

Teacher Perceptions of Gender-Based Differences among Elementary School Teachers*

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Abstract


The purpose of this study was to examine teacher perceptions of gender-based differences among elementary school teachers. In this mixed-methods study, the researcher utilized an online survey to collect data. Quantitative analysis revealed no statistically significant differences; however, qualitative analysis showed that there were more negative responses to survey statements pertaining to males. More than half of the participants perceived differences between female and male elementary teachers, including beliefs that female teachers are more nurturing, that male teachers are more laid back, and that male teachers are more dominant and commanding with students. Four conclusions were drawn: elementary teachers perceive differences between female and male teachers, male elementary teachers are perceived more negatively than female colleagues, a vast majority of participants feel that more male elementary teachers are needed in the elementary schools, and differences between female and male elementary teachers remain unclear.

Keywords: Teacher Gender, Differences, Elementary Education, Perceptions, Male Teacher

Introduction

Gender differences provide content for discussion in a variety of media including movies, television, books, magazines, and research; however, differences between female and male elementary teachers have not been fully researched and analyzed. According to the National Center for Education Statistics, women outnumber men in the teaching profession by approximately three to one (2006). In 2001, the National Education Association reported that only 9% of America's elementary school teachers were men. More than a decade later, the situation has improved little; for example, the Bureau of Labor and Statistics (as cited by the

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Men Teach organization) reported that 18.8% of elementary and middle school teachers in America were men. Jones (2003) cites female teachers' concerns about the comparatively low number of men in the teaching profession and their hope of having more male elementary colleagues to offset the disproportionate number of female teachers. One might conclude that this deficit would result in an unacceptable balance in elementary teacher gender demographics.

The lack of balance could lead to a difference in perceptions about female and male teachers. In addition, this lack of balance could be caused by a difference in perceptions. This research study uses a phenomenological approach, which Glesne (2006) defines as the description of an individual's consciousness and experience of a phenomenon. Phenomenological research analyzes the research participants' thoughts, beliefs, and perceptions; for example, this study has gathered qualitative and quantitative data regarding female and male elementary teachers' perceptions of their colleagues. The purpose of this research was to examine the perceptions of teachers related to gender differences in elementary teachers. The data from this research may underscore the need to increase the male teacher population at the elementary school level. Educators may also use this data to improve teacher education programs and professional development.

The main research question was: *What are teacher perceptions of gender-based differences among elementary teachers?* For the purpose of this study, the researcher will examine the issue by grouping previous literature into three domains: Teacher as Self, Teacher to Student, and Teacher to Teacher. It is through these domains that the researcher implemented his own study.

Teacher as self

In the Teacher as Self domain, literature was analyzed that discussed teachers' classroom management style. Previous research was also analyzed that focused on teachers' content knowledge and instructional effectiveness.

Regarding classroom management, Chudgar and Sankar (2008) noted that male teachers were more focused on maintaining classroom authority by enforcing strict discipline. Furthermore, Green et al. (2008) identified one possible difference between female and male teachers' classroom management; female teachers perceive behavior challenges to be more severe than do their male colleagues. However, Yavuz (2009) found no difference between female and male teachers' attitudes about classroom management or their instructional management. Carrington et al. (2008) found that teacher gender had no effect on student achievement. Previously, Alghazo (2005) had noted that there was no difference in teachers' perceptions of the delivery and evaluation of instruction based on gender, but added that there were statistically significant differences in the amount of time that female and male special education teachers spent on planning instruction and how they rated the effectiveness of their instructional management. In Alghazo's study, male teachers rated themselves as spending more time planning instruction than did their female colleagues. In addition, male teachers rated themselves higher than did female teachers in instructional management, contradicting Yavuz's later findings. Dee (2006) states that "a teacher's gender does have large effects on student test performance, teacher perceptions of students, and students' engagement with academic material" (p. 71). The argument, Dee asserts, is that boys perform better when taught by male teachers and girls perform better when taught by female teachers. By contrast, Mullola et al. (2011) stated that teacher gender had no effect on student grades. Driessen (2007) notes two differences between female and male teachers. One difference is that, in Year 6, male teachers in the Netherlands tested their students more often than did female teachers. Second, in Year 8, male teachers emphasized cognitive

objectives more often in the classroom. According to Driessen, the difference in teacher education between female and male teachers was statistically significant, suggesting that because males have more education, they also may have more content knowledge than their female colleagues.

Teacher to student

The Teacher to Student domain focused on various aspects of the teacher–student dynamic. It focused on teachers as role models and their ability to be nurturing, patient, fair, and sensitive to their students' needs. It addressed teachers' ability to motivate and engage their students. Finally, it discussed teachers' general desire to work with children and their ability to develop relationships with their students.

According to studies by Martin and Marsh (2005), Driessen (2007), and Martin et al. (2008), neither boys nor girls are motivated any more or less by female or male teachers; they found no differences in this regard between the abilities of female and male teachers. Martin and Marsh believe that motivation was more of a student factor than a teacher factor, and that an individualized approach would yield the greatest results. In her study, Jones (2003) found that female teachers overwhelmingly responded that male teachers would be better at motivating boys than would female teachers. However, her research also demonstrates that the longer the interview process lasted with female teachers, the more they would discuss limitations in male teachers' ability to motivate male students. In the mid-1900s, females were thought of as being perfectly capable of serving as role models for all students. Wiest (2003) notes that women were "deemed better suited to serve as role models and teachers of moral behavior" and that they possessed "emotional qualities to work with youth" (p. 63). Even though Driessen's (2007) research emphatically shows that there is no statistically significant difference between men and women serving as role models, he raises probing questions about teachers. For example, did students even look up to teachers as role models? He goes on to state:

It is also the case that just as male teachers do not always constitute a suitable role model for boys, female teachers do not always constitute a suitable role model for girls. Furthermore, such matching according to sex may simply reinforce and strengthen stereotypes at times. To be viewed as a role model by their pupils, teachers must earn respect and admiration (p. 186).

Men are considered good possible role models not only for regular education students, but also for students in special education. Rice and Goessling (2005) state that schools need more male special education teachers to provide a "balanced educational experience for their students" (p. 354). Even if a male teacher can be a positive role model for his students, Martino and Kehler (2006) argue that schools cannot solve "boys' diverse educational and social problems" by simply providing male teachers in the building (p. 125). Cooney and Bittner (2001) raise the concern of some teachers "that a poor male role model could do a lot of damage in the classroom and it is important to be aware that good teaching is critical" (p. 81). Noted author and researcher Carol Gilligan (1982) proposed that females have a unique ability to make moral decisions pertaining to personal and caring aspects of development. Cooney and Bittner discuss the stereotype that males do not nurture, commenting that this was a "barrier to recruiting males to the field" (p. 80). Males are not stereotypically associated with nurturing and sensitivity. Data collected by Jones (2003) and Cushman (2005) suggest that males who display a combination of sensitivity and masculinity are the most desired in elementary education. In their research, Carrington et al. (2008) states that "it was clear that students who had female teachers had more positive attitudes" toward school (p. 321). Williams-Johnson et al. (2008) explain that teachers can engage students with their own

brand of nurturing, adding that teachers will nurture according to their own pre-existing beliefs about the most important aspects of the educational process. This would indicate that, unless male teachers identify the importance of nurturing in the classroom, they would not be effective at nurturing their students. According to Tatar and Emmanuel's research (2001), male elementary teachers "tended to give more egalitarian responses" (p. 221) to students in certain situations. The authors explain this trend by commenting that male elementary teachers were working against the stereotype that they were not as fair as female teachers. Huang and Fraser (2009) found that even after controlling specific variables, such as background and characteristics of schools, male teachers perceived better relationships with their students than did female teachers.

Teacher to teacher

The third domain focused on teachers' perceptions of their colleagues' ability to develop effective relationships. This domain also discussed the expected jobs of men and women in the elementary education setting.

Huang and Fraser (2009), Wiest (2003), and Cooney and Bittner (2001) suggest that collegiality may be of greater importance to male elementary teachers because of their lower numbers. Weist also claimed female teachers wish males fit in better and made more of an effort to be team players. As suggested earlier, prospective male teachers often do not enter the profession because of a lack of male peers and the societal perception of the profession being feminine. Cooney and Bittner found, through interviewing teachers, that isolation was a major issue for male teachers. One interviewee stated that he did not feel comfortable sharing some of his concerns or successes with the female teachers in his building. This research was extended by Smith (2004), who concluded that loneliness and lack of opportunities for socializing were detriments to attracting more men into the field. Through their qualitative research studies, Jones (2003) and Wiest found that female teachers expressed a desire to have male colleagues who would be good listeners, team workers with a sense of humor, and not arrogant. They wanted a male teacher who could "fit in" and contribute to the overall team atmosphere of the school. Rice and Goessling (2005) assert that "contact with men in schools, particularly elementary schools, is usually limited to interactions with the principal, janitor, or physical education teacher or coach" (p. 348). In her native country of the Netherlands, Driessen (2007) found that only 23% of headmasters, or principals, were women, whereas 84% of teachers were women. In addition, 77% of the support staff were women. These statistics illustrate a trend common to many countries: although most administrative positions are held by men, the majority of teachers are women. Piper and Collamer (2001) identify the difficulties that men have in typically female jobs (e.g., librarian). The male librarians they interviewed felt that at least occasionally, females in the building asked them to perform traditionally male jobs such as lifting and carrying heavy objects. However, the male librarians felt that although they were treated as "special because of their maleness, they never were left out because of it" (p. 408). In addition to the role of the librarian, Rice and Goessling found that special education also attracts few men. Librarians and special educators are predominantly women.

This study explored teachers' perceptions of female and male colleagues' effectiveness in the three domains previously discussed. Understanding teachers' perceptions of gender-based differences among elementary school teachers can lead to improvements in teacher education and professional development programs. It also may lead to the recruitment of more men into the teaching profession. In addition, collecting teachers' perceptions of their colleagues and fully analyzing such data may lead educators to a better understanding of why there are so few male elementary teachers.

Method

Participants

It was encouraging to note that the majority of respondents to the online survey were experienced teachers and, therefore, potentially able to provide more comprehensive information. An impressive 43% of participants had 13 or more years teaching experience. Also, a combined 39% of participants had 5 to 12 years of teaching experience. A combined 80% of survey respondents had attained master's degrees or higher. The researcher assumes that the varied teacher experience provides rich, descriptive, and meaningful data that inform the findings of this study. Survey respondents' experience in their own classrooms and their education play an important role in this study's contribution to the field of education. Although not essential to the purpose of this study, it is interesting to note that of the 215 respondents who answered the item regarding race/ethnicity, 206 were Caucasian. Of the remaining nine, five were African American, two were Hispanic, one was Native American, and one was Asian American.

Data collection method: The online survey

In this study, the researcher used a mixed-methods approach with an online survey (Appendix A) to gather data. According to Patton (2003), a survey or questionnaire that solicits responses by asking fixed choice, or closed-ended, questions as well as open-ended questions is an example of how qualitative inquiry and quantitative measurement are combined in a single research study. Glesne (2006) suggests that open-ended questions focusing on teachers' perceptions of the past or present "tend to be richer ground" for descriptions (p. 82). Participants also had the opportunity to add comments describing their experiences and clarifying their responses to closed-ended questions. Johnson and Christenson (2008) state that using closed-ended items "exposes all participants to the same response categories and allows standardized quantitative statistical analysis" (p. 177). This research collected quantitative information through closed-ended items from the survey and allowed the researcher to use numerical data to explore differences between female and male teachers. As Dillman (2007) points out, the principle of standardization applies because the researcher is providing repeated stimuli such as item stems, response categories, and additional information to the participants. Furthermore, Johnson and Christenson state that the principle of standardization is utilized to ensure maximum response comparability. This researcher compared the responses of female and male participants. Although only 25 of the 217 participants were male teachers, a thorough analysis of teachers' perceptions was still conducted.

Development of the survey

The primary instrument for data collection was an online survey questionnaire that was developed by the researcher. The researcher piloted the survey items with a group consisting of former elementary teachers currently teaching at the middle school level, along with elementary teachers working at elementary schools other than his own. The group consisted of both women and men; the researcher believed their experiences would provide valuable feedback to aid in the development of the online survey. The researcher further developed the online survey questionnaire for this study in collaboration with Dr. Rina M. Chittooran, Educational Studies faculty at Saint Louis University. A third party vendor, Key Survey, was chosen by the researcher to administer and distribute the survey and to collect feedback from the participants. Sue and Ritter (2007) and Czaja and Blair (2005) identify essential components to an Internet survey, including a brief message stating the purpose, encouraging participation, and providing clear directions for beginning and completing the survey. Advantages of an Internet survey include low cost and speed of data collection (Czaja

& Blair 2005; Sue & Ritter 2007). Czaja and Blair have found that response time for Internet surveys ranges from 10 to 20 days and explain that the “ability to obtain reasonably complete and detailed answers to open-ended questions may prove to be an advantage of Internet surveys...” (p. 41). The geographic distribution of the sample and sample size has no effect on the cost of an Internet survey (Czaja & Blair 2005; Sue & Ritter 2007). Although research has confirmed that the Internet survey is a viable means of data collection, there are some disadvantages to note. A low response rate is one such disadvantage (Czaja & Blair 2005; Gilligan, 2007; Sue & Ritter 2007). The response rate with this study was 19%, falling short of Sheehan’s (2001) recommended rate of 36.83%, and is one limitation to the generalizability of this study. This could be due to participant disinterest or technical difficulty, such as slow telecommunications speed, unreliable Internet connections, and low-end browsers. Response bias is another disadvantage to Internet surveys. Teachers may respond to the items in a way that will appease the researcher, instead of answering truthfully. Czaja and Blair suggest that another disadvantage to an Internet survey is that the researcher has “no control over who actually completes the questionnaire” (p. 44).

The first section was designed to gather both quantitative and qualitative information pertaining to participants’ experiences of working with female and male teachers. The survey questionnaire includes items in a Likert format to which participants were asked to respond as follows: 5 – Strongly Agree, 4 – Agree, 3 – Neither Agree nor Disagree, 2 – Disagree, or 1 – Strongly Disagree. There was space provided after each item for participants to offer additional information. The second section was the qualitative portion of the study consisting of open-ended items designed to gather information about participants’ in-depth experiences. The third section contained demographic items for participants to provide basic information about themselves and their work settings.

Reliability and validity

Survey questionnaires are inherently weak with validity but strong in reliability (Colorado State, 2007). Lincoln and Guba (1985) explain that validity is approached differently in a qualitative study than in a quantitative one. Some qualitative researchers refer to validity as trustworthiness. Glesne (2006) asserts that trustworthiness is an issue that should be addressed in research design and throughout data collection. In this study, peer review was used to augment trustworthiness. Glesne describes peer review as external reflection and input on one’s work. The researcher utilized the suggestions of peers from Saint Louis University throughout this process. Another method used to strengthen validity was clarification of researcher bias, a process defined by Cresswell (2003) as continuous reflection on the part of the researcher in order to minimize interference from his attitudes, opinions, or perceptions. Because the researcher is himself a male elementary teacher, the potential for researcher bias in this study was significant. Glesne describes the effectiveness of researchers’ reflection regarding their own subjectivity and how they use and monitor such reflection. Furthermore, the researcher used evidence based on content; this is defined by Johnson and Christenson (2008) as a “judgment on the degree to which the evidence suggests that the items, tasks, or questions” appropriately represent the researcher’s topic of interest (p. 152).

Data collection procedures

The survey questionnaire development process was continuous up until the point of administration, thus allowing the researcher to maximize the tool’s effectiveness. A district recruitment letter was sent to four school districts asking for permission to recruit teachers at their elementary schools. After the district officials agreed to participate, they documented their approval on Notification of Assent to Participate letters. Once approval was granted, the

school districts provided the researcher with the elementary teachers' e-mail addresses. The researcher uploaded the e-mail addresses into Key Survey, which then distributed invitations to teachers requesting that they participate in the study. Each invitation to participate included a link to the survey website, along with the purpose of the study and instructions for completing and submitting the Internet survey. The e-mailed invitation also outlined the intent of the survey to the potential participants and stressed that the feedback would be strictly confidential. It also explained that although no complete guarantee could be provided, comprehensive measures were taken to minimize risk of data loss or compromise. The recruitment letter explained that completion of the survey implied consent to participate in the study. Key Survey e-mailed approximately 1 170 surveys to teachers working in four public school districts around a major metropolitan city in the Midwestern United States. Two hundred seventeen teachers responded to the survey questionnaire.

Key Survey ensured that each participant responded only once to the survey. It was not necessary to answer the survey items in order; the participant could skip questions, and later return to provide a response. All survey items provided adequate space for the participants to submit written comments and feedback. Key Survey provided contact information in case of technical difficulties completing or submitting the survey. Data security was ensured by various measures used by Key Survey, including ensuring the security of its website, data encryption, Secured Socket Layers (SSL), and firewall protection.

Fourteen days after the first invitation to respond, Key Survey sent a follow-up email to thank participants for completing the survey; it also encouraged any teachers who had not yet completed the survey to do so. Finally, Key Survey collected data for analysis and the final report. The use of Key Survey allowed the researcher to maximize the advantages of the Internet survey while minimizing the disadvantages associated with online surveys.

Data analysis

Once the data had been collected from the survey, the researcher analyzed the data for trends and variance. The vendor provided the total sum of responses, the response percentages, and charts and graphs that represented the collected data. The researcher thoroughly analyzed the survey responses for qualitative data that would provide insight into how female and male elementary teachers perceive one another. It is important to note that while there were no statistically significant findings in respondents' perceptions of gender-based differences among their elementary school colleagues, there were qualitative differences. These have been reported and interpreted in subsequent sections. Indeed, it may be that clinical findings such as these have greater implications for what actually happens in the elementary school setting. Qualitative data were printed and coded for analysis of trends and variance. Data were used to comprehensively identify the participants' perceptions of their colleagues regarding gender.

Results and Discussion

The three domains

In each of the following subsections, the survey results are grouped and discussed according to the three domains created by the researcher: Teacher as Self, Teacher to Student, and Teacher to Teacher. Fixed-choice survey items are discussed first, followed by a discussion of the qualitative responses to open-ended items. It is important to note that some of the survey participants did not respond to every item, so the number of responding participants is also noted.

Teacher as self. This domain focuses on teachers' individual classroom management style, content knowledge, and instructional effectiveness. Regarding teachers having adequate

content knowledge, a combined 9.21%, or 21 participants, selected neutral (Neither Agree nor Disagree) or negative (Disagree and Strongly Disagree) responses for male elementary teachers, compared with 4.63%, or 10 participants, for female teachers. Thus, some participants perceive their male colleagues as having an inadequate amount of content knowledge to teach their classes. Table 1 summarizes the responses for the survey item pertaining to teachers' content knowledge.

Table 1. *Teacher Content Knowledge*

	The female teachers I have worked with have adequate content knowledge to teach their classes.		The male teachers I have worked with have adequate content knowledge to teach their classes.	
	(n)	(%)	(n)	(%)
Strongly Agree	125	57.87	108	49.77
Agree	81	37.50	88	40.55
Neither Agree Nor Disagree	10	4.63	17	7.83
Disagree	0	0.00	3	1.38

Several comments were made by teachers indicating that "it always depends on the teacher" and that "some did and some didn't" have adequate content knowledge. The second survey item regarding male elementary teachers' content knowledge resulted in similar comments, such as, "depends on the teacher" and "male teachers also have the knowledge and experience in their areas." Item responses to male elementary teachers' content knowledge, however, also provided several references to the limited number of male elementary teachers. There were three respondents who did not perceive their male colleagues as having enough content knowledge to teach their classes. It could be that in this suburb of a major metropolitan city in the Midwest, both female and male elementary teachers have adequate content knowledge. However, the multiple responses regarding the low number of male elementary teachers could indicate that it is difficult to compare teacher content knowledge when there are so few male elementary teachers.

Regarding teachers having effective teaching styles, results from this pair of survey items show a perceived difference between the teaching effectiveness of female and male elementary teachers. Although the percentage of teachers who responded positively (Strongly Agree or Agree) for both female and male teachers is nearly identical, there are differences with almost every other response choice. Female teachers obtained a mean score of 4.42 and male teachers obtained a score of 4.18 on a scale of 1 to 5. The range of the responses for male teachers having an effective teaching style was greater than that for female teachers. Table 2 shows the mean and standard deviations of responses.

Table 2. *Effective Teaching Style*

	The female teachers I have worked with have an effective teaching style.	The male teachers I have worked with have an effective teaching style.
Mean	4.42	4.18
Standard Deviation	.641	.855

The comments included with these two survey items were positive for female teachers; however, there were multiple negative comments regarding the effectiveness of male teachers. Two comments by female teachers pertaining to male elementary teachers having

effective teaching styles were “not as often as the female teachers” and “at times [they] can be overly strict.” One comment suggested a caveat that males’ effective teaching style is “partly from their physical presence.” This could suggest that the respondent perceived that teaching style effectiveness was due to gender-related factors, and not because of experience, educational attainment, or skill. There were also several comments stating that the lack of male elementary teachers made it difficult to accurately assess their teaching style.

Regarding teachers using effective classroom strategies, respondents perceive that the effectiveness of classroom management is not determined by gender. One comment read, “I have not gotten the sense that effective classroom management is a reflection of gender as much as it is the core beliefs that individual teachers hold about children...” Multiple respondents again stated that the effectiveness of classroom management techniques depended on the teacher. Four respondents felt that the female teachers they had worked with did not use effective classroom management strategies, yet 16 respondents felt this way about the male teachers. One comment from a female teacher read, “My male colleague tends to manage his class in a military style, and some students do not respond well to it.” This sentiment reflects a previous comment from a female teacher about male teachers’ teaching styles sometimes being “overly strict.” It could be that male teachers’ “strictness,” as perceived by the participant, helps them manage disruptive classroom behaviors more effectively than female teachers. However, an interesting contradiction from another female teacher also stood out. She stated, “I feel most males have better management skills... or the students tend not to pull as much for a male teacher.” This respondent perceived that male teachers either have better classroom management skills or their students behave better simply because of their teacher’s gender.

Teacher to student. The second domain pertains to the various aspects of the teacher–student dynamic. This relationship includes the ability to motivate and engage students, serve as a role model, and be nurturing, patient, fair, and sensitive to students’ needs. It also includes teachers’ general desire to work with children and to develop relationships with their students. Regarding teachers’ abilities to motivate their students, a combined 93.52%, or 202 participants, felt that female elementary teachers are effective at motivating their students and keeping them engaged, whereas only 85.18%, or 184 participants, felt that male elementary teachers are effective in this area. A greater percentage of participants felt neutral or negative about male elementary teachers’ abilities to motivate and engage their students (14.82%) compared with female teachers (6.49%). More survey participants selected neutral or negative choices for male teachers’ classroom management than for female teachers. Multiple comments by many participants were provided about both genders, such as “depends on the teacher,” “individual exceptions apply,” and “it’s the individual person.” As with the survey items regarding effective teaching styles, respondents selected Neither Agree nor Disagree and Disagree for male teachers more often than for female teachers. One respondent commented about two of her male colleagues that “one has [motivated his students effectively] and one has not [motivated his students effectively].” Because of the low number of male elementary teachers, one male teacher who ineffectively motivates his students might artificially inflate negative stereotypes about male teachers; on the other hand, such inflation may not occur with the relatively large population of female teachers.

Regarding teachers serving as role models, although positive results were very similar for both genders, two differences emerged in the neutral and negative categories. One difference was that a greater number of respondents were neutral about the differences between the effectiveness of male teachers and female teachers as role models. Another difference was that more respondents disagreed with this statement for male teachers than

for female teachers. These differences do not emerge in any other survey items in this study. Table 3 lists the number and percentage of each response to these survey items.

Table 3. *Role models*

	The female teachers I have worked with effectively serve their students as role models.		The male teachers I have worked with effectively serve their students as role models.	
	(n)	(%)	(n)	(%)
Strongly Agree	97	44.91	100	46.30
Agree	97	44.91	95	43.98
Neither Agree nor Disagree	22	10.19	14	6.48
Disagree	0	0.00	7	3.24

Eighteen of the participants commented that it depended on the teacher, not their gender. Three separate comments about male teachers stand out: "Good male teachers can be hard to find, and students can tell when they have a good male teacher." "I think it is especially important to have males in elementary school, since so many children come from single parent homes." "It has been my observation that a good male teacher in the building has a strong influence on kids." It appears that a male teacher who can effectively serve students as a role model can have an important positive impact on students. Conversely, a male teacher ineffectively serving as a role model is often perceived negatively by his colleagues. One participant commented about female teachers serving as role models, stating that "other than white teachers not being a role model for some city children," most females were serving as positive role models. Although this comment addresses the role that race and ethnicity play in teachers serving as role models for their students, it does not address any perceived differences between female and male elementary teachers.

Regarding teachers' ability to effectively nurture their students, the survey revealed interesting results regarding perceived differences between the genders. Although the majority of respondents feel that both female and male elementary teachers are sufficiently nurturing and sensitive to their students, there was a large difference between the numbers of Strongly Agree and Agree responses for male teachers. Fifty percent, or 107 participants, responded that they Strongly Agree that female teachers are nurturing and sensitive with their students, whereas only 15%, or 32 participants, selected Strongly Agree in response to male elementary teachers. Furthermore, 23%, or 49 participants, selected Neither Agree nor Disagree or Disagree in response to whether male teachers are nurturing and sensitive to their students, whereas only 6%, or 12 participants, selected those same responses for female teachers. A comment made regarding female teachers' nurturing and sensitivity was that "the elementary setting brings this out in teachers (hopefully!)." This comment was absent from the male nurturing and sensitivity survey item, although three participants' comments stand out. "I think women are naturally more nurturing than men..." "I have observed both nurturing and 'professional' styles in male teachers." "Some male teachers are not as sensitive as female teachers; however the[y] still are concerned about their students." Thus, the perception of some elementary teachers is that male teachers are not as nurturing or sensitive as their female colleagues, which could support Carol Gilligan's work (1982) describing the unique nurturing and sensitivity possessed by females. Perhaps the schools surveyed are not hiring male teachers who have these characteristics. It also could be that the respondents made these comments because they perceive, much like the societal stereotype, that males do not inherently possess the abilities to nurture and be sensitive to

their students. This aligns with Cooney and Bittner’s research (2001) that this perception can be a barrier to hiring more male elementary teachers.

In response to survey items regarding teachers’ effectiveness in the area of patience with their students, most participants selected Strongly Agree or Agree for both female and male teachers, yet there were differences in the Neither Agree nor Disagree and Disagree responses. Whereas 9%, or 19 survey participants, responded with these two choices for female teachers, 18%, or 40 participants, responded with these two choices for male elementary teachers. While not statistically significant, more teachers responded negatively toward male elementary teachers. Data collected from these two survey items continue to show that in almost all cases, respondents state that it depends on the individual teacher. A closer look at the comments, however, reveals a slightly different perspective made by one respondent about male elementary teachers. This individual stated, “[Males] can be less patient than female teachers.” Even though it is only one comment, there were not any statements made in response to the survey item addressing patience among female teachers. Data from this research reveal that more respondents perceive males as not having enough patience to be effective in the classroom; thus, it could be a challenge for males to be effective classroom teachers, which may explain why there are fewer male candidates entering the field of elementary education.

Data from the two survey items addressing teacher fairness are very similar across genders. Means and standard deviations were nearly identical regarding female and male teachers treating their students fairly. Although the range was greater regarding male teachers, the results were not statistically significant. Gender was not perceived as playing a role in fairness according to this study. Several interesting comments were made addressing the topic of fairness. For example, “What is fair? That used to be a ‘trick’ question on our district’s phone interviews.” Another respondent said, “The ‘correct’ answer was giving children what they need at the time. It may look different depending on the child and the particular circumstances.” And yet another stated, “There are very likely teachers who consider themselves to be fair because they treat all kids equally—it’s one of those things upon which we must really reflect continually.”

Regarding teachers having a general desire to work with children, 95%, or 204 participants, felt that female teachers have a desire to work with children and 92%, or 199 participants, felt that male teachers have a desire to work with children. Table 4 shows the number of participants responding with each of the options to teachers’ desire to work with children.

Table 4. *Desire to Work With Children*

	The female teachers I have worked with have a desire to work with children.		The male teachers I have worked with have a desire to work with children.	
	(n)	(%)	(n)	(%)
Strongly Agree	124	57.94	100	46.08
Agree	80	37.98	99	45.62
Neither Agree nor Disagree	10	4.67	14	6.45
Disagree	0	0.00	3	1.38
Strongly Disagree	0	0.00	1	0.46

One respondent commented that in her generation, it was expected that she become a nurse, mother, or teacher. Another said, “I don’t see the same passion with the males in my building.” Other comments referred to the trend of males entering secondary education

because of the opportunities for involvement in clubs and sports and indicated that many of the males in the elementary setting were headed toward administration.

Teacher to teacher. The third domain focuses on the perceptions that teachers have of their colleagues' ability to develop effective collegial relationships and have positive attitudes and their expected jobs regarding gender in the elementary education setting. Regarding teachers being collegial with each other, these survey items elicited a higher percentage of negative responses regarding male teachers (7.44%) than female teachers (2.33%). Respondents raised several intriguing points. One comment was made that female teachers are collegial "most of the time, but there is a lot of nit-picking that goes with working with mostly women." Another participant commented that "I find female teachers are either very collegial, or jealous and do not want to share." That comment was supported by another respondent who described two different working environments with females, one that was highly positive and productive, and one that was not. Participants stated that "male teachers tend to share more than female teachers" and that they "do not let a lot of things get to them." This survey item pertaining to female teachers' collegiality was the first in the survey to engender negative qualitative responses.

Regarding teachers having positive attitudes about their profession, overall, more participants responded negatively to the idea that male elementary teachers (4.47%) have positive attitudes than to that for female teachers (0.93%). Table 5 categorizes response frequencies and percentages for female and male teachers' positive attitudes.

Table 5. Positive Attitudes

	The female teachers I have worked with have generally positive attitudes about their profession.		The male teachers I have worked with have generally positive attitudes about their profession.	
	(n)	(%)	(n)	(%)
Positive (Strongly Agree and Agree)	194	90.66	179	82.87
Neutral	18	8.41	28	12.96
Negative (Disagree and Strongly Disagree)	2	0.93	9	4.47

Again, there were several comments made pertaining to teacher attitude. For example, regarding female teachers' attitudes, one respondent said, "at times it can become difficult to move forward and let things go." Furthermore, three participants' statements regarding male elementary teachers support this. One said, "Males don't take everything so seriously and tend to keep the women from getting 'bitchy.'" Another respondent commented, "...they are more positive because it (the profession) was their choice. Women often hit a glass ceiling." Yet another participant stated, "They seem to not let things bother them as much."

Several trends emerged regarding expected jobs for both women and men within the elementary setting. Fifty-six survey participants stated that all of the jobs described in the item were expected jobs for women at the elementary setting. One comment summarizes most responses, "I think all positions in the elementary building are open for both male and female teachers. I do not think that there is an expected job for a certain sex anymore in the elementary building." The second most common response—with 44 responses—was that the office staff was expected to be composed of women. One respondent stated that "office staff is the only job that would be seen as a female job." With 33 responses, the third most

common choice was classroom teachers. The vast majority of respondents made comments such as "all," "any of them," and "all of the ones you mentioned" to expected jobs for men in the elementary setting. The second most common response for expected jobs for men was administration, which was listed 40 times. Several participants stated that the only administrator they had ever worked with had been a man. Others, however, suggested that more women were becoming administrators every year. PE teacher was the third most expected job for men (indicated by 37 of those surveyed.) One respondent even stated, "My current principal actually voiced a desire to hire a male PE teacher, hmmm." Custodians and classroom teachers tied as the fourth most common expected job for men, with 22 responses. Four of the 22 respondents identifying that classroom teacher was an expected job for a man specifically stated that "they would be upper elementary" and "you rarely see a [male] kindergarten or first or second grade teacher." The fifth most common response, with 14 selections, was that all of the jobs were expected to be filled by men, except for that of office staff. This comment occurred so frequently that the researcher was compelled to create a separate category titled All Except Office Staff. Several teachers comments that they had never worked with a male secretary. Three respondents commented that although they had never worked with a male office staff member, they would be more than willing to do so without bias.

The researcher also asked the participants what, if any, differences existed between female and male elementary teachers. Of the 217 initial participants, 164 responded to this item. Sixty-nine participants commented that either there were no differences or that there were too few male elementary teachers to discuss such differences. Some of these participants made comments such as "there are none that I recognize," "I think gender does not make a difference, but personality does," "there are definitely differences in teachers but I do not feel it is due to their gender," and "in elementary school there is no difference." The vast majority of the participants stated that they had worked with many more female teachers than males, making it difficult to generalize what they know about male teachers. One comment sums up this perception nicely, "I really don't think of this [teacher differences] along gender lines. My experience with male elementary teachers is somewhat limited because I haven't worked with many."

The remaining 95 survey participants who responded to this item perceived differences between female and male elementary teachers. After coding the data, the researcher categorized the explanation of differences into four groupings: Males-Just Because, The Mellow Male, the Female Who Mothers, and Commander Male. Out of the five categories, 30 comments fit into the Female Who Mothers category. Noted author and researcher Carol Gilligan (1982) describes women as having the unique ability to nurture and demonstrate caring to their students. Several comments made in this research support Gilligan's work. One comment was, "Female teachers are more nurturing than males." Another respondent stated, "Female teachers are more sympathetic to students than male teachers." Yet another participant commented, "Female teachers are more giving of their personal time and show more empathy to their students." All comments that the researcher categorized in the Female Who Mothers group were not equally positive. Multiple comments were made describing the possible negative aspects. One comment was, "Female teachers are more motherly, smotherly towards their students." Another comment was made that "Female teachers seem to have difficulty with letting things go when there is a difference in opinion." A third respondent stated that "Female teachers are far more emotional and cliky (sic) than their male counterparts."

The Mellow Male had the next highest frequency, with 24 responses. These respondents commented that they perceive male teachers to be laid-back, relaxed, independent, and

have a better sense of humor than their female colleagues. Some of the specific comments made were “males seem more laid back,” “the ‘cool guy’ mentality—that is an innate difference in general between women and men,” “they tend to go with the flow,” and “men seem to be more positive than women.” Several comments show that this perception of males being laid back can also be negative. One such comment was, “Other males are much more laid back and don’t mind letting the kids goof off.” A female teacher stated, “Male teachers tend to be more lenient when it comes to management.” Another female teacher’s comment was, “Male teachers seem to be a little less organized.” Again, because of the low number of male teachers it is difficult to generalize perceptions of the male teacher population. However, these responses raise several interesting issues about male teachers. Do they seem more independent because there are fewer male colleagues with whom they can be comrades? Why are male teachers perceived to be more laid back? Since they know they are in the minority could it be that they do not want to “rock the boat?” Perhaps it is because they are intimidated by their female colleagues and, therefore, cautious about voicing their opinions. Twelve respondents viewed their male teaching colleagues as “lazy.” These respondents said that the male colleagues they knew put in far less work, left school early, and were less passionate about their jobs. Two respondents shared negative comments that “many of the male teachers expect the female teachers to do the planning and organizational work,” and “in my building the males are followers of their female teammates. They do very little initiating and are told what to do and sometimes how to do it.” It could be that coupled with the female teaching trait of being motherly, male teachers’ attempts to fit in and be a part of the team are perceived as laziness and apathy. Twenty-two respondents said that males achieve a certain level of success simply because of their gender. This researcher labeled this category as Males–Just Because, since several respondents commented on male teachers’ “maleness.” One female respondent stated, “Male teachers tend to get more respect from students simply because they are men...” Another female participant commented that “Males tended to be more liked by a larger majority of students, especially other male students.” Respondents commented that male teachers are counted on to discipline students, even when the students are not their own. Several respondents also stated that men in their building garnered more respect because of their gender. It could be that this perception is true, that men are respected more because of their gender. It could also be that because they are the minority, they do specific tasks in the building that female teachers are not willing to do or are not asked to do. Eighteen respondents commented on men being loud, outgoing, verbally direct, and business-oriented; thus, the researcher organized these comments into the Commander Male category. One comment was, “Male teachers tend to be very structured and organized, while female teachers can be disorganized.” Another female respondent stated, “I find that male teachers tend to have firm boundaries without bending in special situations.” Yet another female participant said, “Male teachers are better disciplinarians with challenging students.” Most of the comments were positive in nature, yet a few respondents perceived these qualities to be negative. Two female survey participants stated: “Some male teachers are less accommodating to individual needs and learning styles,” and “In general, my experience is that some male teachers are extremely strict and yell more often than their female counterparts.” Again, these results could indicate that because of the low number of male teachers, it only takes a few ineffective ones to have a major impact on the stereotype of male teachers.

The researcher also surveyed participants regarding the need for more male elementary teachers. One hundred and eighty-four respondents perceived a need for more male elementary teachers; their responses were grouped by the researcher as follows: Male Role Models, Balanced Staff, Opportunity for Varying Styles, and The Male Presence. Seventy-six

percent, or 138 participants, who perceived a need for more male elementary teachers stated that more males were needed as role models. A large number of participants said that students, both boys and girls, needed male role models in elementary school because so many students' homes did not have a positive male influence. Forty-seven percent, or 87 respondents, stated that students needed a "strong" and "good" male role model. Nineteen percent (35) of the respondents who felt that more men were needed in elementary education believed that men provided a "balance" to the staff and school environment. Multiple comments addressed the fact that since the greater population is made up of almost half women and half men, our schools should represent those figures accurately. Missing from this reasoning was a need to hire a more diverse staff, including teachers of varying races and ethnicities. Eight percent, or 15 of the respondents, stated that more male teachers were needed because they offer a different approach to teaching; two of the comments are as follows: "To add another point of view and demonstrate that logic can be as effective as well as emotions." "[More men are needed] to offer diverse perspectives and styles in school that would benefit everyone." Two percent, or four of the respondents, stated that students enjoy and respond well to male teachers, and therefore schools need more of them. Respondents shared that male teachers are able to connect with students in a unique way and "get something different from them."

Less than one percent (.05%), or nine of the respondents, commented that more male teachers are not needed in elementary education. These respondents explained that gender is not an issue and that no one should get a job because they are male, female, or of a certain race. Two of these nine respondents stated that none were needed at the elementary level, but more were needed at the middle and secondary levels of education. Most research highlights the low number of male elementary teachers, yet these particular respondents perceived that there was no need for more male elementary teachers. However, the majority of survey participants felt that elementary education needs more male teachers.

Finally, the researcher asked for additional comments. Twenty-one percent, or 45 of the initial 217 participants, responded to this survey item. Twelve respondents commented on the importance of hiring more male teachers of high quality and stated that it was an important issue. Several respondents stated that this study was a "good idea" and that this study was "important for education." One female respondent stated "I really wish there could be some kind of push to get more male teachers in elementary school. [I] would like to see society communicate support for men entering the profession with importance and not just a role for women." This comment was supported by another female participant, who commented "I think that men would make excellent elementary teachers, but are often steered into higher grade levels." There were only two negative comments about the research topic itself. One female respondent stated her frustration this way:

It really irks me that they [males] are many times singled out for glamorization— movies made, books written, teacher of the year, etc. I think a lot of the attention they get is that they start out as a novelty/minority in the first place, so they are easier to focus on. I think that many female teachers get looked over because they are not a novelty, but an expectation.

Fifteen respondents commented on the challenge of discussing possible differences between female and male elementary teachers, because of a myriad of factors including the low number itself. Many comments included the fact that the respondents had never worked with a male teacher before, thus making it difficult for them to respond to the survey. One individual communicated that it was not a concern, because teachers should not be hired because of their gender, among other reasons. Another participant shared the opinion that

teacher gender has more effect on the grade level team dynamics than it has on the students. Two other comments were made regarding team dynamics. One comment was that "male elementary teachers tend to spend time more productively by staying focused on tasks to be accomplished during meetings and making decisions more quickly without discussing non-essential information unrelated to the decision." A second comment was simply put, in regard to staff personnel, "Male teachers are allowed to be more laid back." These comments support previous statements to other survey items relating to the emotional or attitudinal differences between female and male teachers.

Conclusions

A comprehensive review of the data and an analysis and synthesis of findings suggest the following conclusions regarding teachers' perceptions of gender-based differences among their elementary school colleagues:

1. Male elementary teachers are, overall, perceived more negatively than their female colleagues.

The reason that men received more negative responses than female teachers is unclear; it could be that men who work in elementary education are less effective than their female colleagues or that women working within the profession simply do not perceive their male colleagues as effective because of their own biases. Further, with the low number of male elementary teachers, it could be that a few ineffective men significantly impact negative perceptions related to their effectiveness, whereas similar numbers of ineffective female teachers are overshadowed by the majority of their colleagues who may be highly effective.

2. The majority of participants feel that there are differences between female and male teachers, particularly when it comes to their ability to serve as role models and the jobs they are expected to fill in the elementary setting.

More than half of the teachers surveyed felt that female and male elementary teachers were different in important ways. Respondents felt that women are more nurturing and sensitive to their students' needs than are their male colleagues, despite the fact that some of these character traits might be perceived negatively (such as being too nurturing or too sensitive). Men were also perceived positively as being more laid back but also, in interesting contrast, as being more strict than their female colleagues. Other respondents indicated that men were more successful in the elementary setting simply *because* they were men. Many of these perceptions may have their roots in stereotypes about men and women. They could also be based on differences in the socialization of men and women, and subsequent variations in their classroom functioning.

Perceived differences between female and male teachers are especially apparent when it comes to their ability to serve as role models and the jobs they are expected to fill in the elementary setting. Although seven female participants disagreed that male elementary teachers were effective role models for their students, this was the only pair of items on the online survey where women received more neutral responses than men. One reason for this pattern may be that female participants did not feel comfortable stating their perception because of perceived or self-imposed pressure to support female colleagues. Teachers who were surveyed expected to see more men than women in administrative positions, particularly in those that were high-ranking. They were aware that their male colleagues were often encouraged to seek administrative positions and stated that, at least in one district, there was no attempt to hire female administrators. Men may often enter administration because of the low number of male teachers and the desire for camaraderie.

3. A vast majority of participants feel that more male elementary teachers are needed in the school setting.

Nearly every respondent indicated that more males were needed in elementary education. This finding supports existing literature that suggests that the main reason for needing more male elementary teachers is so that they can serve as role models for students, especially for those students who lack male figures at home or outside school. Survey responses were interesting, considering that teachers also perceived males more negatively than their female colleagues, both generally, and more specifically, with regard to their functioning as role models for their students. Finally, teachers in this study felt that male teachers “balanced” the staff, exposed their students to a variety of teaching styles, and offered a beneficial presence in the building.

4. Differences between female and male elementary teachers are unclear in many areas.

Finally, perceived differences between female and male elementary teachers with regard to the characteristics addressed in this study remain unclear. Statistically significant differences between perceptions of female and male teachers were not found; however, there were qualitative differences, with males receiving more negative comments than their female colleagues. Differences could not be determined in each of the three domains, even though most participants responded to the open-ended item that such differences did, indeed, exist.



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Appendix A

Teacher Online Survey

Teacher Perceptions of Gender-based Differences Among Elementary School Teachers

Instructions: Please answer the following items which address your experiences working with female and male teachers. Remember, your feedback will be kept strictly confidential, and will not be linked to you in any way.

Thank you for your participation.

The female teachers I have worked with have adequate content knowledge to teach their classes.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The male teachers I have worked with have adequate content knowledge to teach their classes.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The female teachers I have worked with have an effective teaching style.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The male teachers I have worked with have an effective teaching style.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

<p>The female teachers I have worked with use effective classroom management strategies.</p> <p><i>Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).</i></p>		
	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

<p>The male teachers I have worked with use effective classroom management strategies.</p> <p><i>Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).</i></p>		
	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

<p>The female teachers I have worked with effectively motivate their students and keep them engaged.</p> <p><i>Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).</i></p>		
	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

<p>The male teachers I have worked with effectively motivate their students and keep them engaged.</p> <p><i>Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).</i></p>		
	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

<p>The female teachers I have worked with effectively serve their students as role models.</p> <p><i>Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).</i></p>		
	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The male teachers I have worked with effectively serve their students as role models.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The female teachers I have worked with are nurturing and sensitive to their students.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The male teachers I have worked with are nurturing and sensitive to their students.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The female teachers I have worked with are patient with their students.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The male teachers I have worked with are patient with their students.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The female teachers I have worked with treat their students fairly.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The male teachers I have worked with treat their students fairly.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The female teachers I have worked with have a desire to work with children.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The male teachers I have worked with have a desire to work with children.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The female teachers I have worked with are collegial.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The male teachers I have worked with are collegial.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The female teachers I have worked with have generally positive attitudes about their profession.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

The male teachers I have worked with have generally positive attitudes about their profession.

Please fill in the answers in the table below (mark appropriate circles and squares and fill in the blank spaces).

	Pick One	Comment
	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree nor Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	.....

What, if any, are expected jobs for females within an elementary setting (classroom teachers, administrators, physical education teachers, custodians, office staff, etc)?

Please write your answer in the space below.

.....

.....

.....

.....

What, if any, are expected jobs for males within an elementary setting (classroom teachers, administrators, physical education teachers, custodians, office staff, etc)?

Please write your answer in the space below.

.....

.....

.....

.....

What differences, if any, are there between female and male elementary teachers?

Please write your answer in the space below.

.....

.....

.....

.....

Is there a need for more male elementary teachers? Why or why not?

Please write your answer in the space below.

.....

.....

.....

.....

Are there any additional comments you wish to make pertaining to this study?

Please write your answer in the space below.

.....

.....

.....

Demographic Information

Is your school a Title I school?

Please pick one of the answers below.

Yes

No

What is your gender?

Please pick one of the answers below.

Female

Male

How many years have you been teaching in elementary education?

Please pick one of the answers below.

1 - 4

5 - 8

9 - 12

13 or more

What is your age?

Please pick one of the answers below.

- 22 - 27
- 28 - 32
- 33 - 38
- 39 - 44
- 45 - older

What is your race/ethnicity?

Please pick one of the answers below and add your comments.

- African American
- American Indian
- Asian American
- Caucasian
- Other: Please specify

What grade level do you currently teach?

Please pick one of the answers below.

- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Other

What is the highest level of education you have completed?

Please pick one of the answers below and add your comments.

- Bachelor's Degree
- Specialist's Degree
- Master's Degree
- Doctoral Degree
- Other: Please explain

How many male elementary teachers currently work in your building?

Please use the blank space to write your answers.

What is the greatest number of male elementary teachers that have been employed in your building at one time?

Please use the blank space to write your answers.

Thank you for your participation!