> - 6	<u>1</u> - 7 309Z
() C. Asked for help after class more often(310(	<u>23</u> - 1	<u>47</u> - 2	<u>25</u> - 3	<u>1</u> - 4	<u>1</u> - 5	<u>3</u> - 6	* - 7 311Z
() D. Demanded more attention during class(312(	<u>61</u> - 1	<u>19</u> - 2	<u>17</u> - 3	<u>1</u> - 4	<u>1</u> - 5	<u>1</u> - 6	* - 7 313Z
() E. Enjoyed participating more in class..... (314(	<u>22</u> - 1	<u>36</u> - 2	<u>36</u> - 3	<u>1</u> - 4	<u>*</u> - 5	<u>4</u> - 6	* - 7 315Z

BASE: ALL RESPONDENTS

Q205. When students call out the right answers in class without raising their hand, how likely are you to acknowledge them – very likely, somewhat likely, not very likely, or not at all likely?

Very likely.....	(316(<u>33</u> - 1
Somewhat likely	<u>43</u> - 2
Not very likely.....	<u>18</u> - 3
Not at all likely.....	<u>5</u> - 4
Don't know	<u>1</u> - 5
Refused.....	<u>*</u> - 6
	317Z

BASE: ALL RESPONDENTS

Q210. In the past week, did you spend more time rewarding good behaviors or disciplining bad behaviors in class?

Rewarding good behaviors	(318(<u>57</u> - 1
Disciplining bad behaviors	<u>35</u> - 2
Equal time on both (Vol.)	<u>7</u> - 3
Don't know	<u>1</u> - 4
Refused.....	<u>*</u> - 5
	319Z

BASE: ALL RESPONDENTS

Q215. For each of the following statements please indicate whether you feel it is mostly true or mostly false.

<u>ROTATE -- START AT "X"</u>	<u>Mostly True</u>	<u>Mostly False</u>	<u>Don't Know</u>	<u>Refused</u>
() A. Students raise their hands in class only if they feel certain that they know the answer.....(320(	<u>77</u> - 1	<u>22</u> - 2	<u>1</u> - 3	<u>*</u> - 4
				321Z
() B. Most students enjoy participating in class.....(322(	<u>80</u> - 1	<u>19</u> - 2	<u>1</u> - 3	<u>*</u> - 4
				323Z
() C. Students who give the wrong answers are laughed at(324(	<u>18</u> - 1	<u>81</u> - 2	<u>1</u> - 3	<u>*</u> - 4
				325Z

BASE: ALL RESPONDENTS

Q220. What proportion of students would you say feel comfortable when you call on them in class - - most, some, a few, or none?

Most.....	(326(	<u>62</u> - 1	
Some.....		<u>31</u> - 2	
A few.....		<u>7</u> - 3	
None.....		<u>*</u> - 4	
Don't know.....		<u>*</u> - 5	
Refused.....		<u>*</u> - 6	

327Z

BASE: ALL RESPONDENTS

Q225. What proportion of students would you say feel they get enough attention from you in class - - most, some, a few, or none?

Most.....	(328(	<u>62</u> - 1	(SKIP TO Q.300)
Some.....		<u>31</u> - 2	(ASK Q.230)
A few.....		<u>6</u> - 3	(ASK Q.230)
None.....		<u>*</u> - 4	(ASK Q.230)
Don't know.....		<u>*</u> - 5	(SKIP TO Q.300)
Refused.....		<u>-</u> - 6	(SKIP TO Q.300)

329Z

BASE: RESPONDENTS WHO SAY SOME, A FEW, OR NONE GET ENOUGH ATTENTION 328 (234)
(Q.225/2,3,4)

Q230. Why do you think students don't get the attention they need in class? (MULTIPLE RECORD - - DO NOT READ LIST)

Teacher too busy teaching lesson.....	(330(	<u>7</u> - 1	Failure to ask for help/	7
Teacher too busy controlling the class.....		<u>8</u> - 2	Shyness on part of student	
Students don't have worthwhile things to say.....		<u>1</u> - 3	Time limitations	4
Teacher ignores students who always know the answer..		<u>*</u> - 4	Too much diversity in	
Too many students in the class.....		<u>56</u> - 5	students ability/needs	3
Some students are needy because they don't get enough attention at home.....		<u>4</u> - 6	Apathy/negative attitude	2
Some students just want to draw as much attention as possible to themselves.....		<u>7</u> - 7	Fear of appearing "stupid" in front of other students/peer pressure	1
Other (SPECIFY AT 230X)			Behavior problems	1
			Poor class attendance	*
	(332(	<u>6</u> - 1	(9010-9015)	331Z
Don't know.....		<u>1</u> - 2	SP	
Refused.....		<u>-</u> - 3	SP	

D. STUDENTS' FUTURE ASPIRATIONS

Q300. Now I'm going to ask you some questions about your students' goals and aspirations. The first few questions will be about similarities and differences that you've noticed between boys and girls based on your observations as a teacher.

BASE: ALL RESPONDENTS

Q301. Who appears to set higher goals for their future - - boys or girls?

Boys set higher goals..... (333(18 - 1
 Girls set higher goals 60 - 2
 No difference (Vol.)..... 19 - 3
 Don't know 2 - 4
 Refused..... * - 5

334Z

BASE: ALL RESPONDENTS

Q305. Who appears to have more inner confidence in their ability to achieve the goals they set for themselves - - boys or girls?

Boys appear more confident (335(33 - 1
 Girls appear more confident 50 - 2
 No difference (Vol.)..... 15 - 3
 Don't know 2 - 4
 Refused..... * - 5

336Z

BASE: ALL RESPONDENTS

Q310. Who expresses a stronger need for (READ EACH ITEM) - - boys or girls?

ROTATE -- START AT "X"	Boys	Girls	No Difference (Vol.)	Don't Know	Refused
() A. Guidance in their educational and career plans (337(<u>29</u> - 1	<u>45</u> - 2	<u>20</u> - 3	<u>5</u> - 4	<u>*</u> - 5	338Z
() B. Encouragement related to pursuing their goals..... (339(<u>35</u> - 1	<u>43</u> - 2	<u>19</u> - 3	<u>3</u> - 4	<u>*</u> - 5	340Z
() C. Information on career or job choices (341(<u>28</u> - 1	<u>41</u> - 2	<u>24</u> - 3	<u>6</u> - 4	<u>1</u> - 5	342Z

BASE: ALL RESPONDENTS

Q315. Based on your observations and opinion, about what percentage of boys in your classes do you think will graduate from college?

	0-25%	37	Mean = 43
	26-50%	29	Median = 41
<u> / / / /</u> % Boys (Range 0-100)	51-75%	17	
(343-345)	75+	15	

No boys in classes (Vol.)(343-345(* - 101
 Don't know (343(1 - &
 Refused..... * - -

BASE: ALL RESPONDENTS

Q320. And what percentage of girls in your classes do you think will graduate from college?

/ / / / % Girls (Range 0-100)	0-25%	28	Mean = 48
(346-348)	26-50%	29	Median = 49
	51-75%	22	
	75+	19	
No girls in classes (Vol.)(346-348(<u>1</u> - 101			
Don't know (346(<u>1</u> - &			
Refused..... <u>*</u> - --			

BASE: ALL RESPONDENTS

Q325. Over the past year, recalling conversations you've had with students outside of class, have you ever talked to them about their job or career aspirations, or not?

Yes, talked about job or career aspirations.....	(349(<u>95</u> - 1	(ASK Q.330)
No, have not.....	<u>5</u> - 2	(SKIP TO Q.335)
Don't know	<u>*</u> - 3	(SKIP TO Q.335)
Refused.....	<u>-</u> - 4	(SKIP TO Q.335)

350Z

BASE: TALKED TO STUDENTS ABOUT JOB OR CAREER ASPIRATIONS (Q.325/1) 349(1)

Q330. During the past year, would you say you've had more conversations about the subject of careers with boys or with girls?

Boys	(351(<u>30</u> - 1
Girls.....	<u>35</u> - 2
No difference (vol.).....	<u>35</u> - 3
Don't know	<u>*</u> - 4
Refused.....	<u>-</u> - 5

352Z

BASE: ALL RESPONDENTS

Q335. Overall, as things stand today, do you believe that girls and boys have equal opportunities to pursue the careers of their choice, or not?

Have equal opportunities	(353(<u>75</u> - 1
Do not have equal opportunities	<u>24</u> - 2
Don't know	<u>*</u> - 3
Refused.....	<u>-</u> - 4

354Z

BASE: ALL RESPONDENTS

Q340. For each of the following statements, please tell me whether you believe it is mostly true or mostly false?

<u>ROTATE -- START AT "X"</u>	<u>Mostly True</u>	<u>Mostly False</u>	<u>Don't Know</u>	<u>Refused</u>
() A. Girls are as competitive in school as boys..... (355(<u>84</u> - 1	<u>15</u> - 2	<u>*</u> - 3	<u>*</u> - 4	<u>356Z</u>
() B. Girls are better at handling disappointments and frustrations than boys (357(<u>35</u> - 1	<u>60</u> - 2	<u>4</u> - 3	<u>1</u> - 4	<u>358Z</u>
() C. Boys need more personal attention from their teachers than girls do..... (359(<u>40</u> - 1	<u>58</u> - 2	<u>2</u> - 3	<u>*</u> - 4	<u>360Z</u>
() D. Girls need more support and encouragement to reach their potential in life than boys do..... (361(<u>44</u> - 1	<u>55</u> - 2	<u>1</u> - 3	<u>*</u> - 4	<u>362Z</u>

F. FACTUALS

Q400. These last few questions are for background purposes only.

BASE: ALL RESPONDENTS

Q401. Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

Inner city.....	(363)	<u>13</u>	- 1
Urban		<u>12</u>	- 2
Suburban		<u>27</u>	- 3
Small town		<u>27</u>	- 4
Rural		<u>20</u>	- 5
Don't know		<u>*</u>	- 6
Refused.....		<u>-</u>	- 7

364Z

BASE: ALL RESPONDENTS

Q405. What would you estimate to be the median income of the community in which most students who attend your school live? Would you say (READ LIST)?

\$10,000 or less	(365)	<u>4</u>	- 1
\$10,001 to \$15,000		<u>8</u>	- 2
\$15,001 to \$20,000		<u>20</u>	- 3
\$20,001 to \$30,000		<u>26</u>	- 4
\$30,001 to \$40,000		<u>17</u>	- 5
\$40,001 to \$50,000		<u>10</u>	- 6
\$50,001 to \$60,000		<u>5</u>	- 7
\$60,001 or over.....		<u>7</u>	- 8
Don't know		<u>2</u>	- 9
Refused.....	(366)	<u>*</u>	- 0

BASE: ALL RESPONDENTS

Q410. What is the highest level of school that you yourself have completed? (READ LIST IF NECESSARY)

Four-year college graduate	(367)	<u>19</u>	- 1
Some graduate credits.....		<u>20</u>	- 2
Masters completed.....		<u>37</u>	- 3
Credits beyond masters		<u>23</u>	- 4
Ph.D. completed		<u>2</u>	- 5
Don't know		<u>*</u>	- 6
Refused.....		<u>-</u>	- 7

368Z

BASE: ALL RESPONDENTS

Q415. Was your undergraduate college degree in education, or not?

Yes, education (369(70 - 1
 No, not education 30 - 2
 Don't know - - 3
 Refused..... - - 4

370Z

ASK Q.420 IF "SOME GRADUATE CREDITS," "MASTERS COMPLETED," "CREDITS BEYOND MASTERS," OR "Ph.D. COMPLETED" IN Q.410; OTHERS SKIP TO Q.425

BASE: GRADUATE COURSE CREDITS OR GRADUATE DEGREE (Q.410/2,3,4,5) 367 (2-5)

Q420. Was your graduate training mainly in education, or not?

Yes, mainly in education (371(81 - 1
 No, not mainly in education..... 19 - 2
 Don't know * - 3
 Refused..... - - 4

372Z

BASE: ALL RESPONDENTS

Q425. How old are you?

/ / /	Range 18-99	Years		
(373-374)		18-29	8%	Mean = 45 Median = 46
		30-49	57%	
	Don't know .....(373(<u>*</u> -&	50+	33%	
	Refused..... <u>1</u> - -			

BASE: ALL RESPONDENTS

Q430. Are you of Hispanic origin such as Mexican American, Latin American, Puerto Rican, or Cuban, or not?

Yes, of Hispanic origin(375(4 - 1
 No, not of Hispanic origin 95 - 2
 Don't know * - 3
 Refused..... 1 - 4

376Z

BASE: ALL RESPONDENTS

Q435. Do you consider yourself white, black or African-American, Asian, Native American, or some other race?

White.....(377(87 - 1
 Black or African-American 7 - 2
 Asian or Pacific Islander 1 - 3
 Native American or Alaskan Native 1 - 4
 Some other race 3 - 5
 Don't know - - 6
 Refused..... 1 - 7

378Z

BASE: ALL RESPONDENTS

Q440. Which of the following income categories best describes your total 1996 household income? Was it (READ LIST)?

\$7,500 or less	(379(<u> *</u> - 1	
\$7,501 to \$15,000	<u> 1</u> - 2	INTERVIEWER: TOTAL HH
\$15,001 to \$25,000	<u> 3</u> - 3	INCOME BEFORE TAXES FROM
\$25,001 to \$35,000	<u> 13</u> - 4	ALL SOURCES -- IF UNSURE OF
\$35,001 to \$50,000	<u> 25</u> - 5	1996 INCOME, PROBE FOR
\$50,001 to \$75,000	<u> 31</u> - 6	ESTIMATE
\$75,001 to \$100,000	<u> 16</u> - 7	
\$100,001 or over	<u> 8</u> - 8	
Don't know	<u> *</u> - 9	
Refused.....	(380(<u> 4</u> - 0	

BASE: ALL RESPONDENTS

Q445. Have you ever received an award, citation or special recognition for your teaching, or not?

Yes, received award.....	(408(<u>57</u> - 1
No, did not.....	<u>43</u> - 2
Don't know	<u> -</u> - 3
Refused.....	<u> *</u> - 4

409Z

BASE: ALL RESPONDENTS

Q450. Have you ever attended a seminar or workshop on ways to reduce or eliminate gender bias in the classroom, or not?

Yes, attended	(410(<u>57</u> - 1
No, did not.....	<u>43</u> - 2
Don't know	<u> *</u> - 3
Refused.....	<u> -</u> - 4

411Z

That completes the interview. Thank you very much for your cooperation!

BASE: ALL RESPONDENTS

Q455. From observation: Respondent gender

Male	(412(<u>43</u> - 1
Female	<u>57</u> - 2

413Z

Q.457 Yes.....	(414(<u> </u> - 1
No	<u> </u> - 2

415Z

Complete.....416-1

417-473Z

474-480
Respondent Weight Field



•**The Metropolitan Life Survey of the American Teacher, 1996, Students Voice Their Opinions on:**

•*Violence, Social Tension and Equality Among Teens—Part I*, is the first in a series of four 1996 releases of students' opinions that provide insight and understanding to the issues of violence and social tension in the nation's public schools. (Out of Print)

•*Their Education, Teachers and Schools—Part II*, provides students' views on their education and where improvements are most needed.

•*Learning About Values and Principles in School—Part III*, gives the education community a general understanding of students' receptivity to learning about values and principles of right and wrong in the classroom. (Out of Print)

•*Learning About Multiculturalism—Part IV*, assesses students' opinions and interests about multicultural topics and provides an important and encouraging message to educators about the likely benefits if multiculturalism is given greater attention in the schools.

Mini-Surveys – Teachers' Views on Current Issues in Education

•*The Metropolitan Life Survey of the American Teacher, 1991, Coming to Terms* probes emerging problems related to tightened school budgets. (Out of print)

•*The Metropolitan Life Survey of the American Teacher, 1992, Ready or Not: Grade Level Preparedness* examines teachers' perspectives on an issue that is key to the new national education goals. (Out of print)

The series also includes several reports on individual states -- two surveys of California teachers and one of New York teachers -- whose questions parallel the 1984 and 1985 nationwide studies. (Out of print)

Also Available:

•*Preparing Schools for the 1990s: An Essay Collection* contains the views of distinguished education leaders including Theodore R.Sizer, Albert Shanker, Michael W. Kirst, and Floretta Dukes McKenzie who discuss recent and future directions in the efforts to improve our public schools.

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