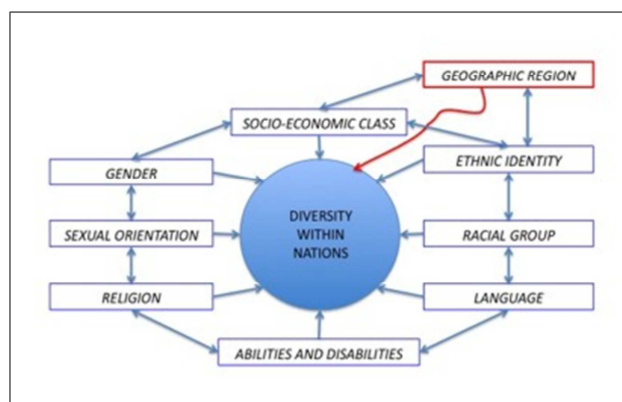


**Understanding Sexual Prejudice among
Midwestern Pre-Service and In-Service
Teachers: Some quantitative results**

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Good afternoon. My name is Jo Foy. Today I will share some of the quantitative results with you from my dissertation research.

Background — Democratic citizenship



(adapted with permission from Banks, J.A., Banks, C.A.M., Cortes, C.E., Hahn, C.L., Merryfield, M.M., Moodley, K.A., Murphy-Shigematsu, S., Osler, A., Park, C., & Parker, W.C., 2005, p. 17)

Dr. James Banks and colleagues visualized multiple dimensions of diversity, including gender, sexual orientation, religion, abilities and disabilities, language, racial group, ethnic identity, geographic region, and socio-economic class. We could also add military affiliation. As professional educators, we are charged with preparing our students for global citizenship. Banks and colleagues emphasized that unity and diversity must be taught in the context of local communities, the nation, and the world; through fostering student understanding of the economic, political, cultural, environmental, and technological interdependence of communities, nations, and regions; and by not only *teaching about* human rights but providing “opportunities to practice democracy”—this is my beginning point: the necessity of comprehending the multiple identities of ourselves and our students, including gender and sexual variance.

Definitions

- *Biological sex refers to the anatomy of the reproductive organs; when “gender” is asked for on a job application, what is really being asked is biological sex; sex is initially assigned by the midwife or nurse who delivers the baby; for ambiguous genitalia, this assignment of sex may conflict with gender identity*
- *Gender is socially constructed at birth by pink blankets for girls and blue blankets for boys; gender continues to be constructed by parents, teachers, and other adults through expected gender roles*
- *Gender identity refers to which gender a person relates to inside themselves*
- *Gender expression refers to how a person dresses, walks, talks and how those behaviors relate to, or disturb, gender roles*
- *Transgender refers to a person who identifies with a different gender from that assigned at birth*

My quantitative phase focuses on beliefs and attitudes of pre-service and in-service teachers toward gender or sexually variant adults. Just to make sure we are all on the same page about what I mean by gender and sexual variance, I have some definitions. (read down to transgender) Transgender was not a specific focus of my quantitative phase in that the survey questions only focused on lesbians and gay men. This limited focus might be considered a limitation of this phase of the study.

Definitions

- Sexual identity development refers to the process by which an individual comes to understand their sexual orientation; refers to heterosexual identity development and to non-heterosexual identity development
- Sexual minority is a sociological term that refers to non-heterosexual individuals (LGBTQQI; lesbian, gay, bisexual, transgender, two-spirit, queer, questioning, intersex)
- Sexual orientation refers to which gender you are attracted (heterosexual, homosexual, bisexual; asexual is also a sexual orientation)
- Sexual prejudice refers to the socially constructed negative beliefs and attitudes toward non-heterosexuals; confers a type of privilege when used to separate heterosexuals from non-heterosexuals

(read or summarize down to sexual prejudice) Heterosexual privilege is similar to White privilege in that most heterosexuals never even question the default notion: that all of their students are heterosexual, will be attracted to students of the opposite sex, will marry someone of the opposite sex, and produce heterosexual children.



Background — GLSEN findings (2010)

- 90% heard “gay” used negatively
- 72% heard other homophobic remarks frequently or often
- As a result of real or perceived sexual orientation by others
 - 85% were verbally harassed
 - 40% physically harassed
 - 19% physically assaulted

Of those adolescents who took the 2009 National School Climate Survey administered by the Gay Lesbian Straight Education Network,



Background — GLSEN findings (2010)

- Of those who reported *on the survey* being verbally harassed and/or physically harassed or assaulted
 - 62% did not report the incident *to the school* in the belief that either the harassment would get worse
 - Or that school staff would not take the report seriously
- Of those who did report an incident *to the school*
 - 34% said that school staff did nothing



Background — GLSEN findings (2010)

- As a result, sexual minority students who felt unsafe in public school environments tended to
 - Miss school more often and more than one day a month
 - Have lower grade point averages
 - Be less likely to plan to pursue post-secondary education
- Sexual minority students who were victimized were more likely to experience
 - Increased levels of depression and anxiety
 - Decreased levels of self-esteem



Background — Robinson & Espelage (2011)

- Sexual minority students in middle school and high school
 - Experienced lower levels of school belongingness
 - Bisexual and questioning students had the lowest levels of belongingness
 - Thought about suicide more frequently
 - Attempted suicide more frequently
 - Particularly bisexual students



Purpose of my dissertation research

In light of the research on bullying of sexual minority students in middle schools and high schools based upon real or perceived gender or sexual variance, I want to know whether sexual prejudice among K-12 public school teachers differs by demographic, educational, or personal characteristics of those teachers.

Research Question

- How do levels of sexual prejudice among pre-service and in-service teachers differ as a function of demographic, educational, and personal characteristics?
 - Demographic independent variables
 - Gender, Race/Ethnicity, Age, Geography
 - Geography was operationalized by whether their high school was rural, urban or suburban
 - Educational independent variables
 - Completed college courses in multicultural education
 - Completed college courses with sexual orientation content
 - Educational license sought
 - Disciplinary or content area
 - Ag Edu, Elementary Edu, English, Math, Music, Science, Social Studies, etc.

The demographic independent variables were gender, race/ethnicity, age, and geography. The educational independent variables were completed college courses in multicultural education, completed college courses that included sexual orientation content, educational license sought, and disciplinary or content area.

Research Question

- How do levels of sexual prejudice among pre-service and in-service teachers differ as a function of demographic, educational, and personal characteristics?
 - Personal independent variables
 - Political viewpoint toward multiculturalism
 - Religious affiliation
 - Non-heterosexual friends, coworkers, or family members
 - Sexual orientation
 - Finished the survey
 - Discovered this variable from the survey results

The personal independent variables were political viewpoint toward multiculturalism; religious affiliation; the number of non-heterosexual friends, coworkers, or family members; participant sexual orientation; and finishing the survey.

Methodology

- Mixed methods research
 - Quantitative and Qualitative phase
 - Only reporting a portion of the quantitative results today
- Student information gathered from the print directory
 - Degree sought, e-mail address, content area
- Survey offered to 948 students through AXIO
 - 92 students actually took the survey
 - 24 self-selected to be interviewed for the QUAL phase
- IRB application number 6445

Overall, I took a mixed methods approach where the quantitative phase was followed by a qualitative phase. I am only reporting on a small portion of the quantitative results today. Student information was gathered from the print directory in order to deliver a survey through the AXIO survey system.

Methodology

- The dependent variable, PREJUDICE, was estimated as the mean score across a set of Likert items.
- Survey items were taken from *four* different measures
 - Modern Homophobia Scale (Raja & Stokes, 1998; as modified by Aosved, Long, & Voller, 2009)
 - Measures beliefs and attitudes toward both *lesbians* and *gay men*
 - Prejudice towards Homosexuals Scale (Quiles del Castillo, Rodríguez, Torres, Pérez, & Martel, 2003; adapted by Pérez-Testor, C., Behar, J., Davins, M., Sala, J.L.C., Castillo, J.A., Salamero, M., Alomar, E. & Segarra, S., 2010)
 - Measures both *subtle* and *overt* prejudice

(read first bullet) A total of 24 Likert items were utilized: five items from the MHS, four from the MHSL, 10 from the Overt prejudice scale and 5 from the Subtle prejudice scale.

Analysis

- How did the survey items hang together?
 - Cronbach's alpha coefficient for the PREJUDICE scale = 0.945
 - Field (2009, p. 681) and others recommend 0.700 or greater
- What analysis am I presenting here today?
 - Group means of the PREJUDICE scale were tested as a function of each independent variable
 - Either a t-test or analysis of variance
- What other analyses were planned?
 - Each independent variable was tested by teacher education status (pre-service and NOT pre-service)
 - A t-test for each hypothesis being tested

Cronbach's alpha coefficient for the PREJUDICE scale was 0.945. In the results I am presenting today, group means of the PREJUDICE scale were tested as a function of each independent variable (demographic, educational, or personal characteristic).

Analysis of Overall Group Means

Demographic Participant Characteristics

	Statistic	p-value	eta squared	effect size
Gender	$t(84) = -.140$	.889	.002	Small
Race/ Ethnicity	$t(84) = .269$	.789	.003	Small
Age (decades)	$F(4,81) = .559$	.664	.029	Small
Age (quintiles)	$F(5,80) = 1.132$	.350	.066	Medium
Geography	$t(85) = .547$	.586	.006	Small

Levels of sexual prejudice as estimated by the PREJUDICE scale were *not* significantly different; that is, the p-value was greater than .05; for gender, race/ethnicity, age and geography.

Analysis of Overall Group Means

Educational Participant Characteristics

	Statistic	p-value	eta squared	effect size
Teacher education status	$t(81) = .135$	.893	.002	Small
License sought	$F(2,79) = 1.927$	.152	.047	Small
Multicultural education courses	$F(4,82) = .941$	.445	.044	Small
Sexual orientation content	$F(3,83) = .302$	.824	.011	Small
Content area	$F(2,89) = 1.561$	.216	.034	Small

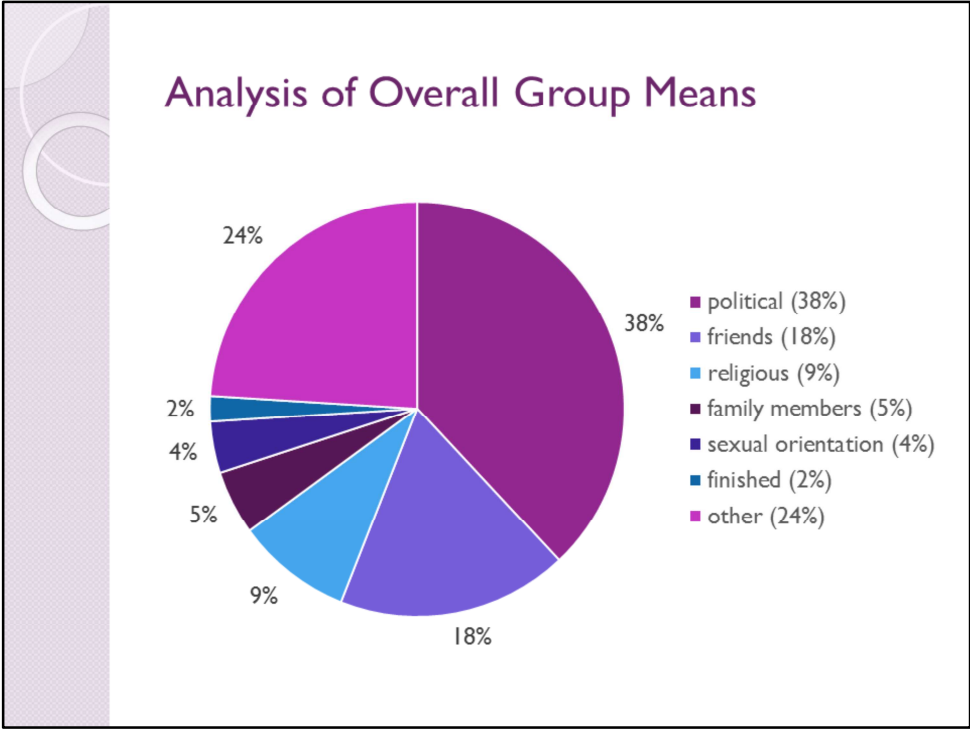
In addition, levels of sexual prejudice as estimated by the PREJUDICE scale were *not* significantly different by teacher education status, educational license sought, multicultural education courses completed, sexual orientation content, or content area.

Analysis of Overall Group Means

Personal Participant Characteristics

	Statistic	p-value	eta squared	effect size	R ²	%Var
Political	$F(3,83) = 19.475$	.000	.413	Large	.379	38%
Religious	$F(2,83) = 4.362$	.016	.095	Medium	.093	9%
Friends	$F(4,80) = 7.368$	.000	.269	Large	.185	18%
Coworkers	$F(4,81) = 2.152$	.082	.096	Medium		
Family members	$F(2,83) = .307$	.024	.086	Medium	.048	5%
Sexual orientation	$F(2,83) = 3.601$	.032	.080	Medium	.040	4%
Finished	$t(90) = -2.319$	.023	.025	Small	.025	2%

However, levels of sexual prejudice as estimated by the PREJUDICE scale were significantly different by political views toward multiculturalism, by religious affiliation, by the number of non-heterosexual friends and family members (but not non-heterosexual coworkers), by participant sexual orientation and by whether or not the participant finished the survey.



The majority of the variance in the PREJUDICE scale was accounted for by political viewpoint toward multiculturalism and the number of non-heterosexual friends. Other refers to random effects, interactions among variables, and other variables not measured.

Conclusions

- Cautions regarding small sample size
 - There was less than a 10% return of the survey.
 - Should not be generalized to other colleges of education
- Even though we have a scale, what does it mean?
 - The PREJUDICE scale ranges from 1 to 5
 - We can only talk about relative differences.
- How could we use this information in professional teacher education?
 - Neither demographic nor educational characteristics accounted for statistically significant differences in group means *in this sample*

There are some limitations to these results. There was less than a 10% return of the survey. Therefore, any conclusions we might draw are contingent on sampling more teachers in the future. In addition, we can only talk about relative differences with a Likert scale from 1 to 5; we can't say that 21-year-old Mary Smith with a PREJUDICE score of 3.5 is significantly more prejudiced than 50-year-old Joe Shepard with a PREJUDICE score of 1.0; we can only say that Mary's score is greater than Joe's; but we don't know deterministically what that really means. One of the more interesting conclusions is that neither demographic nor educational characteristics accounted for statistically significant differences in group means in this sample. That means that there were no significant differences in PREJUDICE scores whether a participant reported taking five multicultural courses or none; whether they took three courses with sexual orientation content or none. For me, that is extremely curious and I look forward to doing more work on this specific finding in the future.



Implications for Teacher Education

- Cannot focus only on race or skin color
- The politics and understanding of gender is changing
 - Therefore must be taught explicitly
 - Along with sex education for all teacher education candidates
- Multiple identities, just like our students
 - How does politics and religion limit our students' understanding of gender and sexual variance?
- Sexual Identity development
 - Begins with making friends with non-heterosexual adults
 - Must be extended to preparing for non-heterosexual youth in the classroom.

In teacher education programs, our teaching cannot focus only on race or skin color. With the politics and understanding of gender changing so dramatically, gender must be taught explicitly, along with sex education for all teacher education candidates. We have to keep in mind the multiple identities of our students. In addition, more work needs to be done to understand how politics and religion limit our students' understanding of gender and sexual variance. Finally, the sexual identity development of pre-service and in-service teachers may begin with making friends with non-heterosexual adults. That preparation then must be extended to preparing for non-heterosexual and/or gender variant youth in the classroom. Thank you.

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