

**PERCEPTIONS OF THE CLASSROOM CLIMATE AT
AUSTIN PEAY STATE UNIVERSITY**

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PERCEPTIONS OF THE CLASSROOM CLIMATE AT

AUSTIN PEAY STATE UNIVERSITY

A Research Paper
Presented to the
Graduate and Research Council of
Austin Peay State University

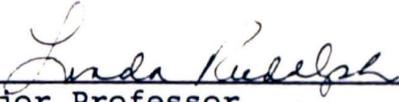
In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Vikki Waggoner

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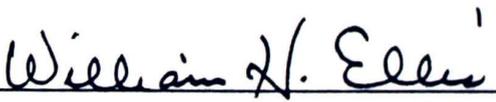
To the Graduate and Research Council:

I am submitting herewith a Research Paper written by Vikki Waggoner entitled "Perceptions of the Classroom Climate at Austin Peay State University." I have examined the final copy of this paper for form and content, and I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a concentration in Agency Counseling.



Major Professor

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CHAPTER 1

Review of the Literature

Researchers have found that women in higher education may not be granted equality of educational opportunities because of discrimination that exists on college campuses. A number of universities have conducted surveys to determine barriers to women's achievements: Oberlin College, Hope College, the University of Wisconsin, the University of Delaware, Harvard University, Yale University, the University of California at Berkeley, Dartmouth, and Princeton, to name a few (Hall & Sandler, 1982). The results indicate that although males and females share the same classroom, females' educational experiences may be considerably different from that of males.

Women's Achievement

Dweck, Davidson, Nelson, and Enna (1978) contend that discrimination is encountered throughout a female's life, not just as she enters college. The stereotype holds that women possess few of the characteristics which help one to succeed in competitive situations. Women are taught that they cannot achieve academically or can achieve only to a limited extent, and this belief is reinforced throughout their educational years.

Women tend to believe the myth that if they work hard enough they will get to the top. Barrett (1982) refutes the myth and demonstrates through statistics that women continue to struggle for equality. "Women college graduates now earn

about the same as male high school drop-outs. Their median income for full-time work is 68 percent that of men's, and for minority women the figure is much lower. Older women experience a higher wage gap. A 55 year old woman makes approximately the same as one who is 25" (Barrett, 1982, p. 163).

Part of the reason women are so limited in their choices is that from childhood they have been exposed to books and stories that stress the submissive role of females and the active role of males. A report called "Women on Words and Images" (Fenderbush, 1974) analyzed 134 elementary school readers with 2,760 stories and found that stories in which boys were the center of attention outnumbered stories about girls five to two. Male and female characters in animal stories appeared in a ratio of two to one. In stories about cruelty or meanness, 65 out of 67 were at the expense of girls. There were 147 role possibilities for male characters in contrast to 25 for girls. Literature that portrays females in this manner teaches young girls that it is more desirable to be a male and that their opportunities for achievement are limited because of their gender.

In another study of the roles of women in educational literature, science and math textbooks revealed gender bias in the wording of the problems. Girls were off to the store to buy materials for sewing or cooking; boys did woodwork,

sailed, climbed mountains, and went to the moon (Fenderbush, 1974). With this continuing exposure, girls do not attempt later on in school to take the math and science they identify as "male," but choose fields such as education and home economics because they are considered gender-appropriate (Ireson, 1978).

Teachers are trained to think about children in terms of gender stereotypes. For example, a teacher education textbook published in 1978 still was instructing its readers that girls "know less, do less, explore less, and are prone to be more superstitious than boys" (Sadker & Sadker, 1980). Progress toward overcoming such stereotypes has been slow, and beliefs that limit the potential of female students continue in the classrooms of the 1980s.

Etaugh and Harlow (1975), in a study of female teachers of fifth and sixth grade students, found that boys received both more praise and more criticism than did girls. This same conclusion was found more recently by Sadker and Sadker (1982) in 102 fourth, sixth, and eighth grade classes. Morrison (1979) found that boys received more direct teacher questions than did girls and that the ideas of boys were more often used in classroom discussions. Dweck et al. (1978) noted that teachers may encourage female helplessness by solving a problem posed by girls, while explaining to boys how to solve the problems.

Those women who are achievers have tended to come from women's colleges and smaller coeducational schools. Tidball (1980) investigated the college background of women whose achievements were listed in Who's Who Of American Women and whose college experience occurred between 1910 and 1960. She concluded that women's colleges produced more achieving women in each of the five decades than did coeducational institutions. She decided that one of the chief reasons for this significant difference was the greater number of women faculty and administrators in women's colleges who provided role models.

Several factors may affect the achievement of female students. Instructors appear to be the most influential source of discrimination in the female student's opinion. Women tend either to be singled out or ignored, which may leave them feeling unsure about their academic abilities.

Faculty may unconsciously hold a self-fulfilling prophecy that lower academic achievement is expected of women students. It is possible that the professor's lower expectations may become the female student's expectations of herself (Schnellman & Gibbons, 1984). Instructors' biases are often so subtle that students view them as normal and they go unnoticed. These biases include ignoring, interrupting, maintaining physical distance, avoiding eye contact, offering little guidance, and attributing success

to luck rather than ability. These patterns which single women out or ignore them because of their gender, race, and age leave women feeling less confident about their abilities than male students (Hall & Sandler, 1982).

The following are faculty behaviors which communicate that there are different classroom expectations for women than for men, according to Hall and Sandler (1982):

- (a) ignoring women students while recognizing men students, even when women clearly volunteer to participate in class;
- (b) calling directly on men students but not on women students;
- (c) addressing the class as if no women were present i.e., "When you were a boy . . ."
- (d) coaching men but not women students in working toward a fuller answer by probing for additional elaboration or explanation;
- (e) waiting longer for men than for women to answer a question before going on to another student;
- (f) interrupting women students (or allowing them to be disproportionately interrupted by peers);
- (g) asking women students questions that require factual answers (lower order questions) while asking men questions that demand personal evaluation and critical thinking (higher order questions);

- (h) responding more extensively to men's comments than to women's comments;
- (i) crediting men's comments to their "author" (. . . "As Bill pointed out . . . ") but not giving authorship to women's comments;
- (j) making seemingly helpful comments which imply that women are not as competent as men;
- (k) using classroom examples that reflect stereotyped ideas about men's and women's social and professional roles i.e., scientist and doctor is always "he" while patient and secretary is always "she";
- (l) using the generic "he" or "man" to represent both men and women. (p. 8-9)

Schnellman and Gibbons (1984) hypothesized that female students would perceive a less encouraging atmosphere than male students. A 33 item, forced-choice questionnaire was distributed at a midwestern university in 22 graduate and 80 undergraduate classrooms. The classes were chosen randomly from the college's class catalog. The students were instructed to fill out the questionnaire as it pertained to the professor of that particular class. The sample consisted of 941 students: 50 graduate males, 60 graduate females, 444 undergraduate males, and 387 undergraduate females. Comparisons were made between male and female undergraduate students and between undergraduate and

graduate students. The results indicated that overall the students perceived the professors to be encouraging. They were not seen as being partial to either males or females. However, significant differences between male and female undergraduate students were noted. Significantly more men (61%) than women (50%) reported feeling very comfortable visiting a professor's office outside of his/her office hours. Contributions by women were referred to by the instructors only eight percent of the time according to undergraduate students. The males reported that they went to the professors for help, whereas the females preferred to obtain help from a classmate.

Krupnick (1985) conducted a study on classroom climate and discovered that male students talked much longer when the majority of the class was male dominated and when there was a male instructor. He also discovered that females spoke three times longer under instructors of their own sex than when they attended class led by male instructors.

Krupnick concluded that:

Classroom environment, the development of self-esteem, and later on self-confidence in a profession, may be linked. The extent of students' involvement in class is a major factor in shaping their self-concepts because the college years are a time of important developmental change. Current research on the social

development of men's and women's lives has determined that both female students and female professionals tend to have lower self-esteem than their male colleagues.

(p. 23)

As evidenced in Krupnick's research, it appears that many women and men instructors tend to be more supportive of students of the same sex than they are those of the opposite sex. The proportion of female faculty at most universities is small; therefore, there are fewer instructors who believe in the female students' competence and hold high expectations for their achievement (Schneider, 1987).

Although female students appear to be the most directly harmed by the inequities in the college climate, male students are also affected. Men students may experience reinforcement of their own negative views about women, especially if these views are confirmed by individuals with knowledge and status no matter how overtly or subtly communicated. As a result, men could have difficulty perceiving women students as equals and working with them in collaborative learning situations. This may harm men's ability to later relate to women as equals in the larger world of work and family (Pennsylvania State University, 1986).

Hall and Sandler (1982), in a paper associated with the Project on the Status and Education of Women, explored how

the classroom may be a chilly climate for women. It appears that most professors want to treat students equally; however, some faculty treat male and female students differently in the classroom, overtly or inadvertently. These subtle biases may seem so normal that they often go unnoticed.

Openly negative remarks about women as well as more subtle behaviors can have a long-term effect on women's development by: "(a) discouraging classroom participation; (b) preventing students from seeking help outside of class; (c) causing students to drop or avoid certain classes, to switch majors or subspecialties within majors, and, in some instances, even to leave a given institution; (d) dampening career aspirations; and (e) undermining confidence" (Hall & Sandler, 1982, p. 3).

Subtle incidents sometimes can do the most damage because the student and the professor may not be fully aware of them. Lasting ramifications may include: "(a) distorting a teacher's and student's evaluation of performance with preconceived expectations about women's abilities i.e., 'Women aren't good with numbers'; (b) provoking and reinforcing expected behaviors that are of negative value in the academic setting i.e., 'Women tend to over-react'; and (c) provoking feelings of helplessness" (Hall & Sandler, 1982, p. 5).

Faculty may think that their overtly sexist comments are harmless and a normal part of daily conversation. Teachers may be speaking out of habit and intend no harm. In other cases, the faculty may have a limited view of women's abilities, may be uncomfortable with female students and/or consciously or unconsciously hostile toward women in the academic setting. Sexist humor may be a way for these individuals to relieve their own anxieties. Examples of overtly discriminatory comments include the following, according to Hall and Sandler (1982):

- (a) comments that disparage women in general i.e., "busy-body, women are no good at anything";
- (b) comments that disparage women's intellectual ability i.e., belittling women's math abilities;
- (c) comments that disparage women's seriousness and/or academic commitment i.e., "You're so cute. I can't see you as professor of anything";
- (d) comments that divert discussion of a woman student's work toward a discussion of her physical attributes or appearance i.e., cutting a woman student off in mid-sentence to praise her attractiveness;
- (e) comments about women faculty that define them in terms of their sex rather than their professional

- status i.e., "It must be that time of month";
- (f) comments that refer to males as "men" but to females as "girls, gals, etc." rather than women;
 - (g) comments that rely on sexist humor as a classroom device. (p. 6)

Women tend to be more sensitive to nonverbal cues than men. Female students benefit from actions that encourage them, such as making eye contact and nodding. Women readily pick up mixed signals when verbal and non-verbal language is not congruent. Non-verbal behaviors which affect men and women students differently by the faculty in the classroom according to Hall and Sandler (1982) include:

- (a) making eye contact more often with men than women;
 - (b) nodding and gesturing more often in response to men's questions and comments than to women's;
 - (c) modulating tone (i.e., using a tone that communicates interest when talking with men, but a patronizing or impatient tone when talking with women);
 - (d) assuming a posture of attentiveness by leaning forward when men speak, but the opposite (such as looking at the clock) when women make comments.
- (p. 7)

Zimmerman and West (1977) contend that everyday exchanges in conversation between males and females contain inequities that are carried into the classroom. They found that in formal groups composed of males and females "men talk more than women; men talk for longer periods and take more turns at speaking; men exert more control over the topic of conversation; men interrupt women much more frequently than women interrupt men; and what a man says often carries more weight" (p. 522-523).

There have been several experiments which demonstrate that women's achievement is valued less than men's achievement. In one such experiment, Paludi and Strayer (1985) presented two groups of people several items such as articles, works of art, or resumes, and asked the subjects to evaluate them. The items shown to each group were identical, but the items were credited to women for one group and credited to men in the other. The results indicated that if people believe a woman was the creator, they will rank the item lower than if they believe it was created by a man. The items attributed to females were devalued by both men and women. This parallels the old adage that both men and women tend to attribute males' successes to talent, females' successes to luck.

Women's Career Choices

A survey was conducted by the Committee on the Education and Employment of Women at Stanford University in California to discover what majors undergraduates chose and how the university setting influenced this choice (Stanford University, 1972). A total of 280 students returned the survey, resulting in a response rate of 79%. While most Stanford women did not believe that they encountered discrimination, a large number had been influenced to limit their educational goals because of their gender. One quarter of the women were discouraged by discrimination which ranged from negative remarks by a professor to subtle environmental cues. Examples of environmental cues include the following: the lack of female professors presents a problem in terms of role identity; a disbelief from students and professors that a woman can combine the role of student with being a woman; the way female students see the female professors being treated; difficulty in obtaining tenure; refusal to see their courses as anything but fun; and insinuations about their intelligence related to their sex. A survey question asked "Do you feel you have been discouraged from any academic or occupational goals by a member of the Stanford community because of your sex?" Of the 128 women who responded, 29 (23%) of them responded "yes." The survey respondents reported that the

discouragement came from faculty members. Another survey question asked if the men and women were advised to choose fields "appropriate" to their sex. There was evidence that the advice of freshmen advisors reflected sex-role stereotypes. Eighty percent of the students who said they were discouraged by their advisors were women, and they were all discouraged from entering male-dominated fields. It appears that individuals who came to Stanford without a clear major were influenced by pressure to select a field that is appropriate to their gender.

The results of the Stanford survey indicate that choice of majors by students with undeclared majors can be predicted by sex-typing. Seventy-nine percent of the women with undeclared majors graduated in non-male dominated fields. Science fields were considered male dominated and humanities were considered non-male dominated. Based on this study, Stanford has made recommendations on how the university can end discrimination and provide more opportunities for women.

In a report to the regents on the future of the University of Wisconsin in 1986, concern was voiced regarding the underrepresentation of women in the science/ technological areas at that university. The nation is becoming increasingly technologically oriented, and if women do not acquire the skills needed to enter new occupations,

they will fare poorly in the job market of the future. The market place will continue to suffer due to the fact that the creative abilities of a large percentage of its citizens (women) are not being developed. Sex-typed occupational preferences continue to influence high school-aged women, and, unless their non-traditional choices are supported by parents and teachers, these young women are likely to make traditional career choices. They will return to more traditional majors when confronted unless support is provided and attitudes changed (Fox, Brody, & Tobin, 1980).

A program developed at John Hopkins University for junior high school age girls effectively modified their stereotypes about occupations which require math with the use of role models. These female students were provided with role models of professional women in science and mathematics who were successfully combining these careers with marriage and families. Significantly higher numbers of the participants in this program elected a science-related college major than did participants from a control group which focused only on mathematics instruction. Female role models are more likely than male role models to encourage female students to study traditionally male-oriented careers and to provide them with the kind of relationship that builds self-esteem and self-confidence and increases their levels of participation (Fox et al., 1980).

Role Models/Mentoring

In the academic setting, the model for mentoring has been the relationship that can develop between a student and a special professor. Hall and Sandler (1983) state "Ideally, the professor takes the novice under his or her wing; helps the person set goals and standards and develop skills; protects the novice from others in a way that allows room for risk and failure and facilitates the novice's successful entry into academic and professional circles" (p. 3). A female mentor may also be viewed as a role model by the female student. A female role model provides an example of a professional woman with whom the student can identify. The small percentage of women on most faculties means that female students have less of an opportunity to benefit from role models and the mentoring often provided by these women. The female student also has less opportunity to learn and to benefit from informal conversations with the female instructor. The opportunity for male students to engage male faculty in conversation is an important step in the male mentoring experience (Sandler, 1987).

In the college atmosphere where the senior instructors are predominantly white and male, women and minority students are frequently excluded from the long established informal systems through which the senior member socializes the junior member. These informal systems have functioned

as "good ole boy networks" in which the male mentor guides the male mentee. A mentor can guide, encourage, support, and give information about a variety of professional opportunities, as well as guides to informal lines of communication. This relationship has been seen as crucial to professional development in general (Hall & Sandler, 1983).

Women students can benefit a great deal from a close working relationship with a faculty member. Females tend to value faculty encouragement, while men tend to take attention from the faculty for granted. Women who learn from models of achievement on campus will be more prepared to do the same in the professional world (Hall & Sandler, 1983).

Sexual Harassment

Sexual harassment is a severe form of discrimination which may involve a male or female victim. Women are more often the target of the behavior because of factors already addressed.

In contrast to harassment, "discrimination is a culturally developed pattern of attitudes and behaviors on sex. Discrimination within a higher educational setting is the limiting preconceptions that a faculty member and an administrator may have concerning appropriate and expected behaviors, abilities, career directions and personal goals

of female students that are based on sex rather than on individual interest and ability" (Michigan State University, 1983, p. 2).

Although most faculty want to treat students as individuals, some may overtly or inadvertently treat male and female students differently, and, usually, these behaviors go unnoticed. For the purpose of this paper, Sandler's (1978) definition of harassment will be used: "Harassment occurs when a male in a position to control, influence, or affect a woman's job, career or grades uses his authority and power to coerce the woman into sexual relations, or to punish her refusal. It may include verbal harassment, subtle pressure for sexual activity, unnecessary touching, leering, constant brushing against a woman's body and physical assault" (p. 2). A woman may be at great risk if she turns down his advances because he is in a position of authority as professor, mentor, or supervisor. "He overtly or implicitly threatens her with academic failure and thus the loss of future livelihood. To refuse sexual demands means jeopardizing her grades, her future, and her career. These may not be luxuries she can afford" (Sandler, 1978, p. 2).

Benson and Thompson (1979) investigated the extent to which sexual harassment is reported and recognized as a serious concern by college females. The authors placed an

advertisement in the University of California, Berkeley, student newspaper asking students to discuss personal experiences involving sexual harassment over the telephone. Sexual harassment was defined as "any unwanted sexual leers, suggestions, comments, or physical contact which you find objectionable." A seven-page questionnaire derived from the interviews of the 20 women who responded to the ad was used to find out more about the problem of sexual harassment. The questionnaire was randomly mailed to 400 senior female students. Two hundred sixty-nine women returned the questionnaire, a response rate of 67 percent. Generally, the results showed that one-third of the respondents knew at least one female who had been harassed by a male professor. One-fifth of the respondents reported that they themselves had been harassed by a male instructor. The author of this survey concluded that "until it is recognized as an institutional problem and grievance procedures are well established, sexual harassment will continue to reinforce gender inequality" (Benson & Thompson, 1979, p. 25).

Minority and Older Women

Women minority students may face double stereotypes because of their gender and race. Often faculty are uncomfortable in dealing with minority women and act on assumptions about their capabilities. Instructors may assume that the female minority student has specific

academic abilities associated with her heritage such as in the case of Pan Asian American women who are considered to have an inborn ability in quantitative subjects. They may be considered to be less capable also. Faculty sometimes assume that minority students, especially Blacks, are either academically incompetent or are superstars. This creates a double-bind which puts pressure on minority students (Hall & Sandler, 1982).

Older females also suffer from compounded stereotypes and find it difficult to be taken seriously as students. These women are devalued not only because of their gender, but also because of their age and likely part-time status. Faculty may presume that they are bored and are returning to school because they lack something better to do. The situation in many cases is just the opposite. The older women tend to take college classes for professional advancement and are often highly successful in college. Some faculty are younger than these older female students and are uncomfortable dealing with them. They may also not assume the typical student role expected by faculty. This discomfort may account for older women students being ignored in some classes (Hall & Sandler, 1982).

Purpose of the Study

There is substantial evidence in the literature to indicate that the climate of the classroom can have a considerable effect on the academic achievement of women students. The purpose of this research was to examine to what degree the Austin Peay State University's students' perception of the classroom atmosphere is related to their gender, race, and age.

It was hypothesized that non-traditional female students would perceive more discrimination than traditional female students; that non-Caucasian students would perceive more discrimination than Caucasian; and that female students would perceive more discrimination than male.

CHAPTER 2

Methodology

Subjects

The subjects included in this study were Austin Peay State University undergraduate students. Computer print-outs which alphabetically listed male and female students with on-campus post office boxes registered for classes in the Fall quarter of 1987 were obtained. Fifty males and fifty females were selected randomly from each of the three undergraduate classifications: sophomores, juniors, and seniors. Freshmen were omitted since they had been on campus only a few weeks.

Three hundred students were sent a survey concerning the classroom behavior of male/female instructors in classes students had taken at Austin Peay. Ninety-four were returned, a response rate of 31%. The number of students who completed the questionnaire included 56 females (59.57%) and 38 males (40.43%). Ninety-three (98.94%) of the students were U.S. citizens; one (1.965%) was a non-citizen. The number of seniors responding to the questionnaire was 45 (47.87%); the number of juniors was 32 (34.04%), and the number of sophomores was 17 (18.09%). Concerning the race of the subjects, 83 (88.30%) were Caucasian, nine (9.57%) were Black Americans, and two (2.13%) indicated their race as something other than Caucasian or Black American. The

age category was divided into the following five sub-sections: 18-20 years old--14 subjects; 21-24 years old--44 subjects; 25-30 years old--14 subjects; 31-40 years old--19 subjects; 41 or more years old--three subjects.

Materials

There has been an overall movement on the Austin Peay State University campus to investigate the extent to which sexism exists on this campus. An ad hoc committee on sexism, appointed by the Vice President for Academic Affairs and Dean of Students, developed two forced-choice questionnaires, one of which was distributed to the staff and the other distributed to professors. The questionnaire used for this student research was adapted from these instruments. It attempted to determine to what degree the Austin Peay State University students' perception of the classroom atmosphere is related to their gender, race, and age. Much of the material for this questionnaire was originally derived from two studies on this subject conducted by Schnellman and Gibbons (1984) and Hall and Sandler (1982).

Procedure

The subjects were mailed a 28 item forced-choice questionnaire with a section for comments concerning the classroom climate. There were two versions of the questionnaire: one for males (see Appendix A) and one for females (see Appendix B). The questions on each version were the

same with changes being made in the pronouns so that they were appropriate for the gender of the subject.

The questionnaire was distributed to each subject through his/her Austin Peay campus post office box. A cover letter (see Appendix C) explained that their responses would remain confidential. The purpose and procedures to be used in the research were also explained in the cover letter. By returning the completed questionnaire to this researcher's on-campus post office box, the subject was voluntarily participating in the study. Each name was assigned a number as it appeared in the alphabetical print-out. The female subjects were assigned numbers from 10 to 159 and the male subjects were assigned numbers from 200 to 350. The assigned number was written on the upper right corner of the first page of the questionnaire so that when it was returned, their identity would remain confidential. As participants returned their questionnaire, their name and assigned number was marked off of the computer printout. Two weeks later, the subjects who had not returned the first questionnaire were mailed a second questionnaire. The second distribution made use of a coloring system so that it could be determined which questionnaires were from the first mailing and which were from the second mailing. The assigned number was written in blue for the first mailing and written in red for the second mailing. The first

questionnaire was used when both questionnaires were returned by a subject.

CHAPTER 3

Results

The tally option of a statistical program available through the Austin Peay State University computer system was used to compute the results for this study. Three comparisons of responses were made: (a) between male and female students; (b) between traditional and non-traditional female students; (c) between Caucasian and non-Caucasian students. Two additional comparisons were conducted between sophomores and seniors and between all traditional and non-traditional students for a total of five comparisons. Chi square was used to determine differences between the groups for each questionnaire item. Alpha was set at .05.

In the comparisons between male and female students, three differences were found to be statistically significant. According to the results (see Table D-1), it was statistically significant that 25 females as compared to 7 males reported feeling insecure as a reason for not participating in class. Thirty females as compared to 11 males reported experiencing disparaging remarks about their sex "frequently" and "once or twice" (see Table D-2). As shown in Table D-3, 4 male respondents preferred male instructors as compared to 9 females who preferred male instructors. Female instructors were preferred by 4 male participants; no female participants indicated a preference

for female instructors.

In the comparisons between the traditional students and the non-traditional students, two differences were found to be statistically significant. Forty-one of the traditional students had experienced sexist humor by an instructor "frequently" and "once or twice," as compared to 13 of the non-traditional students (see Table D-4). As indicated in Table D-5, 22 of the traditional students experienced instructors who seemed to be making helpful remarks which implied that their sex was not as competent as the opposite sex "once or twice," as compared to 6 of the non-traditional students. Two of the non-traditional students reported this as a frequent occurrence, while none of the traditional students reported this as frequent.

In the comparisons between the traditional females and the non-traditional females, two differences were found to be statistically significant. Twenty-seven of the traditional females had experienced sexist humor from an instructor "frequently" and "once or twice," as compared with 8 of the non-traditional females (see Table D-6). According to the results reported in Table D-7, 15 of the traditional females reported feeling "somewhat hesitant" and "very hesitant" about seeing an instructor in his/her office to discuss their concerns, as compared to 13 of the non-traditional females.

In the comparison between Caucasian and non-Caucasian students and in the comparison between sophomores and seniors, no significant differences were found. The expected frequencies obtained were low.

The analysis of the responses of the total population was used to present the results. Although comparisons were conducted between male and female students, between Caucasian and non-Caucasian students, and between traditional and non-traditional female students, there were no significant differences in these comparisons to warrant presenting the results from any one of the above mentioned analyses. The following results were obtained by using the tally program which included all of the respondents.

Sixty-six participants (70.21%) felt that the instructor was usually attentive when they asked a question or made a comment. Twenty-one participants (22.84%) reported that they had failed to hold the instructor's attention once or twice, and 3 (3.19%) failed to hold the instructor's attention almost every time.

Seventy-four students (78.72%) reported that they had never been interrupted by an instructor. Fifteen (15.96%) participants stated they were frequently interrupted, 1 (1.06%) was constantly interrupted, and 4 (4.26%) never commented in class. Over one-third of the respondents, 32

(34.04%), disclosed that they did not participate in class when they wanted to because they felt insecure. Other reasons the students did not participate in class included: another student commented first--39 (41.40%), too many students in the class--4 (4.26%), disagreed with the instructor but chose not to speak--6 (6.38%), and the remaining 13 (13.83%) stated that the situation never occurs.

It was reported that male and female students participate equally in class by 41 (43.62%) of the participants. Twenty-one (22.34%) students said that male students participated most frequently in class; 28 (29.79%) indicated that female students participated more frequently, and 4 (4.26%) have not noticed.

Sixteen (17.02%) respondents thought that an instructor had acted in a flirtatious manner toward them; 3 (3.19%) stated that occurred frequently; and 75 (79.79%) had never had this to occur.

Eighty-four (89.36%) participants had never experienced being touched by an instructor in an inappropriate manner; 8 (8.51%) reported that this had occurred once or twice; and 2 (2.13%) responded that touching was a frequent occurrence.

Fifty-nine (62.77%) respondents said that their instructors had never used humor to belittle their sex.

However, 31 (32.98%) indicated that this had occurred once or twice; and 4 (4.26%) reported this as a frequent occurrence.

Fifty-three (56.38%) participants had never heard instructors make disparaging remarks about their gender's intellectual abilities or professional potential. Thirty-six (38.30%) had heard disparaging remarks once or twice, while 5 (5.32%) responded they heard disparaging remarks frequently.

Forty (42.55%) subjects responded that they had never heard instructors use sexist humor. However, 47 (50.00%) reported instructors used sexist humor once or twice, and 7 (7.45%) reported this as a frequent occurrence.

Fifty-nine (62.77%) respondents had never had an instructor discuss their sex in a way that implied they were not as competent as the opposite sex. Thirty-four (36.17%) had this occur once or twice, while 1 (1.06%) experienced this frequently.

Sixty-four (68.08%) participants had never had instructors to make seemingly helpful remarks that implied their sex was not as competent as the opposite sex. Twenty-eight (29.78%) responded as having this behavior occur once or twice, while 2 (2.13%) reported this as a frequent occurrence.

Forty-six (48.94%) respondents reported that instructors referred to them as "men/women"; 35 (37.23%) indicated they were referred to as "students"; 11 (11.70%) were referred to as "boys/girls"; and 2 (2.13%) responded that they had been referred to in "slang terms."

When referring to hypothetical examples of professional individuals in class, most of the respondents, 39 (41.49%), felt that instructors classified them by gender. Twenty-four (25.53%) reported them as being classified "male," none of the respondents reported them as being female, and 31 (32.98%) had not noticed.

Forty-seven (50.00%) respondents felt that a female was always given the same credit as a male by the instructor for a comment in class. Twenty-three (24.47%) reported that females were often given the same credit; 21 (22.34%) reported "sometimes," while 3 (3.19%) responded "never."

Forty (42.55%) participants reported feeling very comfortable in seeing an instructor in his/her office to discuss concerns from class. Twenty-eight (20.79%) felt "somewhat comfortable"; 23 (24.47%) felt "somewhat hesitant," and 3 (3.19%) felt "very hesitant."

The majority of the instructors for this group of subjects have been male. Three (3.19%) responded as having had primarily female instructors, and 22 (23.40%) said they had had an equal number of male and female instructors.

Seventy-seven (81.91%) participants had no preference concerning the sex of their instructors. Thirteen (13.83%) preferred male instructors, while 4 (4.26%) preferred female instructors.

CHAPTER 4

Discussion

This study attempted to determine if female, non-traditional females, and minority students perceive more discrimination in the classroom atmosphere than male, traditional females, and Caucasian students at Austin Peay State University. The results indicate that in some instances females do perceive more discrimination than males.

With regard to the classroom atmosphere, twenty-five females as compared to seven males reported feeling insecure as a reason for not participating in class (see Table D-1). Three times more females do not participate in class because of the feeling of insecurity.

Almost three times more females than males (30:11) reported experiencing disparaging remarks about their gender "frequently" and "once or twice" (see Table D-2). The ad hoc committee of the Pennsylvania State University charged to determine the status of women (Pennsylvania State University, 1986) reported a similar finding:

Male faculty and students make it clear that they resent the presence of women. Women students may find themselves made uncomfortable when male faculty make derogatory remarks about women employees or reinforce the negative attitude of male students. (p. 7)

An interesting finding involved the participants' choice of instructors (see Table D-3). A significant number of women preferred male instructors, while none of the women preferred female instructors. It is possible that the traditional social mores reinforce the view that professors are male, while "helpers" are female (Hall & Sandler, 1983). The lack of female professors at Austin Peay as well as other universities presents a problem in terms of role identity. It is believed by male professors and male students that a woman cannot combine the role of professor with being a woman. Often male students and the female professor's peers refuse to see their courses as anything but fun (Stanford University, 1972).

Hall and Sandler (1982) reported that older women students suffer a compounded stereotype. "They're devalued not only because of their sex, but are viewed as bored, middle-aged women who have nothing better to do" (p. 12). This perception is much in contrast to the actual situation of many returning women, who enroll to further their professional advancement. The non-traditional adult population has been targeted as being one of the groups who are adversely affected in the classroom atmosphere. This survey's finding appears to be in contrast to the literature. It is significant to note that the traditional student and traditional aged woman (see Table D-4 and Table

D-6) experience sexist humor more often than the non-traditional student and the non-traditional woman. It was also interesting to note that both the male and female traditional students have had instructors make seemingly helpful remarks that imply their gender is not as competent as the opposite sex gender (see Table D-5) three times more often than the non-traditional students. The traditional aged women reported feeling "somewhat comfortable" in seeing an instructor outside of class (see Table 7) ten times more often than the non-traditional aged women. It is possible that the non-traditional students have been socialized over the years to devalue women and are just not as aware of the overt or subtle forms of discrimination as the traditional students.

The sample was not large enough to detect perceptions the minority students might experience in the classroom; therefore, no conclusions could be drawn with regard to the APSU environment for minorities.

On the forced-choice questionnaire, space was provided to explain the reason for some responses. One question asked the respondents how often they voluntarily contributed to class discussion (see Appendix A and B, item number 5). The statements made by female students were very similar: "I'm very shy in large groups," "Shy and scared to be wrong," "Not one to speak out very often," "Shy," "I'm a

better listener," and "I would rather listen to others." Comments by male students to this same question included: "I knew it," and "I usually either understand the concept being covered or can answer my own questions by looking in the textbook."

As was mentioned earlier, the females at Austin Peay overwhelmingly prefer male instructors to female instructors. This finding is not surprising since there are significantly more male faculty at APSU (140:60). This would suggest that the female population has had predominantly male instructors. Krupnick (1985) found that females spoke three times longer under instructors of their own sex than when they attended class led by male instructors. Krupnick (1985) states that "classroom environment, the development of self-esteem, and later on self-confidence in a profession may be linked" (p. 23). As the comments indicate, males express confidence when contributing to class discussion, while females demonstrate a lack of self-confidence.

Another questionnaire item (see Appendix A and B, item 25) provided a place for students to explain why they chose a certain response. The participant was asked how comfortable he/she would feel seeing an instructor in his/her office to discuss some material from class. The responses from the female students included, "I don't want

to bother them," "Embarrassed about not understanding," "One instructor made me feel very inferior," and "I am reluctant to ask questions outside of class." The responses from male students included, "I don't want to admit ignorance," "In upper level courses, I feel if I have a question that the instructor may think I'm dumb since I should already have learned the answer in the lower level courses," and "I feel the instructor is there to help me.." The females' comments, mentioned above, parallel findings similar to that reported by Hall and Sandler (1982) who said that women felt less confident about their abilities than their male classmates.

An open-ended statement asked the participants to comment in order to help us understand the university climate for female students. A female respondent expressed her feelings:

There is one teacher (male) at APSU that comments about females and the comments are not usually good ones pertaining to the working woman. This teacher is very intimidating to me and he has embarrassed people in class. I ended up dropping his class which was required and the last thing he said to me was: "Some people are mature enough to handle it, and some people are not."

Another female student responded:

If I am having problems with a course I do not hesitate to call on that professor for advice. However, I feel less comfortable calling on a female instructor than a male one. I think many times women are so prepared to see sexual harassment that they hinder potentially good working relationships with instructors. These good relationships have been my experience. Are female instructors more insecure (professionally) than male? Often when consulted, the female is less personal, less student oriented than the male; however, this is not to say that this is always the case. Some of my favorite instructors are women.

To address this participant's response, Hall and Sandler (1983) suggest that "women faculty frequently lack confidence or experience a sense of conflict about their professional role. Women faculty may have a difference of style and values which make them appear more nurturing and less directive than men faculty" (p. 4).

Another female student reported:

In my experience at APSU I have not noticed a sexist attitude on the part of male instructors and I am sensitive to this issue. Most seem more interested in my academic abilities although there have been occasions when I think advances were tentatively being

made. I simply didn't respond, so it went no further. This female student did not appear to be aware that the behavior she described bordered on sexual harassment. Hall and Sandler (1982) state "Subtle and/or inadvertent incidents can sometimes do the most damage because they often occur without the full awareness of the professor and/or the student" (p. 5).

In contrast to the negative comments female students have made, two of the respondents expressed positive comments concerning the university climate: "I feel that the majority of male professors I've had do not view me as a woman but as an individual wanting to learn," and "Students are valued for intelligence and I think are treated equally."

There was only one comment shared by a male participant concerning the university climate for women. He states:

I believe sincerely that female students at APSU are not assertive or as independent as they could be. I believe this leads to a bad conception of them by professors. Many females show a lack of initiative and appear to truly not understand the purpose of their higher education. They appear to just be "going along with the crowd."

The respondent was reflecting some of the conclusions found in other research. The literature suggests that females are

socialized from a very early age to be passive and dependent since these qualities are perceived as being feminine.

There are implications for future research in this area. It would be desirable to include a larger number of minority students and more non-U.S. citizens since the sample in this study was not large enough. It would have provided more insight to include a question which asks the participant where they turn when they need help in a course: the instructor, classmate, someone who has taken the course in the past, or nobody. Typically, females turn to a classmate. Also, it would be helpful to devise an observational method which could be used to determine whether or not the perceptions of the students are accurate.

The survey findings appear to indicate that some students do experience instances of differential treatment in the classroom related to age and sex. This treatment may be a contributing factor in the lower academic aspirations of women. Even though reported instances are small, some are statistically significant and the potential for adverse effects for women students should not be minimized.

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APPENDIX A

Questions for Men students at Austin Peay State University

please answer the following questions in light of the classroom behavior of female instructors of classes you have taken at Austin Peay. Do not reveal any instructor's name or your name on the questionnaire. Check or circle the appropriate answer for each question.

Demographic data about you, the responder:

1. Your age at this time:
 - a. 18-20
 - b. 21-24
 - c. 25-30
 - d. 31-40
 - e. 41 or more
2. Your citizenship:
 - a. Citizen of the USA
 - b. Noncitizen of the USA
3. If a U.S. citizen, what is your race? If not a U.S. citizen, do not answer:
 - a. Caucasian (White American)
 - b. Black American
 - c. Other
4. Educational status presently:
 - a. Sophomore
 - b. Junior
 - c. Senior

Your perceptions about the classroom atmosphere:

5. How often do you voluntarily answer questions or contribute to class discussion in this class?
 - a. Never
 - b. One to three times during the course
 - c. An average of once a week
 - d. An average of two or three times a week
 - e. An average of one or more times a day

Reason for my answer (optional) _____

6. How often does the instructor call on you or ask you to respond to a question or comment?
 - a. Never
 - b. One to three times during the course
 - c. An average of once a week
 - d. An average of two to three times a week
 - e. Instructor does not call on anyone

7. Are there times when you ask a question, answer a question, or make a comment that you feel you fail to hold the instructor's attention?
 - a. Almost every time
 - b. Once or twice
 - c. The instructor is usually attentive
 - d. I never participate in class
8. When you ask a question, answer a question, or offer a comment, are you interrupted by the instructor?
 - a. Never
 - b. Frequently
 - c. Constantly
 - d. I never comment in class
9. If you wanted to participate in class by asking a question or making a comment but did not do so, what was your reason for not doing so? (Select the one response that most closely corresponds to your feelings.)
 - a. Felt insecure, inadequate, or uncertain
 - b. Another student asked question or commented first
 - c. Too many students in the class
 - d. Disagreed with instructor but chose not to speak out
 - e. This situation never occurs
10. In your opinion, which students most frequently participate in class?
 - a. Male students
 - b. Female students
 - c. Male and female students equally
 - d. Have not noticed
11. If you had a problem in understanding some material in class, how comfortable would you feel visiting the instructor's office?
 - a. Very comfortable
 - b. Somewhat comfortable
 - c. Somewhat hesitant
 - d. Very hesitant
12. How often have instructors acted in a flirtatious manner toward you?
 - a. Frequently
 - b. Once or twice
 - c. Never

13. How often have instructors ever touched you in an appropriate manner (something other than a friendly pat on the shoulder or back)?
 - a. Frequently
 - b. Once or twice
 - c. Never
14. Have instructors ever used humor or made humorous references that you feel are offensive, embarrassing, or belittling to your sex?
 - a. Frequently
 - b. Once or twice
 - c. Never
15. Have instructors ever made disparaging remarks about men in general, men's intellectual abilities, or men's professional potential?
 - a. Frequently
 - b. Once or twice
 - c. Never
16. Have instructors ever used sexist humor as a classroom device?
 - a. Frequently
 - b. Once or twice
 - c. Never
17. Have instructors ever turned a discussion of a man's work toward a discussion of his physical attributes or appearance?
 - a. Frequently
 - b. Once or twice
 - c. Never
18. Have instructors ever made disparaging remarks concerning the scholarship of men, or ridiculed specific works because they deal with men's perceptions and feelings?
 - a. Frequently
 - b. Once or twice
 - c. Never
19. Have instructors ever discussed men in a way that implies that men are not as competent or do not have status equal to women (for example, man's place in the world)?
 - a. Frequently
 - b. Once or twice
 - c. Never

20. Have instructors ever made seemingly helpful remarks that imply that men are not as competent as women ("I know men often have trouble with numbers . . .")?
- Frequently
 - Once or twice
 - Never
21. Most instructors refer to males:
- As boys
 - As men
 - In slang terms
 - As students
22. If you talked to an instructor about majoring in the department, in your opinion would this instructor:
- Encourage you
 - Discourage you
 - Ignore you
 - Neither encourage or discourage you
23. When referring to hypothetical professionals in examples (doctors, accountants, managers, etc.), most instructors classify them as:
- Male
 - Female
 - Sometimes male, sometimes female
 - I have not noticed
24. When a male offers an opinion or comment in class, do instructors give the student the same credit as when a female student offers an opinion (for example, "As John/Mary pointed out . . .")?
- Often
 - Sometimes
 - Always
 - Never
25. If you had a problem in understanding some material in class, how comfortable would you feel seeing instructors to discuss your concerns?
- Very comfortable
 - Somewhat comfortable
 - Somewhat hesitant
 - Very hesitant

Reasons (optional) _____

26. In your opinion, most instructors are partial to:
 - a. Males
 - b. Females
 - c. Another group based on other characteristics
 - d. The instructor does not show partiality
27. The majority of my instructors have been:
 - a. Male
 - b. Female
 - c. About equal
28. I prefer:
 - a. Male instructors
 - b. Female instructors
 - c. No preference

If you have any comments that would help us to understand the University climate for female students, please write them below. Thank you for your help and cooperation.

If you have any comments that would help us to understand the University climate for male students, please write them below. Thank you for your help and cooperation.

APPENDIX B

Questions for Women Students at Austin Peay State University

Please answer the following questions in light of the classroom behavior of male instructors of classes you have taken at Austin Peay. Do not reveal any instructor's name or your name on the questionnaire. Check or circle the appropriate answer for each question.

Demographic data about you, the responder:

1. Your age at this time:
 - a. 18-20
 - b. 21-24
 - c. 25-30
 - d. 31-40
 - e. 41 or more

2. Your citizenship:
 - a. Citizen of the USA
 - b. Noncitizen of the USA

3. If a U.S. citizen, what is your race? If not a U.S. citizen, do not answer.
 - a. Caucasian (White American)
 - b. Black American
 - c. Other

4. Educational status presently:
 - a. Sophomore
 - b. Junior
 - c. Senior

Your perceptions about the classroom atmosphere:

5. How often do you voluntarily answer questions or contribute to class discussion in this class?
 - a. Never
 - b. One to three times during the course
 - c. An average of once a week
 - d. An average of two or three times a week
 - e. An average of one or more times a day

6. How often does the instructor call on you or ask you to respond to a question or comment?
 - a. Never
 - b. One to three times during the course
 - c. An average of once a week
 - d. An average of two to three times a week
 - e. Instructor does not call on anyone

7. Are there times when you ask a question, answer a question, or make a comment that you feel you fail to hold the instructor's attention?
 - a. Almost every time
 - b. Once or twice
 - c. The instructor is usually attentive
 - d. I never participate in class
8. When you ask a question, answer a question, or offer a comment, are you interrupted by the instructor?
 - a. Never
 - b. Frequently
 - c. Constantly
 - d. I never comment in class
9. If you wanted to participate in class by asking a question or making a comment but did not do so, what was your reason for not doing so? (Select the one response that most closely corresponds to your feelings.)
 - a. Felt insecure, inadequate, or uncertain
 - b. Another student asked question or commented first
 - c. Too many students in the class
 - d. Disagreed with instructor but chose not to speak out
 - e. This situation never occurs
10. In your opinion, which students most frequently participate in class?
 - a. Male students
 - b. Female students
 - c. Male and female students equally
 - d. Have not noticed
11. If you had a problem in understanding some material in class, how comfortable would you feel visiting the instructor's office?
 - a. Very comfortable
 - b. Somewhat comfortable
 - c. Somewhat hesitant
 - d. Very hesitant
12. How often have instructors acted in a flirtatious manner toward you?
 - a. Frequently
 - b. Once or twice
 - c. Never

13. How often have instructors ever touched you in an inappropriate manner (something other than a friendly pat on the shoulder or back)?
 - a. Frequently
 - b. Once or twice
 - c. Never
14. Have instructors ever used humor or made humorous references that you feel are offensive, embarrassing, or belittling to your sex?
 - a. Frequently
 - b. Once or twice
 - c. Never
15. Have instructors ever made disparaging remarks about women in general, women's intellectual abilities, or women's professional potential?
 - a. Frequently
 - b. Once or twice
 - c. Never
16. Have instructors ever used sexist humor as a classroom device?
 - a. Frequently
 - b. Once or twice
 - c. Never
17. Have instructors ever turned a discussion of a woman's work toward a discussion of her physical attributes or appearance?
 - a. Frequently
 - b. Once or twice
 - c. Never
18. Have instructors ever made disparaging remarks concerning the scholarship of women or ridiculed specific works because they deal with women's perceptions and feelings?
 - a. Frequently
 - b. Once or twice
 - c. Never
19. Have instructors ever discussed women in a way that implies that women are not as competent or do not have status equal to men (for example, woman's place in the world)?
 - a. Frequently
 - b. Once or twice
 - c. Never

20. Have instructors ever made seemingly helpful remarks that imply that women are not as competent as men (I know women often have trouble with numbers . . .")?
- Frequently
 - Once or twice
 - Never
21. Most instructors refer to females:
- As girls
 - As women
 - In slang terms
 - As students
22. If you talked to an instructor about majoring in the department, in your opinion would this instructor:
- Encourage you
 - Discourage you
 - Ignore you
 - Neither encourage or discourage you
23. When referring to hypothetical professionals in examples (doctors, accountants, managers, etc.), most instructors classify them as:
- Male
 - Female
 - Sometimes male, sometimes female
 - I have not noticed
24. When a female offers an opinion or comment in class, do instructors give the student the same credit as when a male student offers an opinion (for example, As John/Mary pointed out . . .")?
- Often
 - Sometimes
 - Always
 - Never
25. If you had a problem in understanding some material in class, how comfortable would you feel seeing instructors to discuss your concerns?
- Very comfortable
 - Somewhat comfortable
 - Somewhat hesitant
 - Very hesitant

Reasons (optional) _____

26. In your opinion, most instructors are partial to:
 - a. Males
 - b. Females
 - c. Another group based on other characteristics
 - d. The instructor does not show partiality
27. The majority of my instructors have been:
 - a. Male
 - b. Female
 - c. About equal
28. I prefer:
 - a. Male instructors
 - b. Female instructors
 - c. No preference

If you have any comments that would help us to understand the University climate for female students, please write them below. Thank you for your help and cooperation.

If you have any comments that would help us to understand the University climate for male students, please write them below. Thank you for your help and cooperation.

APPENDIX C

Dear Austin Peay Student:

You and I know that the classroom atmosphere can greatly help or hinder our learning and understanding of material presented. In order to get a better understanding of the classroom climate for all students at APSU, I need your help. The enclosed survey is part of the research required for my Master's thesis. For this study to be valid, I need as many completed surveys as possible and I need them as quickly as possible.

Your responses are confidential and at no time will you be identified nor will anyone other than the investigator have access to your responses. The information collected will be used only for purposes of analysis. Your participation is completely voluntary, and you are free to request that your data be withdrawn at any time.

I realize your time is limited, but I will truly appreciate your assistance with this study. By returning the completed survey you are agreeing to participate in this study conducted under the supervision of Dr. Linda Rudolph. You are also indicating that you understand the procedures involved. I will be glad to answer any further inquiries that you may have regarding the study. Hopefully, the results will serve as the basis for improvements which will benefit you and other adult students at Austin Peay.

Please complete and return this questionnaire to me at APSU, Box 4476. Thank you for your cooperation.

Sincerely,

Vikki Waggoner

If you would like to receive a copy of the results of this study, please fill out this form, detach it, and mail it separately from the survey form to APSU, Box 4476.

Name _____

APSU Box or address _____

APPENDIX D

Statistically Significant Comparisons
Between Male and Female Students

Table D-1

Question	Male	Female	N
9. If you wanted to participate in class by asking a question or making a comment but did not do so, what was your reason for not doing so? (Select the one that most closely corresponds to your feelings.)			
a. Felt insecure, inadequate, or uncertain	7	25	32
b. Another student asked question or commented first	16	23	39
c. Too many students in class	2	2	4
d. Disagreed with instructor but chose not to speak out	5	1	6
e. This situation never occurs	<u>6</u>	<u>5</u>	<u>13</u>
	38	56	94

Table D-2

Question	Male	Female	N
15. Have instructors ever made disparaging remarks about women/men in general, women's/men's intellectual abilities, or women's/men's professional potentials?			
a. Frequently	2	3	5
b. Once or twice	9	27	36
c. Never	<u>27</u>	<u>26</u>	<u>53</u>
	38	56	94

Table D-3

Question	Male	Female	N
28. I prefer:			
a. Male instructors	4	9	13
b. Female instructors	4	0	4
c. No preference	<u>30</u>	<u>47</u>	<u>77</u>
	38	56	94

Statistically Significant Comparisons
Between Traditional Aged Students
And Non-Traditional Aged Students

Table D-4

Question	Traditional Students	Non-traditional Students	N
16. Have instructors ever used sexist humor as a classroom device?			
a. Frequently	3	4	7
b. Once or twice	38	9	47
c. Never	<u>17</u>	<u>23</u>	<u>40</u>
	58	36	94

Table D-5

Question	Traditional Students	Non-traditional Students	N
20. Have instructors ever made seemingly helpful remarks that imply that women/men are not as competent as men/women ("I know women/men often have trouble with numbers . . .")?			
a. Frequently	0	2	2
b. Once or twice	22	6	28
c. Never	<u>36</u>	<u>28</u>	<u>64</u>
	58	36	94

Statistically Significant Comparisons Between
Traditional Aged Women and Non-Traditional Aged Women

Table D-6

Question	Traditional Women	Non-traditional Women	N
16. Have instructors ever used sexist humor as a classroom device?			
a. Frequently	1	2	3
b. Once or twice	26	6	32
c. Never	<u>6</u>	<u>15</u>	<u>21</u>
	33	23	56

Table D-7

Question	Traditional Women	Non-traditional Women	N
25. If you had a problem in understanding some material in class, how comfortable would you feel seeing instructors to discuss your concerns?			
a. Very comfortable	7	9	16
b. Somewhat comfortable	11	1	12
c. Somewhat hesitant	13	13	26
d. Very hesitant	<u>2</u>	<u>0</u>	<u>2</u>
	<u>33</u>	<u>23</u>	<u>56</u>