

**A SURVEY OF PROVISION AND PRACTICE
RELATING TO GENDER IN PRIMARY SCHOOLS**

2 VOLUMES/VOLUME 2

Mary Lewis B.Soc. Sc., M. Soc. Sc.

**A thesis submitted in fulfilment of the requirements
for the degree of Doctor of Philosophy in the
Joint Faculty of Education, Dublin City University**

Supervisor: Dr. Peter McKenna

April, 1997

LIST OF TABLES

	PAGE
TABLES RELATING TO CHAPTER TWO	
Table 2.1	
Numbers of schools and pupils, by sex category of school, 1974-75 ..	1
Table 2.2	
Numbers of schools and pupils, by sex category of school, 1993-94 ..	2
Table 2.3	
Numbers of pupils in primary schools, by sex category of class, 1993-94	3
TABLES RELATING TO CHAPTER THREE	
Table 3.1	
Number of schools in the population, by sex category/ range of school (GENTYPE) and size of school, 1985-86	4
Table 3.2	
Number of schools in the sample and in the population, by sex category/ range of school	5
Table 3.3	
Numbers (and percentages) of schools in sample with responding male and female principals, by sex category of school	6
Table 3.4	
Numbers (and percentages) of schools in sample with responding male and female third-class teachers, by sex category of school ..	7
Table 3.5	
Numbers (and percentages) of schools in sample with responding male and female sixth-class teachers, by sex category of school ..	8
Table 3.6	
Numbers (and percentages) of schools, by number of years of principals' experience and sex category of school	9
Table 3.7	
Numbers (and percentages) of schools, by number of years of senior-infant teachers' experience and sex category of school ..	10
Table 3.8	
Numbers (and percentages) of schools, by number of years of third-class teachers' experience and sex category of school ..	11
Table 3.9	
Numbers (and percentages) of schools, by number of years of sixth-class teachers' experience and sex category of school ..	12

TABLES RELATING TO CHAPTER FOUR

Table 4.1	Numbers of male and female teachers (and male/female ratios), by grade	13
Table 4.2	Numbers of male and female teachers in selected grades, by sex category of school	14
Table 4.3	Number of hours per week senior-infant pupils spend at each subject (means and standard deviations)	15
Table 4.4	Number of hours per week third-class pupils spend at each subject (means and standard deviations)	16
Table 4.5	Number of hours per week sixth-class pupils spend at each subject (means and standard deviations)	17
Table 4.6	Number of hours per week senior-infant pupils spend at each subject, by sex category of school (means and F-ratios)	18
Table 4.7	Number of hours per week third-class pupils spend at each subject, by sex category of school (means and F-ratios)	19
Table 4.8	Number of hours per week sixth-class pupils spend at each subject, by sex category of school (means and F-ratios)	20
Table 4.9	Number of hours per week sixth-class pupils spend at each subject, by gender of teacher (means and standard deviations)	21
Table 4.10	Numbers (and percentages) of schools in which selected play activities are available at senior-infant level, by sex category of school	22
Table 4.11	Numbers (and percentages) of schools in which boys at senior- infant level choose to play with selected activities, by sex category of school	24
Table 4.12	Numbers (and percentages) of schools in which girls at senior- infant level choose to play with selected activities, by sex category of school	32
Table 4.13	Means and standard deviations for single-sex schools in which boys and girls at senior-infant level choose selected play activities	40

Table 4.14	Means and standard deviations for girls' schools with mixed infants and mixed schools in which boys and girls at senior-infant level choose selected play activities	41
Table 4.15	Means and standard deviations for girls' schools with mixed infants in which boys and girls at senior-infant level choose selected play activities	42
Table 4.16	Means and standard deviations for mixed schools in which boys and girls at senior-infant level choose selected play activities	43
Table 4.17	Numbers (and percentages) of schools providing selected extra-curricular activities for third-class pupils, by sex category of school	44
Table 4.18	Numbers (and percentages) of schools providing selected extra-curricular activities for sixth-class pupils, by sex category of school	46
Table 4.19	Numbers (and percentages) of mixed schools in which boys and girls, boys only, and girls only participate in selected extra-curricular activities at third-class level	48
Table 4.20	Numbers (and percentages) of mixed schools in which boys and girls, boys only, and girls only participate in selected extra-curricular activities at sixth-class level	49
Table 4.21	Numbers (and percentages) of schools with computer facilities for pupils, by sex category of school	50
Table 4.22	Numbers (and percentages) of schools with computer facilities, by gender of principal	51
Table 4.23	Numbers (and percentages) of schools with computer facilities, by number of workstations and sex category of school	52

TABLES RELATING TO CHAPTER FIVE

Table 5.1	Numbers (and percentages) of schools in which boys at senior-infant level perform selected classroom tasks, by sex category of school	53
Table 5.2	Numbers (and percentages) of schools in which girls at senior-infant level perform selected classroom tasks, by sex category of school	58
Table 5.3	Numbers (and percentages) of schools in which boys at third-class level perform selected classroom tasks, by sex category of school	63

	PAGE
Table 5.4	
Numbers (and percentages) of schools in which girls at third-class level perform selected classroom tasks, by sex category of school ..	68
Table 5.5	
Numbers (and percentages) of schools in which boys at sixth-class level perform selected classroom tasks, by sex category of school ..	73
Table 5.6	
Numbers (and percentages) of schools in which girls at sixth-class level perform selected classroom tasks, by sex category of school ..	78
Table 5.7	
Means and standard deviations for single-sex schools in which boys and girls at senior-infant level perform selected classroom tasks ..	83
Table 5.8	
Means and standard deviations for single-sex schools in which boys and girls at third-class level perform selected classroom tasks ..	84
Table 5.9	
Means and standard deviations for single-sex schools in which boys and girls at sixth-class level perform selected classroom tasks ..	85
Table 5.10	
Means and standard deviations for girls' schools with mixed infants and mixed schools in which boys and girls at senior-infant level perform selected classroom tasks	86
Table 5.11	
Means and standard deviations for girls' schools with mixed infants in which boys and girls at senior-infant level perform selected classroom tasks	87
Table 5.12	
Means and standard deviations for mixed schools in which boys and girls at senior-infant level perform selected classroom tasks ..	88
Table 5.13	
Means and standard deviations for mixed schools in which boys and girls at third-class level perform selected classroom tasks ..	89
Table 5.14	
Means and standard deviations for mixed schools in which boys and girls at sixth-class level perform selected classroom tasks ..	90
Table 5.15	
Means and F-ratios for selected classroom tasks allocated to pupils (sixth class, mixed schools), by gender of teacher and gender of pupil ..	91
Table 5.16	
Numbers (and percentages) of schools in which teachers use selected disciplinary actions against senior-infant boys, by sex category of school	94
Table 5.17	
Numbers (and percentages) of schools in which teachers use selected disciplinary actions against senior-infant girls, by sex category of school	98

	PAGE
Table 5.18	
Numbers (and percentages) of schools in which teachers use selected disciplinary actions against third-class boys, by sex category of school	102
Table 5.19	
Numbers (and percentages) of schools in which teachers use selected disciplinary actions against third-class girls, by sex category of school	107
Table 5.20	
Numbers (and percentages) of schools in which teachers use selected disciplinary actions against sixth-class boys, by sex category of school	112
Table 5.21	
Numbers (and percentages) of schools in which teachers use selected disciplinary actions against sixth-class girls, by sex category of school	117
Table 5.22	
Means and standard deviations for single-sex schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at senior-infant level	122
Table 5.23	
Means and standard deviations for single-sex schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at third-class level	123
Table 5.24	
Means and standard deviations for single-sex schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at sixth-class level	124
Table 5.25	
Means and standard deviations for girls' schools with mixed infants and mixed schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at senior-infant level	125
Table 5.26	
Means and standard deviations for girls' schools with mixed infants in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at senior-infant level	126
Table 5.27	
Means and standard deviations for mixed schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at senior-infant level	127
Table 5.28	
Means and standard deviations for mixed schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at third-class level	128

	PAGE
Table 5.29	
Means and standard deviations for mixed schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at sixth-class level	129
Table 5.30	
Means and F-ratios for disciplinary actions taken to secure co-operation from pupils (sixth class, mixed schools), by gender of teacher and gender of pupil	130
Table 5.31	
Numbers (and percentages) of schools in which pupils change shoes for P. E. in senior-infant, third-, and sixth-class grades, by sex category of school	134
Table 5.32	
Numbers (and percentages) of schools in which pupils change clothes for P.E. in senior-infant, third-, and sixth-class grades, by sex category of school	135
Table 5.33	
Numbers (and percentages) of mixed schools in which boys and girls in senior-infant, third-, and sixth-class grades sit separately and together	136
Table 5.34	
Numbers (and percentages) of mixed schools in which boys and girls in senior-infant, third-, and sixth-class grades line up separately and together	137
Table 5.35	
Numbers (and percentages) of mixed schools in which decisions about seating arrangements in senior-infant, third-, and sixth-class grades are made by the teacher, the pupils, and the principal ..	138
Table 5.36	
Numbers (and percentages) of mixed schools in which decisions about lining up practices in senior-infant, third-, and sixth-class grades are made by the teacher, the pupils, and the principal ..	139

TABLES RELATING TO CHAPTER SIX

Table 6.1	
Means and standard deviations for teachers' perceptions of boys' and girls' interest in subjects associated with the opposite sex at senior-infant, third-, and sixth-class grades	140
Table 6.2	
Means and F-ratios for teachers' perceptions of boys' interest in 'female-preferred' subjects at senior-infant, third-, and sixth-class grades, by sex category of school	141
Table 6.3	
Means and F-ratios for teachers' perceptions of girls' interest in 'male-preferred' subjects, at senior-infant, third-, and sixth-class grades, by sex category of school	142

	PAGE
Table 6.4 Numbers (and percentages) of schools in which teachers perceive senior-infant boys to require additional help in curriculum subjects, by sex category of school	143
Table 6.5 Numbers (and percentages) of schools in which teachers perceive senior-infant girls to require additional help in curriculum subjects, by sex category of school	144
Table 6.6 Numbers (and percentages) of schools in which teachers perceive third-class boys to require additional help in curriculum subjects, by sex category of school	145
Table 6.7 Numbers (and percentages) of schools in which teachers perceive third-class girls to require additional help in curriculum subjects, by sex category of school	146
Table 6.8 Numbers (and percentages) of schools in which teachers perceive sixth-class boys to require additional help in curriculum subjects, by sex category of school	147
Table 6.9 Numbers (and percentages) of schools in which teachers perceive sixth-class girls to require additional help in curriculum subjects, by sex category of school	148
Table 6.10 Numbers (and percentages) of single-sex schools in which senior-infant pupils are perceived to need additional help in curriculum subjects	149
Table 6.11 Numbers (and percentages) of single-sex schools in which third-class pupils are perceived to need additional help in curriculum subjects ..	150
Table 6.12 Numbers (and percentages) of single-sex schools in which sixth-class pupils are perceived to need additional help in curriculum subjects ..	151
Table 6.13 Numbers (and percentages) of mixed schools and girls' schools with mixed infants in which senior-infant pupils are perceived to need additional help in curriculum subjects	152
Table 6.14 Numbers (and percentages) of girls' schools with mixed infants in which senior-infant pupils are perceived to need additional help in curriculum subjects	153
Table 6.15 Numbers (and percentages) of mixed schools in which senior-infant pupils are perceived to need additional help in curriculum subjects ..	154
Table 6.16 Numbers (and percentages) of mixed schools in which third-class pupils are perceived to need additional help in curriculum subjects ..	155

	PAGE
Table 6.17	
Numbers (and percentages) of mixed schools in which sixth-class pupils are perceived to need additional help in curriculum subjects ..	156
Table 6.18	
Numbers (and percentages) of teachers (sixth-class, mixed schools), who perceive pupils to require additional help in curriculum subjects, by gender of teacher and gender of pupil	157
Table 6.19	
Numbers (and percentages) of schools in which teachers perceive senior-infant boys to adopt selected learning approaches, by sex category of school	158
Table 6.20	
Numbers (and percentages) of schools in which teachers perceive senior-infant girls to adopt selected learning approaches, by sex category of school	162
Table 6.21	
Numbers (and percentages) of schools in which teachers perceive third-class boys to adopt selected learning approaches, by sex category of school	166
Table 6.22	
Numbers (and percentages) of schools in which teachers perceive third-class girls to adopt selected learning approaches, by sex category of school	170
Table 6.23	
Numbers (and percentages) of schools in which teachers perceive sixth-class boys to adopt selected learning approaches, by sex category of school	174
Table 6.24	
Numbers (and percentages) of schools in which teachers perceive sixth-class girls to adopt selected learning approaches, by sex category of school	178
Table 6.25	
Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' approaches to learning in single-sex schools ..	182
Table 6.26	
Means and standard deviations for teachers' perceptions of third-class boys' and girls' approaches to learning in single-sex schools ..	183
Table 6.27	
Means and standard deviations for teachers' perceptions of sixth-class boys' and girls' approaches to learning in single-sex schools ..	184
Table 6.28	
Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' approaches to learning in girls' schools with mixed infants and mixed schools	185
Table 6.29	
Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' approaches to learning in girls' schools with mixed infants	186

	PAGE
Table 6.30	
Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' approaches to learning in mixed schools ..	187
Table 6.31	
Means and standard deviations for teachers' perceptions of third-class boys' and girls' approaches to learning in mixed schools ..	188
Table 6.32	
Means and standard deviations for teachers' perceptions of sixth-class boys' and girls' approaches to learning in mixed schools ..	189
Table 6.33	
Means and F-ratios for approaches to learning adopted by pupils (sixth class, mixed schools), by gender of teacher and gender of pupil	190
Table 6.34	
Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in senior-infant boys, by sex category of school	193
Table 6.35	
Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in senior-infant girls, by sex category of school	200
Table 6.36	
Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in third-class boys, by sex category of school	207
Table 6.37	
Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in third-class girls, by sex category of school	214
Table 6.38	
Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in sixth-class boys, by sex category of school	221
Table 6.39	
Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in sixth-class girls, by sex category of school	228
Table 6.40	
Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' behavioural characteristics in single-sex schools	235
Table 6.41	
Means and standard deviations for teachers' perceptions of third-class boys' and girls' behavioural characteristics in single-sex schools	236

	PAGE
Table 6.42	
Means and standard deviations for teachers' perceptions of sixth-class boys' and girls' behavioural characteristics in single-sex schools	237
Table 6.43	
Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' behavioural characteristics in girls' schools with mixed infants and mixed schools	238
Table 6.44	
Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' behavioural characteristics in girls' schools with mixed infants	239
Table 6.45	
Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' behavioural characteristics in mixed schools ..	240
Table 6.46	
Means and standard deviations for teachers' perceptions of third-class boys' and girls' behavioural characteristics in mixed schools ..	241
Table 6.47	
Means and standard deviations for teachers' perceptions of sixth-class boys' and girls' behavioural characteristics in mixed schools ..	242
Table 6.48	
Means and F-ratios for behavioural characteristics observed by teachers in pupils (sixth class, mixed schools), by gender of teacher and gender of pupil	243

TABLES RELATING TO CHAPTER SEVEN

Table 7.1	
Means and standard deviations for principals' perceptions of the benefits of single-sex and mixed education	248
Table 7.2	
Means and F-ratios for principals' perceptions of the benefits of single-sex and mixed education, by sex category of school ..	249
Table 7.3	
Means and F-ratios for principals' perceptions of the benefits of single-sex education, by gender of principal, gender of pupil, and sex category of school	250
Table 7.4	
Means and F-ratios for principals' perceptions of the benefits of mixed education, by gender of principal, gender of pupil, and sex category of school	251
Table 7.5	
Means and standard deviations for principals' and teachers' perceptions of pupils' access to sex-stereotyped subjects	252

	PAGE
Table 7.6	
Means and F-ratios for principals' and teachers' perceptions of pupils' access to sex-stereotyped subjects, by sex category of school	253
Table 7.7	
Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' access to sex-stereotyped subjects, by gender of teacher and gender of pupil	255
Table 7.8	
Means and F-ratios for principals' perceptions of pupils' access to sex-stereotyped subjects, by gender of principal, gender of pupil, and sex category of school	256
Table 7.9	
Means and standard deviations for principals' and teachers' perceptions of pupils' academic performance	257
Table 7.10	
Means and F-ratios for principals' and teachers' perceptions of pupils' academic performance, by sex category of school	258
Table 7.11	
Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' academic performance, by gender of teacher and gender of pupil	260
Table 7.12	
Means and F-ratios for principals' perceptions of pupils' academic performance, by gender of principal, gender of pupil, and sex category of school	261
Table 7.13	
Means and standard deviations for principals' and teachers' perceptions of pupils' academic confidence	262
Table 7.14	
Means and F-ratios for principals' and teachers' perceptions of pupils' academic confidence, by sex category of school	263
Table 7.15	
Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' academic confidence, by gender of teacher and gender of pupil	265
Table 7.16	
Means and F-ratios for principals' perceptions of pupils' academic confidence, by gender of principal, gender of pupil, and sex category of school	266
Table 7.17	
Means and standard deviations for principals' and teachers' perceptions of pupils' willingness to demonstrate knowledge	267
Table 7.18	
Means and F-ratios for principals' and teachers' perceptions of pupils' willingness to demonstrate knowledge, by sex category of school	268

	PAGE
Table 7.19	
Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' willingness to demonstrate knowledge, by gender of teacher and gender of pupil	270
Table 7.20	
Means and F-ratios for principals' perceptions of pupils' willingness to demonstrate knowledge by gender of principal, gender of pupil, and sex category of school	271
Table 7.21	
Means and standard deviations for principals' and teachers' perceptions of pupils' participation in discussion	272
Table 7.22	
Means and F-ratios for principals' and teachers' perceptions of pupils' participation in discussion, by sex category of school	273
Table 7.23	
Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' participation in discussion, by gender of teacher and gender of pupil	275
Table 7.24	
Means and F-ratios for principals' perceptions of pupils' participation in discussion, by gender of principal, gender of pupil, and sex category of school	276
Table 7.25	
Means and standard deviations for principals' and teachers' perceptions of pupils' relations with the opposite sex	277
Table 7.26	
Means and F-ratios for principals' and teachers' perceptions of pupils' relations with the opposite sex, by sex category of school	278
Table 7.27	
Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' relations with the opposite sex, by gender of teacher and gender of pupil	280
Table 7.28	
Means and F-ratios for principals' perceptions of pupils' relations with the opposite sex, by gender of principal, gender of pupil, and sex category of school	281
Table 7.29	
Means and standard deviations for principals' and teachers' perceptions of pupils' controllability	282
Table 7.30	
Means and F-ratios for principals' and teachers' perceptions of pupils' controllability, by sex category of school	283
Table 7.31	
Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' controllability, by gender of teacher and gender of pupil	285

	PAGE
Table 7.32	
Means and F-ratios for principals' perceptions of pupils' controllability, by gender of principal, gender of pupil, and sex category of school	286
Table 7.33	
Means and F-ratios for teachers' perceptions of boys' and girls' performance in mixed settings (sixth class, mixed schools), by gender of teacher and gender of pupil	287

TABLES RELATING TO CHAPTER EIGHT

Table 8.1	
Numbers (and percentages) of schools in which principals indicated that gender equality was discussed in selected contexts, by sex category school	289
Table 8.2	
Numbers (and percentages) of schools in which principals indicated that gender equality was discussed in selected contexts, by gender of principal	290
Table 8.3	
Numbers (and percentages) of schools in which principals indicated that gender equality was discussed in selected contexts, by number of years teaching and management experience	291
Table 8.4	
Numbers (and percentages) of schools in which senior-infant teachers indicated that gender and teaching materials were discussed in selected contexts, by sex category of school	292
Table 8.5	
Numbers (and percentages) of schools in which third-class teachers indicated that gender and teaching materials were discussed in selected contexts, by sex category of school	293
Table 8.6	
Numbers (and percentages) of schools in which sixth-class teachers indicated that gender and teaching materials were discussed in selected contexts, by sex category of school	294
Table 8.7	
Numbers (and percentages) of schools in which sixth-class teachers indicated that gender and teaching materials were discussed in selected contexts, by number of years teaching experience	295
Table 8.8	
Numbers (and percentages) of schools in which sixth-class teachers indicated that gender and teaching materials were discussed in selected contexts, by gender of teacher	296
Table 8.9	
Numbers (and percentages) of schools in which teachers reported that action followed discussion about gender and teaching materials, by selected grades and sex category of school	297

	PAGE
Table 8.10	
Numbers (and percentages) of teachers who reported that action followed discussion about gender and teaching materials, by type of action and sex category of school	298
Table 8.11	
Means and standard deviation for principals' perceptions of the degree of awareness of gender issues among teachers, pupils, and parents	299
Table 8.12	
Means and F-ratios for principals' perceptions of the degree of awareness of gender issues among teachers, pupils, and parents, by sex category of school	300
Table 8.13	
Means and standard deviations for principals' perceptions of the degree of awareness of gender issues among teachers pupils, and parents, by gender of principal	301
Table 8.14	
Means and F-ratios for principals' perceptions of the degree of awareness of gender issues among teachers, pupils, and parents, by number of years teaching and management experience	302
Table 8.15	
Numbers (and percentages) of schools in which principals perceived perceived interest in a school-based gender review among selected proportions of staff members, by sex category of school	303
Table 8.16	
Numbers (and percentages) of schools in which principals perceived interest in a school-based gender review among selected proportions of staff members, by gender of principal	304
Table 8.17	
Numbers (and percentages) of schools in which principals perceived interest in a school-based gender review among selected proportions of staff, by number of years teaching and management experience	305
Table 8.18	
Numbers (and percentages) of schools in which principals indicated support for a school-based gender review, by sex category of school	306
Table 8.19	
Numbers (and percentages) of schools in which principals indicated support for a school-based gender review, by gender of principal	307
Table 8.20	
Numbers (and percentages) of schools in which principals indicated support for a school-based gender review, by number of years teaching and management experience	308

**Table 2.1: Numbers of schools and pupils,
by sex category of school, 1974-75**

Sex Category of School	Number of Schools	Numbers of Pupils		
		Boys	Girls	Total
Single Sex				
Boys	463	128,415	-	128,415
Girls	255	-	81,569	81,569
Total	718			
Girls/Mixed Infants	219	19,512	60,137	79,704
Mixed	2,600	114,731	106,682	221,413
Total	2,819			
Grand Total	3,537	262,658	248,443	511,101

Source: Ireland. Department of Education (1977). Statistical Report, 1974/75-1975/76, p.18.

**Table 2.2: Numbers of schools and pupils,
by sex category of school, 1993-94**

Sex Category of School	Number of Schools	Number of Pupils		
		Boys	Girls	Total
Single-Sex	507	74,570	50,206	124,776
Girls/Mixed Infants	162	11,727	38,022	49,749
Mixed	2,533	167,351	152,446	319,797
Total	3,202	253,648	240,674	494,322

Source: Ireland. Department of Education (1995). Statistical Report, 1993-94,
p.20.

Table 2.3: Numbers of pupils in primary schools,
by sex category of class, 1993-94

Sex Category of Class	Number of Pupils		
	Boys	Girls	Total
Single-Sex	75,886	77,556	153,442
Mixed	177,762	163,118	340,880
Total	253,648	240,674	494,322

Source: Ireland. Department of Education (1995). Statistical Report, 1993-94, p.19.

Table 3.1: Number of schools in the population, by sex category/range of school (GENTYPE) and size of school, 1985-86

Sex Category/Range	School Size			Total N
	Small N	Medium N	Large N	
Boys				
Boys' junior	2	16	3	21
Boys' senior	44	73	42	159
Boys' all-thru	21	92	79	192
Girls				
Girls' junior	2	6	3	11
Girls' senior	3	21	22	46
Girls' all-thru	15	61	71	147
Girls/Mixed Infants				
Girls/Mixed Infants	3	86	94	183
Mixed				
Mixed junior	29	23	62	114
Mixed senior	6	10	42	58
Mixed all-thru	1,333	890	116	2,339
Total	1,458	1,278	534	3,270

Table 3.2: Number of schools in the sample and in the population,
by sex category/range of school

Sex Category/Range	Number of Schools	
	Sample	Population
Boys	200	372
1 junior small, medium, large	11	21
2 senior small	24	44
3 senior medium	39	73
4 senior large	23	42
5 all-thru small	11	21
6 all-thru medium	49	92
7 all-thru large	43	79
Girls	100	204
8 junior small, medium, large	5	11
9 senior small, medium, large	23	46
10 all-thru small, medium	37	76
11 all-thru large	35	71
Girls/Mixed Infants	100	183
12 small, medium	49	89
13 large	51	94
Mixed	400	2,511
14 junior small, medium, large	18	114
15 senior small, medium, large	9	58
16 all-thru small	213	1,333
17 all-thru medium	142	890
18 all-thru large	18	116
Total	800	3,270

**Table 3.3: Numbers (and percentages) of schools in sample
with responding male and female principals,
by sex category of school**

Gender of Principal	Sex Category of School				Total N (%)
	Boys N (%)	Girls N (%)	Girls/ Mixed Infants N (%)	Mixed N (%)	
Male	145 (91.8)	5 (6.7)	1 (1.2)	171 (58.6)	322 (53.1)
Female	13 (8.2)	70 (93.3)	80 (98.8)	121 (41.4)	284 (46.9)
Total	158	75	81	292	606

$\chi^2 = 250.83$; $df = 3$; $p \leq .001$

**Table 3.4: Numbers (and percentages) of schools in sample
with responding male and female third-class teachers,
by sex category of school**

Gender of Teacher	Sex Category of School				
	Boys N (%)	Girls N (%)	Girls/ Mixed Infants N (%)	Mixed N (%)	Total N (%)
Male	61 (43.6)	1 (1.5)	3 (3.8)	61 (22.6)	126 (22.7)
Female	79 (56.4)	65 (98.5)	75 (96.2)	209 (77.4)	428 (77.3)
Total	140	66	78	270	554

$\chi^2 = 67.35$; $df = 5$; $p \leq .001$

Table 3.5: Numbers (and percentages) of schools in sample with responding male and female sixth-class teachers, by sex category of school

Gender of Teacher	Sex Category of School				
	Boys N (%)	Girls N (%)	Girls/ Mixed Infants N (%)	Mixed N (%)	Total N (%)
Male	131 (90.3)	3 (4.3)	1 (1.3)	162 (58.9)	297 (52.2)
Female	14 (9.7)	67 (95.7)	78 (98.7)	113 (41.1)	272 (47.8)
Total	145	70	79	275	569

$\chi^2 = 236.06$; $df = 3$; $p \leq .001$

Table 3.6: Numbers (and percentages) of schools, by number of years of principals' experience and sex category of school

Years of Experience	Sex Category of School				
	Boys N (%)	Girls N (%)	Girls/ Mixed Infants N (%)	Mixed N (%)	Total N (%)
0-9	4 (2.5)	3 (4.0)	2 (2.4)	18 (6.1)	27 (4.4)
10-19	31 (19.6)	10 (13.3)	10 (12.2)	73 (24.9)	124 (20.4)
20-29	62 (39.2)	35 (46.7)	39 (47.6)	97 (33.1)	233 (38.3)
30-39	51 (32.3)	21 (28.0)	27 (32.9)	90 (30.7)	189 (31.1)
40-45	10 (6.3)	6 (8.0)	4 (4.9)	15 (5.1)	35 (5.8)
Total	158	75	82	293	608

$\chi^2 = 18.27$; $df = 12$; N.S.

Table 3.7: Numbers (and percentages) of schools, by number of years of senior-infant teachers' experience and sex category of school

Years of Experience	Sex Category of School				
	Boys N (%)	Girls N (%)	Girls/ Mixed Infants N (%)	Mixed N (%)	Total N (%)
0-9	24 (32.4)	15 (27.8)	27 (37.0)	92 (33.3)	158 (33.1)
10-19	31 (41.9)	21 (38.9)	21 (28.8)	103 (37.3)	176 (36.9)
20-29	13 (17.6)	10 (18.5)	20 (27.4)	35 (12.7)	78 (16.4)
30-40	6 (8.1)	8 (14.8)	5 (6.8)	46 (16.7)	65 (13.6)
Total	74	54	73	276	477

$\chi^2 = 16.67$; $df = 9$; N.S.

Table 3.8: Numbers (and percentages) of schools, by number of years of third-class teachers' experience and sex category of school

Years of Experience	Sex Category of School				
	Boys N (%)	Girls N (%)	Girls/ Mixed Infants N (%)	Mixed N (%)	Total N (%)
0-9	29 (20.9)	21 (31.3)	22 (28.6)	70 (26.0)	142 (25.7)
10-19	50 (36.0)	22 (32.8)	29 (37.7)	81 (30.1)	182 (33.0)
20-29	35 (25.2)	11 (16.4)	13 (16.9)	63 (23.4)	122 (22.1)
30-39	23 (16.5)	12 (17.9)	10 (13.0)	51 (19.0)	96 (17.4)
40-45	2 (1.4)	1 (1.5)	3 (3.9)	4 (1.5)	10 (1.8)
Total	139	67	77	269	552

$\chi^2 = 10.10$; df = 12; N.S.

Table 3.9: Numbers (and percentages) of schools, by number of years of sixth-class teachers' experience and sex category of school

Years of Experience	Sex Category of School				
	Boys N (%)	Girls N (%)	Girls/ Mixed Infants N (%)	Mixed N (%)	Total N (%)
0-9	16 (11.3)	8 (11.4)	14 (17.7)	32 (11.8)	70 (12.5)
10-19	54 (38.0)	25 (35.7)	26 (32.9)	79 (29.2)	184 (32.7)
20-29	42 (29.6)	23 (32.9)	31 (39.2)	77 (28.4)	173 (30.8)
30-39	27 (19.0)	12 (17.1)	7 (8.9)	68 (25.1)	114 (20.3)
40-45	3 (2.1)	2 (2.9)	1 (1.3)	15 (5.5)	21 (3.7)
Total	142	70	79	271	562

$\chi^2 = 20.44$; df = 12; N.S.

**Table 4.1: Numbers of male and female teachers
(and male/female ratios) by grade**

Grade	Number of Teachers		
	Male	Female	Male/Female Ratio
Junior Infant	9	619	1:68.77
Senior Infant	14	621	1:44.36
1st Class	43	601	1:13.98
2nd Class	101	617	1:6.11
3rd Class	198	542	1:2.74
4th Class	230	501	1:2.18
5th Class	338	398	1:1.18
6th Class	365	363	1:0.99
Total	1,298	4,262	1:3.28

N of schools = 606

Table 4.2: Numbers of male and female teachers in selected grades, by sex category of school

Grade within Sex Category of School	Number of Teachers		
	Male	Female	Male/Female Ratio
Boys			
Senior Infants	4	106	1:26.50
3rd Class	116	107	1:0.92
6th Class	189	25	1:0.13
Total	309	238	1:0.77
Girls			
Senior Infants	0	76	(0:76)
3rd Class	2	96	1:48
6th Class	2	94	1:47
Total	4	266	1:66.50
Girls/Mixed Infants			
Senior Infants	0	128	(0.:28)
3rd Class	3	99	1:33
6th Class	1	109	1:109
Total	4	336	1:84
Mixed			
Senior Infants	10	311	1:31.10
3rd Class	77	240	1:3.11
6th Class	173	135	1:0.78
Total	260	686	1:2.64
Grand Total	577	1,526	1:2.64

N of schools = 606

Table 4.3: Number of hours per week senior-infant pupils spend at each subject (means and standard deviations)

Subject	Hours per Week		
	N	M	SD
Mathematics	470	2.68	.72
Irish	470	2.45	.83
Reading	467	2.18	.83
Religion	470	1.93	.60
Writing	465	1.86	.81
Art and Craft	466	1.25	.58
Free Play	426	1.14	.83
Social and Environmental Studies	465	.91	.36
Music	469	.91	.33
Listening to stories	460	.90	.47
P.E.	444	.83	.33

Table 4.4: Number of hours per week third-class pupils spend at each subject (means and standard deviations)

Subject	Hours per Week		
	N	M	SD
Irish	551	4.91	.88
Mathematics	551	4.58	.81
English	551	4.57	.81
Religion	553	2.26	.49
Social and Environmental Studies	548	1.72	.79
Art and Craft	550	1.38	.52
Music	548	.98	.35
P.E.	526	.91	.31

Table 4.5: Number of hours per week sixth-class pupils spend at each subject (means and standard deviations)

Subject	Hours per Week		
	N	M	SD
Irish	560	4.92	.86
Mathematics	560	4.65	.75
English	559	4.38	.75
Religion	561	2.36	.52
Social and Environmental Studies	554	1.99	.95
Art and Craft	544	1.25	.52
Music	541	.96	.35
P.E.	518	.94	.31

Table 4.6: Number of hours per week senior-infant pupils spend at each subject, by sex category of school (means and F-ratios)

Subject	Sex Category of School										
	Boys		Girls		Girls/ Mixed Infants		Mixed		F	df	p
	N	M	N	M	N	M	N	M			
Mathematics	75	2.81	54	2.65	73	2.59	268	2.67	1.20	3,466	N.S.
Irish	75	2.39	54	2.31	73	2.45	268	2.49	.87	3,466	N.S.
Reading	74	2.15	54	2.12	73	2.35	266	.97	1.16	3,463	N.S.
Religion	75	1.88	54	1.98	73	2.00	268	1.91	.72	3,466	N.S.
Writing	74	1.83	53	1.84	71	1.90	267	1.86	.09	3,461	N.S.
Art and Craft	72	1.30	54	1.25	73	1.34	267	1.21	1.22	3,462	N.S.
Free Play	69	1.18	52	1.17	68	1.14	237	1.12	.10	3,422	N.S.
Social and Environmental Studies	74	.98	54	.97	73	.90	264	.88	2.14	3,461	N.S.
Music	75	.94	54	.94	73	.92	267	.89	.64	3,465	N.S.
Listening to stories	73	.91	53	.89	73	.90	261	.90	.03	3,456	N.S.
P.E.	71	.88	53	.90	73	.90	247	.78	4.81	3,440	≤.01

Table 4.7: Number of hours per week third-class pupils spend at each subject, by sex category of school (means and F-ratios)

Subject	Sex Category of School										p
	Boys		Girls		Girls/ Mixed Infants		Mixed		F	df	
	N	M	N	M	N	M	N	M			
Irish	141	4.89	67	4.61	78	4.82	265	5.02	4.29	3,547	≤.01
Mathematics	141	4.67	67	4.42	78	4.48	265	4.59	1.88	3,547	N.S.
English	141	4.71	67	4.42	78	4.37	265	4.58	3.95	3,547	≤.01
Religion	141	2.21	67	2.34	78	2.33	267	2.24	1.80	3,549	N.S.
Social and Environmental Studies	140	1.66	67	1.79	78	1.66	263	1.76	.77	3,544	N.S.
Art and Craft	139	1.21	67	1.66	78	1.57	266	1.33	16.59	3,546	≤.001
Music	141	.96	67	1.01	78	1.09	262	.96	3.30	3,544	N.S.
P.E.	140	.95	65	.84	78	.86	243	.92	2.72	3,522	N.S.

Table 4.8: Number of hours per week sixth-class pupils spend at each subject, by sex category of school (means and F-ratios)

Subject	Sex Category of School										
	Boys		Girls		Girls/ Mixed Infants		Mixed		F	df	p
	N	M	N	M	N	M	N	M			
Irish	146	4.92	71	4.94	79	4.73	264	4.96	1.39	3,556	N.S.
Mathematics	146	4.75	71	4.55	79	4.63	264	4.63	1.37	3,556	N.S.
English	146	4.36	71	4.39	79	4.42	263	4.37	.14	3,555	N.S.
Religion	146	2.39	70	2.40	79	2.50	266	2.28	4.29	3,557	≤.01
Social and Environmental Studies	143	1.97	70	2.01	79	1.84	262	2.05	.99	3,550	N.S.
Art and Craft	137	1.04	69	1.57	79	1.51	259	1.19	26.78	3,540	≤.001
Music	135	.87	70	1.00	78	1.06	258	.96	5.70	3,537	≤.001
P.E.	137	1.00	67	.90	77	.88	237	.94	2.85	3,514	N.S.

Table 4.9: Number of hours per week sixth-class pupils spend at each subject, by gender of teacher (means and standard deviations)

Subject	Sixth Class						t	df	p
	N	Male M	SD	N	Female M	SD			
Irish	292	4.99	.83	265	4.81	.85	2.51	555	≤.01
Mathematics	292	4.69	.77	265	4.61	.79	1.27	555	N.S.
English	291	4.37	.75	265	4.38	.76	-.12	554	N.S.
Religion	293	2.33	.49	265	2.39	.51	-1.24	556	N.S.
Social and Environmental Studies	287	2.08	.96	264	1.91	.97	2.15	549	N.S.
Art and Craft	278	1.09	.43	263	1.41	.53	-7.59	487.09	≤.001
Music	278	.91	.35	260	1.01	.35	-3.40	536	≤.001
P.E.	269	.97	.32	246	.91	.30	2.06	513	N.S.

Table 4.10: Numbers (and percentages) of schools in which selected play activities are available at senior-infant level, by sex category of school

Play Activity		Sex Category of School				Total N (%)
		Boys N (%)	Girls N (%)	Girls/ Mixed Infants N (%)	Mixed N (%)	
1	Sand	31 (43.1)	27 (49.1)	24 (33.3)	125 (45.0)	207 (43.4)
2	Toy cars	61 (82.4)	25 (45.5)	70 (95.9)	248 (88.3)	404 (83.6)
3	Dolls	31 (44.9)	51 (92.7)	65 (97.0)	238 (88.1)	385 (83.5)
4	Water	48 (64.9)	36 (65.5)	40 (55.6)	155 (57.2)	279 (59.1)
5	Imaginative play	73 (98.6)	53 (98.1)	69 (95.8)	272 (98.2)	467 (97.9)
6	Dressing up	50 (68.5)	38 (71.7)	55 (79.7)	196 (72.6)	339 (72.9)
7	Drawing pictures	75 (100.0)	55 (100.0)	73 (100.0)	279 (100.0)	482 (100.0)
8	Lego	57 (76.0)	37 (71.2)	70 (94.6)	238 (85.0)	402 (83.6)
9	Soft toys	53 (70.7)	51 (94.4)	64 (94.1)	223 (82.6)	391 (83.7)
10	Jigsaws	75 (100.0)	54 (98.2)	74 (100.0)	277 (99.3)	480 (99.4)
11	Sticklebricks	53 (71.6)	31 (58.5)	57 (80.3)	167 (60.3)	308 (64.8)
12	Home corner	20 (27.8)	30 (54.5)	36 (50.7)	108 (39.4)	194 (41.1)
13	Colouring pictures	75 (100.0)	55 (100.0)	74 (100.0)	278 (99.6)	482 (99.8)

(table continues)

Sex Category of School

Play Activity	Boys N (%)	Girls N (%)	Girls/ Mixed Infants N (%)	Mixed N (%)	Total N (%)
14 Teaset	28 (39.4)	41 (78.8)	58 (84.1)	192 (71.4)	319 (69.2)
15 Building blocks	74 (98.6)	51 (92.7)	74 (100.0)	264 (94.6)	463 (96.1)

1 $\chi^2 = 3.98$; df = 3; N.S.

2 $\chi^2 = 71.08$ df = 3; p $\leq .001$

3 $\chi^2 = 91.09$; df = 3; p $\leq .001$

4 $\chi^2 = 2.72$; df = 3; N.S.

5 $\chi^2 = 1.83$; df = 3; N.S.

6 $\chi^2 = 2.39$; df = 3; N.S.

7 Not applicable

8 $\chi^2 = 15.94$; df = 3; p $\leq .001$

9 $\chi^2 = 19.58$; df = 3; p $\leq .001$

10 $\chi^2 = 2.25$; df = 3; N.S.

11 $\chi^2 = 12.37$; df = 3; p $\leq .01$

12 $\chi^2 = 12.41$; df = 3; p $\leq .01$

13 $\chi^2 = 0.73$; df = 3; N.S.

14 $\chi^2 = 39.52$; df = 3; p $\leq .001$

15 $\chi^2 = 6.80$; df = 3; N.S.

Table 4.11: Numbers (and percentages) of schools in which boys at senior-infant level choose to play with selected activities, by sex category of school

Play Activity	Sex Category of School			Total N (%)
	Boys N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	
1. Sand				
frequently	15 (48.4)	11 (45.8)	79 (63.2)	105 (58.3)
sometimes	9 (29.0)	11 (45.8)	34 (27.2)	54 (30.0)
rarely	4 (12.9)	2 (8.3)	11 (8.8)	17 (9.4)
never	3 (9.7)	0 (0.0)	1 (0.8)	4 (2.2)
Total	31	24	125	180
2. Toy cars				
frequently	38 (62.3)	49 (70.0)	183 (73.8)	270 (71.2)
sometimes	15 (24.6)	17 (24.3)	56 (22.6)	88 (23.2)
rarely	5 (8.2)	4 (5.7)	7 (2.8)	16 (0.8)
never	3 (4.9)	0 (0.0)	2 (0.8)	5 (1.3)
Total	61	70	248	379

(table continues)

Sex Category of School

Play Activity	Girls/Mixed			
	Boys N (%)	Infants N (%)	Mixed N (%)	Total N (%)
3. Dolls				
frequently	1 (3.2)	0 (0.0)	7 (2.9)	8 (2.4)
sometimes	8 (25.8)	12 (18.5)	43 (18.1)	63 (18.9)
rarely	4 (12.9)	24 (36.9)	69 (29.0)	97 (29.0)
never	18 (58.1)	29 (44.6)	119 (50.0)	166 (49.7)
Total	31	65	238	334
4. Water				
frequently	7 (14.6)	12 (30.0)	41 (26.5)	60 (24.7)
sometimes	15 (31.3)	15 (37.5)	71 (45.8)	101 (41.6)
rarely	15 (31.3)	11 (27.5)	37 (23.9)	63 (25.9)
never	11 (22.9)	2 (5.0)	6 (3.9)	19 (7.8)
Total	48	40	155	243

(table continues)

Sex Category of School

Play Activity	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
5. Imaginative play				
frequently	24 (32.9)	28 (46.6)	87 (32.0)	139 (33.6)
sometimes	37 (50.7)	30 (43.5)	139 (51.1)	206 (49.8)
rarely	9 (12.3)	10 (14.5)	44 (16.2)	63 (15.2)
never	3 (4.1)	1 (1.4)	2 (0.7)	6 (1.4)
Total	73	69	272	414
6. Dressing up				
frequently	4 (8.0)	6 (10.9)	22 (11.2)	32 (10.6)
sometimes	15 (30.0)	12 (21.8)	76 (38.8)	103 (34.2)
rarely	22 (44.0)	26 (47.3)	59 (30.1)	107 (35.5)
never	9 (18.0)	11 (20.0)	39 (19.9)	59 (19.6)
Total	50	55	196	301

(table continues)

Sex Category of School

Play Activity	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
7. Drawing pictures				
frequently	68 (90.7)	57 (78.1)	233 (83.5)	358 (83.8)
sometimes	7 (9.3)	13 (17.8)	42 (15.1)	62 (14.5)
rarely	0 (0.0)	3 (4.1)	4 (1.4)	7 (1.6)
never	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total	75	73	279	427
8. Lego				
frequently	38 (66.7)	60 (85.7)	180 (75.6)	278 (76.2)
sometimes	15 (26.3)	8 (11.4)	55 (23.1)	78 (21.4)
rarely	2 (3.5)	2 (2.9)	2 (0.8)	6 (1.6)
never	2 (3.5)	0 (0.0)	1 (0.4)	3 (6.8)
Total	57	70	238	365

(table continues)

Sex Category of School

Play Activity	Boys N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
9. Soft toys				
frequently	5 (9.4)	13 (20.3)	42 (18.8)	60 (17.6)
sometimes	20 (37.7)	25 (39.1)	96 (43.0)	141 (41.5)
rarely	16 (30.2)	19 (29.7)	74 (33.2)	109 (32.1)
never	12 (22.6)	7 (10.9)	11 (4.9)	30 (8.8)
Total	53	64	223	340
10. Jigsaws				
frequently	56 (74.7)	58 (78.4)	195 (70.4)	309 (72.5)
sometimes	18 (24.0)	15 (20.3)	71 (25.6)	104 (24.4)
rarely	1 (1.3)	1 (1.4)	10 (3.6)	12 (2.8)
never	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.2)
Total	75	74	277	426

(table continues)

Sex Category of School

Play Activity	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
11. Sticklebricks				
frequently	32 (60.4)	41 (71.9)	124 (74.3)	197 (71.1)
sometimes	15 (28.3)	11 (19.3)	37 (22.2)	63 (22.7)
rarely	2 (3.8)	2 (3.5)	4 (2.4)	8 (2.9)
never	4 (7.5)	3 (5.3)	2 (1.2)	9 (3.2)
Total	53	57	167	277
12. Home corner				
frequently	3 (15.0)	10 (27.8)	38 (35.2)	51 (31.1)
sometimes	5 (25.0)	13 (36.1)	36 (33.3)	54 (32.9)
rarely	2 (10.0)	10 (27.8)	19 (17.6)	31 (18.9)
never	10 (50.0)	3 (8.3)	15 (13.9)	28 (17.1)
Total	20	36	108	164

(table continues)

Sex Category of School

Play Activity	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
13. Colouring pictures				
frequently	65 (86.7)	54 (73.0)	223 (80.2)	342 (80.1)
sometimes	10 (13.3)	16 (21.6)	49 (17.6)	75 (17.6)
rarely	0 (0.0)	4 (5.4)	5 (1.8)	9 (2.1)
never	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.2)
Total	75	74	278	427
14. Teaset				
frequently	3 (10.7)	6 (10.3)	32 (16.7)	41 (14.7)
sometimes	5 (17.9)	13 (22.4)	46 (24.0)	64 (23.0)
rarely	7 (25.0)	16 (27.6)	56 (29.2)	79 (28.4)
never	13 (46.4)	23 (39.7)	58 (30.2)	94 (33.8)
Total	28	58	192	278

(table continues)

Sex Category of School

Play Activity	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
15. Building blocks				
frequently	55 (74.3)	61 (83.6)	210 (78.9)	326 (78.9)
sometimes	18 (24.3)	10 (13.7)	49 (18.4)	77 (18.6)
rarely	1 (1.4)	2 (2.7)	5 (1.9)	8 (1.9)
never	0 (0.0)	0 (0.0)	2 (0.8)	2 (0.5)
Total	74	73	266	413

1 $\chi^2 = 13.92$; df = 6; N.S.

2 $\chi^2 = 12.26$; df = 6; N.S.

3 $\chi^2 = 7.77$; df = 6; N.S.

4 $\chi^2 = 23.00$; df = 6; $p \leq 0.01$

5 $\chi^2 = 6.99$; df = 6; N.S.

6 $\chi^2 = 9.16$; df = 6; N.S.

7 $\chi^2 = 6.72$; df = 4; N.S.

8 $\chi^2 = 14.57$; df = 6; N.S.

9 $\chi^2 = 18.74$; df = 6; $p \leq 0.01$

10 $\chi^2 = 3.57$; df = 6; N.S.

11 $\chi^2 = 8.39$; df = 6; N.S.

12 $\chi^2 = 20.26$; df = 6; $p \leq 0.01$

13 $\chi^2 = 8.39$; df = 6; N.S.

14 $\chi^2 = 4.77$; df = 6; N.S.

15 $\chi^2 = 4.13$; df = 6; N.S.

Table 4.12: Numbers (and percentages) of schools in which girls at senior-infant level choose to play with selected activities, by sex category of school

Play Activity	Sex Category of School			
	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
1. Sand				
frequently	12 (44.4)	10 (41.7)	67 (53.6)	89 (50.6)
sometimes	8 (29.6)	12 (50.0)	49 (39.2)	69 (39.2)
rarely	6 (22.2)	2 (8.3)	6 (4.8)	14 (8.0)
never	1 (3.7)	0 (0.0)	3 (2.4)	4 (2.3)
Total	27	24	125	176
2. Toy cars				
frequently	6 (24.0)	3 (4.5)	16 (6.6)	25 (7.5)
sometimes	4 (16.0)	18 (27.3)	89 (36.8)	111 (33.3)
rarely	6 (24.0)	25 (37.9)	85 (35.1)	116 (34.8)
never	9 (36.0)	20 (30.3)	52 (21.5)	81 (24.3)
Total	25	66	242	333

(table continues)

Sex Category of School

Play Activity	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
3. Dolls				
frequently	29 (56.9)	55 (76.4)	179 (71.6)	263 (70.5)
sometimes	17 (33.3)	15 (20.8)	62 (24.8)	94 (25.2)
rarely	5 (9.8)	1 (1.4)	6 (2.4)	12 (3.2)
never	0 (0.0)	1 (1.4)	3 (1.2)	4 (1.1)
Total	51	72	250	373
4. Water				
frequently	5 (13.9)	11 (27.5)	50 (32.1)	66 (28.4)
sometimes	16 (44.4)	19 (47.5)	65 (41.7)	100 (43.1)
rarely	15 (41.7)	9 (22.5)	33 (21.2)	57 (24.6)
never	0 (0.0)	1 (2.5)	8 (5.1)	9 (3.9)
Total	36	40	156	232

(table continues)

Sex Category of School

Play Activity	Girls/Mixed			Total
	Girls N (%)	Infants N (%)	Mixed N (%)	
5. Imaginative play				
frequently	29 (54.7)	50 (69.4)	165 (60.4)	244 (61.3)
sometimes	21 (39.6)	21 (29.2)	94 (34.4)	136 (34.2)
rarely	2 (3.8)	1 (1.4)	12 (4.4)	15 (3.8)
never	1 (1.9)	0 (0.0)	2 (0.7)	3 (0.8)
Total	53	72	273	393
6. Dressing up				
frequently	11 (28.9)	30 (52.6)	88 (44.7)	129 (44.2)
sometimes	13 (34.2)	17 (29.8)	71 (36.0)	101 (34.6)
rarely	11 (28.9)	9 (15.8)	23 (11.7)	43 (14.7)
never	3 (7.9)	1 (1.8)	15 (7.6)	19 (6.5)
Total	38	57	197	292

(table continues)

Sex Category of School

Play Activity	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
7. Drawing pictures				
frequently	54 (98.2)	67 (90.5)	250 (90.6)	371 (91.6)
sometimes	1 (1.8)	6 (8.1)	25 (9.1)	32 (7.9)
rarely	0 (0.0)	1 (1.4)	1 (0.4)	2 (0.5)
never	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total	55	74	276	405
8. Lego				
frequently	23 (62.2)	31 (45.6)	102 (44.3)	156 (46.6)
sometimes	11 (29.7)	31 (45.6)	106 (46.1)	148 (44.2)
rarely	3 (8.1)	6 (8.8)	21 (9.1)	30 (9.0)
never	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.3)
Total	37	68	230	335

(table continues)

Sex Category of School

Play Activity	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
9. Soft toys				
frequently	22 (43.1)	44 (63.8)	136 (59.6)	202 (58.0)
sometimes	21 (41.2)	22 (31.9)	72 (31.6)	115 (33.0)
rarely	7 (13.7)	0 (0.0)	14 (6.1)	21 (6.0)
never	1 (2.0)	3 (4.3)	6 (2.6)	10 (2.9)
Total	51	69	228	348

10. Jigsaws				
frequently	43 (79.6)	56 (75.7)	209 (75.7)	308 (76.2)
sometimes	10 (18.5)	17 (23.0)	60 (21.7)	87 (21.5)
rarely	1 (1.9)	1 (1.4)	6 (2.2)	8 (2.0)
never	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.2)
Total	54	74	276	404

(table continues)

Sex Category of School

Play Activity	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
11. Sticklebricks				
frequently	20 (64.5)	22 (40.7)	97 (58.4)	139 (55.4)
sometimes	7 (22.6)	22 (40.7)	54 (32.5)	83 (33.1)
rarely	1 (3.2)	8 (14.8)	11 (6.6)	20 (8.0)
never	3 (9.7)	2 (3.7)	4 (2.4)	9 (3.6)
Total	31	54	166	251
12. Home corner				
frequently	16 (53.3)	29 (85.3)	80 (76.2)	125 (74.0)
sometimes	7 (23.3)	5 (14.7)	21 (20.0)	33 (19.5)
rarely	5 (16.7)	0 (0.0)	2 (1.9)	7 (4.1)
never	2 (6.7)	0 (0.0)	2 (1.9)	4 (2.4)
Total	30	34	105	169

(table continues)

Sex Category of School

Play Activity	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
13. Colouring pictures				
frequently	50 (90.9)	67 (90.5)	249 (89.2)	366 (89.7)
sometimes	5 (9.1)	7 (9.5)	27 (9.7)	39 (9.6)
rarely	0 (0.0)	0 (0.0)	2 (0.7)	2 (0.5)
never	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.2)
Total	55	74	279	408
14. Teaset				
frequently	21 (51.2)	47 (74.6)	121 (60.5)	189 (62.2)
sometimes	15 (36.6)	12 (19.0)	67 (33.5)	94 (30.9)
rarely	4 (9.8)	3 (4.8)	9 (4.5)	16 (5.3)
never	1 (2.4)	1 (1.6)	3 (1.5)	5 (1.6)
Total	41	63	200	304

(table continues)

Sex Category of School

Play Activity	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
15. Building blocks				
frequently	36 (70.6)	31 (41.9)	115 (44.1)	182 (47.2)
sometimes	12 (23.5)	33 (44.6)	116 (44.4)	161 (41.7)
rarely	3 (5.9)	9 (12.2)	25 (9.6)	37 (9.6)
never	0 (0.0)	1 (1.4)	5 (1.9)	6 (1.6)
Total	51	74	261	386

1 $\chi^2 = 11.42$; df = 6; N.S.

2 $\chi^2 = 18.12$; df = 6; $p \leq .01$

3 $\chi^2 = 12.44$; df = 6; N.S.

4 $\chi^2 = 10.99$; df = 6; N.S.

5 $\chi^2 = 4.99$; df = 6; N.S.

6 $\chi^2 = 12.39$; df = 6; N.S.

7 $\chi^2 = 4.82$; df = 4; N.S.

8 $\chi^2 = 4.65$; df = 6; N.S.

9 $\chi^2 = 13.52$; df = 6; N.S.

10 $\chi^2 = 1.07$; df = 6; N.S.

11 $\chi^2 = 13.12$; df = 6; N.S.

12 $\chi^2 = 20.31$; df = 6; $p \leq .01$

13 $\chi^2 = 1.43$; df = 6; N.S.

14 $\chi^2 = 8.18$; df = 6; N.S.

15 $\chi^2 = 13.83$; df = 6; N.S.

Table 4.13: Means and standard deviations for single-sex schools in which boys and girls at senior-infant level choose selected play activities

Play Activity	N	Boys M	SD	N	Girls M	SD	t	df	p
Sand	31	1.84	1.00	27	1.85	.91	-.05	56	N.S.
Toy cars	61	1.56	.85	25	2.72	1.21	-4.39	34.09	$p \leq .001$
Dolls	31	3.26	.97	51	1.53	.67	8.76	47.90	$p \leq .001$
Water	48	2.63	1.00	36	2.28	.70	1.87	81.66	N.S.
Imaginative play	73	1.88	.78	53	1.53	.67	2.62	124	$p \leq .01$
Dressing up	50	2.72	.86	38	2.16	.95	2.91	86	$p \leq .01$
Drawing pictures	75	1.09	.29	55	1.01	.14	1.96	110.33	N.S.
Lego	57	1.44	.73	37	1.46	.65	-.14	92	N.S.
Soft toys	53	2.66	.94	51	1.75	.77	5.44	99.53	$p \leq .001$
Jigsaws	75	1.27	.48	54	1.22	.46	.53	127	N.S.
Sticklebricks	53	1.58	.89	31	1.58	.96	.02	82	N.S.
Home corner	20	2.95	1.19	30	1.77	.97	3.90	48	$p \leq .001$
Colouring pictures	75	1.13	.34	55	1.09	.29	.74	128	N.S.
Teaset	28	3.07	1.05	41	1.63	.77	6.57	67	$p \leq .001$
Building blocks	74	1.27	.48	51	1.35	.59	-.86	123	N.S.

Scale: 1 = frequently; 4 = never

Table 4.14: Means and standard deviations for girls' schools with mixed infants and mixed schools in which boys and girls at senior-infant level choose selected play activities

Play Activity	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Sand	147	1.48	.67	1.58	.69	-2.66	146	$p \leq .01$
Toy cars	307	1.31	.56	2.76	.88	-25.89	306	$p \leq .001$
Dolls	298	3.26	.83	1.33	.59	34.46	297	$p \leq .001$
Water	189	2.05	.82	1.99	.84	1.41	188	N.S.
Imaginative play	336	1.84	.71	1.43	.60	11.35	335	$p \leq .001$
Dressing up	244	2.61	.91	1.78	.90	14.35	243	$p \leq .001$
Drawing pictures	346	1.19	.44	1.10	.32	3.79	345	$p \leq .001$
Lego	297	1.24	.47	1.65	.66	-12.24	296	$p \leq .001$
Soft toys	282	2.26	.84	1.50	.72	14.88	281	$p \leq .001$
Jigsaws	345	1.31	.54	1.26	.50	2.34	344	N.S.
Sticklebricks	218	1.32	.61	1.59	.75	-6.99	217	$p \leq .001$
Home corner	137	2.09	.10	1.26	.56	10.68	136	$p \leq .001$
Colouring pictures	348	1.24	.50	1.12	.37	5.29	347	$p \leq .001$
Teaset	243	2.79	1.05	1.43	.65	19.20	242	$p \leq .001$
Building blocks	332	1.23	.50	1.70	.73	-12.95	331	$p \leq .001$

Scale: 1= frequently; 4 = never

Table 4.15: Means and standard deviations for girls' schools with mixed infants in which boys and girls at senior-infant level choose selected play activities

Play Activity	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Sand	24	1.63	.65	1.66	.64	-.44	23	N.S.
Toy cars	66	1.36	.60	2.94	.86	-14.30	65	$p \leq .001$
Dolls	65	3.26	.76	1.28	.57	18.24	64	$p \leq .001$
Water	40	2.08	.89	2.00	.78	1.00	39	N.S.
Imaginative play	69	1.77	.75	1.32	.50	4.80	68	$p \leq .001$
Dressing up	54	2.74	.89	1.65	.81	8.22	53	$p \leq .001$
Drawing pictures	72	1.25	.52	1.11	.36	2.09	71	N.S.
Lego	67	1.15	.40	1.64	.64	-7.19	66	$p \leq .001$
Soft toys	63	2.30	.93	1.41	.66	7.28	62	$p \leq .001$
Jigsaws	73	1.23	.46	1.25	.47	-.28	72	N.S.
Sticklebricks	54	1.39	.74	1.81	.83	-4.95	53	$p \leq .001$
Home corner	34	2.09	.90	1.15	.36	6.20	33	$p \leq .001$
Colouring pictures	73	1.30	.55	1.10	1.30	3.73	72	$p \leq .001$
Teaset	58	2.97	1.03	1.33	.70	11.47	57	$p \leq .001$
Building blocks	72	1.19	.46	1.72	.74	-6.68	71	$p \leq .001$

Scale: 1 = frequently; 4 = never

**Table 4.16: Means and standard deviations for mixed schools
in which boys and girls at senior-infant level
choose selected play activities**

Play Activity	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Sand	123	1.45	.67	1.56	.70	-2.71	122	p ≤.01
Toy cars	241	1.30	.54	2.71	.88	-21.92	240	p ≤.001
Dolls	233	3.25	.86	1.34	.60	29.46	232	p ≤.001
Water	149	2.05	.81	1.99	.85	1.11	148	N.S.
Imaginative play	267	1.86	.70	1.46	.62	10.36	266	p ≤.001
Dressing up	190	2.57	.92	1.82	.92	11.97	189	p ≤.001
Drawing pictures	274	1.18	.42	1.10	.31	3.16	273	p ≤.01
Lego	230	1.26	.49	1.66	.66	-10.09	229	p ≤.001
Soft toys	219	2.24	.82	1.53	.73	13.03	218	p ≤.001
Jigsaws	272	1.33	.57	1.26	.51	2.81	271	p ≤.01
Sticklebricks	164	1.30	.57	1.51	.71	-5.17	163	p ≤.001
Home corner	103	2.10	1.03	1.30	.61	8.76	102	p ≤.001
Colouring pictures	275	1.22	.48	1.12	.38	3.96	274	p ≤.001
Teaset	185	2.74	1.06	1.46	.65	15.76	184	p ≤.001
Building blocks	260	1.24	.51	1.69	.72	-11.11	259	p ≤.001

Scale: 1 = frequently; 4 = never

Table 4.17: Numbers (and percentages) of schools providing selected extra-curricular activities for third-class pupils, by sex category of school

Activity	Sex Category of School				χ^2	df	p
	Boys N (%)	Girls and Girls/ Mixed Infants N (%)	Mixed N (%)	Total N (%)			
Basketball N=548	73 (51.8)	55 (37.4)	168 (64.6)	296 (54.0)	28.36	2	≤.001
Camogie N=531	2 (1.4)	12 (8.2)	51 (21.0)	65 (12.2)	34.95	2	≤.001
Computers N=540	44 (31.2)	52 (35.4)	75 (29.8)	171 (31.7)	1.37	2	N.S.
Cookery N=530	0 (0.0)	5 (3.4)	16 (6.6)	21 (4.0)	10.40	2	≤.01
Dance N=540	22 (15.6)	118 (80.3)	147 (58.3)	287 (53.1)	125.97	2	≤.001
Drama N=544	74 (52.5)	117 (79.6)	196 (76.6)	387 (71.1)	32.69	2	≤.001
Football N=549	130 (92.2)	9 (6.1)	248 (95.0)	387 (70.5)	400.24	2	≤.001
Hockey N=526	3 (2.1)	3 (2.0)	22 (9.2)	28 (5.3)	13.26	2	≤.001
Hurling N=536	87 (61.7)	2 (1.4)	112 (45.2)	201 (37.5)	123.37	2	≤.001
Knitting N=548	4 (2.8)	135 (91.8)	227 (87.3)	366 (66.8)	350.91	2	≤.001
Model-making N=536	43 (30.5)	69 (46.9)	162 (65.3)	274 (51.1)	45.05	2	≤.001
Music (instrument) N=538	70 (49.6)	90 (61.2)	148 (59.2)	308 (57.2)	4.67	2	N.S.

(table continues)

Sex Category of School

Activity	Girls and Girls/ Mixed Infants			Total N (%)	χ^2	df	p
	Boys N (%)	Mixed N (%)	Mixed N (%)				
Nature Study N=555	123 (87.2)	134 (91.2)	264 (98.9)	521 (93.9)	24.32	2	≤.001
Needlework N=543	3 (2.1)	112 (76.2)	223 (87.5)	338 (62.2)	297.95	2	≤.001
Painting N=556	119 (84.4)	134 (91.2)	263 (98.1)	516 (92.8)	26.93	2	≤.001
P.E. N=551	126 (89.4)	133 (90.5)	246 (93.5)	505 (91.7)	2.45	2	N.S.
Rugby N=523	11 (7.8)	0 (0.0)	14 (6.0)	25 (4.8)	10.92	2	≤.01
Science N=530	41 (29.1)	39 (26.5)	103 (42.6)	183 (34.5)	12.92	2	≤.001
Sex Education N=531	5 (3.5)	7 (4.8)	26 (10.7)	38 (7.2)	8.63	2	≤.01
Singing (N=557)	123 (87.2)	132 (89.8)	267 (99.3)	522 (93.7)	27.92	2	≤.001
Soccer N=536	105 (74.5)	3 (2.0)	173 (69.8)	281 (52.4)	206.96	2	≤.001
Tennis N=532	10 (7.1)	14 (9.5)	39 (16.0)	63 (11.8)	7.81	2	N.S.

Table 4.18: Numbers (and percentages) of schools providing selected extra-curricular activities for sixth-class pupils, by sex category of school

Activity	Sex Category of School				χ^2	df	p
	Boys N (%)	Girls and Girls/ Mixed Infants N (%)	Mixed N (%)	Total N (%)			
Basketball N=569	90 (61.2)	113 (75.3)	196 (72.1)	399 (70.1)	7.99	2	N.S.
Camogie N=550	1 (.7)	16 (10.7)	68 (26.9)	85 (15.5)	52.45	2	≤.001
Computers N=553	70 (47.6)	74 (49.3)	98 (38.3)	242 (43.8)	5.91	2	N.S.
Cookery N=543	2 (1.4)	39 (26.0)	26 (10.5)	67 (12.3)	43.19	2	≤.01
Dance N=559	12 (8.2)	117 (78.0)	145 (55.3)	274 (49.0)	152.79	2	≤.001
Drama N=560	60 (40.8)	122 (81.3)	212 (80.6)	394 (70.4)	83.43	2	≤.001
Football N=567	141 (95.9)	16 (10.7)	260 (96.3)	417 (73.5)	414.46	2	≤.001
Hockey N=539	11 (7.5)	14 (9.3)	19 (7.9)	44 (8.2)	.40	2	N.S.
Hurling N=553	98 (66.7)	1 (.7)	128 (50.0)	227 (41.0)	149.43	2	≤.001
Knitting N=563	3 (2.0)	135 (90.0)	230 (86.5)	368 (65.4)	352.89	2	≤.001
Model-making N=548	44 (29.9)	56 (37.3)	154 (61.4)	254 (46.4)	43.56	2	≤.001
Music (instrument) N=556	69 (46.9)	103 (68.7)	160 (61.8)	332 (59.7)	15.43	2	≤.001

(table continues)

Sex Category of School

Activity	Girls and Girls/ Mixed Infants			Total N (%)	χ^2	df	p
	Boys N (%)	Mixed N (%)	Infants N (%)				
Nature Study N=564	122 (83.0)	140 (93.3)	260 (97.4)	522 (92.6)	28.64	2	≤.001
Needlework N=558	3 (2.0)	135 (90.0)	222 (85.1)	360 (64.5)	341.29	2	≤.001
Painting N=566	113 (76.9)	145 (96.7)	261 (97.0)	519 (91.7)	57.34	2	≤.001
P.E. N=567	129 (87.8)	140 (93.3)	252 (93.3)	521 (91.9)	4.55	2	N.S.
Rugby N=539	13 (8.8)	1 (.7)	11 (4.5)	25 (4.6)	11.23	2	≤.01
Science N=552	54 (36.7)	59 (39.3)	128 (50.2)	241 (43.7)	8.44	2	≤.001
Sex Education N=551	37 (25.2)	85 (56.7)	86 (33.9)	208 (37.7)	34.38	2	≤.01
Singing (N=569	132 (89.8)	146 (97.3)	269 (98.9)	547 (96.1)	22.05	2	≤.001
Soccer N=556	114 (77.6)	7 (4.7)	186 (71.8)	307 (55.2)	213.51	2	≤.001
Tennis N=548	16 (10.9)	28 (18.7)	51 (20.3)	95 (17.3)	6.01	2	N.S.

Table 4.19: Numbers (and percentages) of mixed schools in which boys and girls, boys only, and girls only participate in selected extra-curricular activities at third-class level

Activity	Participation						Total N
	Boys and Girls N	(%)	Boys Only N	(%)	Girls Only N	(%)	
Basketball	154	(91.7)	1	(0.6)	13	(7.7)	168
Camogie	8	(15.7)	1	(2.0)	42	(82.4)	51
Computers	75	(100.0)	0	(0.0)	0	(0.0)	75
Cookery	14	(87.5)	1	(6.3)	1	(6.3)	16
Dance	126	(85.7)	0	(0.0)	21	(14.3)	147
Drama	194	(99.5)	0	(0.0)	1	(0.5)	195
Football	158	(64.0)	89	(36.0)	0	(0.0)	247
Hockey	16	(72.7)	1	(4.6)	5	(22.8)	22
Hurling	44	(39.6)	66	(59.5)	1	(0.9)	111
Knitting	106	(46.7)	0	(0.0)	121	(53.3)	227
Model-making	156	(96.3)	6	(3.7)	0	(0.0)	162
Music	142	(96.0)	0	(0.0)	6	(4.1)	148
Nature Study	264	(100.0)	0	(0.0)	0	(0.0)	264
Needlework	94	(42.2)	0	(0.0)	129	(57.9)	223
Painting	262	(99.6)	1	(0.4)	0	(0.0)	263
P.E.	246	(100.0)	0	(0.0)	0	(0.0)	246
Rugby	8	(57.1)	6	(42.9)	0	(0.0)	14
Science	102	(99.0)	1	(0.1)	0	(0.0)	103
Sex Education	26	(100.0)	0	(0.0)	0	(0.0)	26
Singing	267	(100.0)	0	(0.0)	0	(0.0)	267
Soccer	117	(67.6)	56	(32.4)	0	(0.0)	173
Tennis	37	(94.9)	0	(0.0)	2	(5.13)	39

Table 4.20: Numbers (and percentages) of mixed schools in which boys and girls, boys only, and girls only participate in selected extra-curricular activities at sixth-class level

Activity	Participation						Total N
	Boys and Girls N	(%)	Boys Only N	(%)	Girls Only N	(%)	
Basketball	180	(91.8)	0	(0.0)	16	(8.2)	196
Camogie	8	(11.8)	0	(0.0)	60	(88.2)	68
Computers	98	(100.0)	0	(0.0)	0	(0.0)	98
Cookery	20	(76.9)	1	(3.9)	5	(19.2)	26
Dance	119	(82.1)	0	(0.0)	26	(17.9)	145
Drama	210	(99.1)	0	(0.0)	2	(0.9)	212
Football	194	(74.6)	65	(25.0)	1	(0.4)	260
Hockey	13	(68.4)	0	(0.0)	6	(31.6)	19
Hurling	63	(49.2)	62	(48.4)	3	(2.3)	128
Knitting	93	(40.4)	1	(0.4)	136	(59.1)	230
Model-making	146	(94.8)	5	(3.3)	3	(2.0)	154
Music	157	(98.1)	0	(0.0)	3	(1.9)	160
Nature Study	260	(100.0)	0	(0.0)	0	(0.0)	260
Needlework	74	(33.3)	0	(0.0)	148	(66.7)	222
Painting	261	(100.0)	0	(0.0)	0	(0.0)	261
P.E.	252	(100.0)	0	(0.0)	0	(0.0)	252
Rugby	6	(54.6)	0	(0.0)	5	(45.5)	11
Science	128	(100.0)	0	(0.0)	0	(0.0)	128
Sex Education	85	(98.8)	0	(0.0)	1	(1.2)	86
Singing	267	(99.3)	0	(0.0)	2	(0.7)	269
Soccer	142	(76.3)	3	(1.6)	41	(22.0)	186
Tennis	50	(98.0)	0	(0.0)	1	(2.0)	51

Table 4.21: Numbers (and percentages) of schools with computer facilities for pupils, by sex category of school

Sex Category of School	Schools with Computer Facilities		Total N
	N	(%)	
Boys	82	(52.2)	157
Girls	36	(48.6)	74
Girls/Mixed Infants	50	(61.7)	81
Mixed	104	(35.6)	292
Total	272	(45.0)	604

$$\chi^2 = 23.26; df = 3; p \leq .001$$

Table 4.22: Numbers (and percentages) of schools with computer facilities, by gender of principal

Gender of Principal	Schools with Computer Facilities		Total N
	N	(%)	
Male	146	(46.5)	314
Female	124	(46.1)	269
Total	270	(46.3)	583

$\chi^2 = 1.77$; df = 1; N.S.

**Table 4.23: Numbers (and percentages) of schools with computer facilities,
by number of workstations and sex category of school**

Number of Workstations	Sex Category of School				Total
	Boys	Girls	Girls/Mixed Infants	Mixed	
	N (%)	N (%)	N (%)	N (%)	N (%)
1	30 (39.0)	15 (46.9)	16 (35.6)	65 (67.0)	126 (50.2)
2	13 (16.9)	7 (21.9)	10 (22.2)	18 (18.6)	48 (19.1)
3 to 6	25 (32.5)	8 (25.0)	13 (28.9)	11 (11.3)	57 (22.7)
7 to 25	9 (11.7)	2 (6.3)	6 (13.3)	3 (3.1)	20 (8.0)
Total	77	32	45	97	251

$$\chi^2 = 25.52; df = 9; p \leq 0.01$$

Table 5.1: Numbers (and percentages) of schools in which boys at senior-infant level perform selected classroom tasks, by sex category of school

Classroom Task	Sex Category of School			
	Boys	Girls/Mixed	Mixed	Total
	N (%)	Infants N (%)	N (%)	N (%)
1. Empty the bin				
frequently	22 (29.7)	38 (51.4)	92 (32.9)	152 (35.5)
sometimes	5 (6.8)	19 (25.7)	43 (15.4)	67 (15.7)
rarely	5 (6.8)	1 (1.4)	16 (5.7)	22 (5.1)
never	13 (17.6)	3 (4.1)	18 (6.4)	34 (7.9)
does not arise	29 (38.2)	13 (17.6)	111 (39.6)	153 (35.7)
Total	74	74	280	428
2. Clean the blackboard				
frequently	29 (38.7)	32 (43.2)	126 (45.0)	187 (43.6)
sometimes	18 (24.0)	22 (29.7)	91 (32.5)	131 (30.5)
rarely	13 (17.3)	7 (9.5)	21 (7.5)	41 (9.6)
never	11 (14.7)	3 (4.1)	16 (5.7)	30 (7.0)
does not arise	4 (5.3)	10 (13.5)	26 (9.3)	40 (9.3)
Total	75	74	280	429

(table continues)

Sex Category of School				
Classroom Task	Boys N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
3. Tidy up the classroom				
frequently	56 (74.7)	50 (67.6)	197 (70.4)	303 (70.6)
sometimes	15 (20.0)	19 (25.7)	71 (25.4)	105 (24.5)
rarely	4 (5.3)	5 (6.8)	8 (2.9)	17 (4.0)
never	0 (0.0)	0 (0.0)	2 (0.7)	2 (0.5)
does not arise	0 (0.0)	0 (0.0)	2 (0.7)	2 (0.5)
Total	75	74	280	429
4. Carry chairs/ tables				
frequently	16 (21.9)	34 (45.9)	114 (40.9)	164 (38.5)
sometimes	21 (28.8)	24 (32.4)	81 (29.0)	126 (29.6)
rarely	12 (16.4)	9 (12.2)	34 (12.2)	55 (12.9)
never	7 (9.6)	1 (1.4)	9 (3.2)	17 (4.0)
does not arise	17 (23.3)	6 (8.1)	41 (14.7)	64 (15.0)
Total	73	74	279	426

(table continues)

Sex Category of School

Classroom Task	Boys N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
5. Water plants/ flowers				
frequently	18 (24.0)	19 (25.7)	74 (26.5)	111 (25.9)
sometimes	26 (34.7)	22 (29.7)	111 (39.8)	159 (37.1)
rarely	10 (13.3)	14 (18.9)	33 (11.8)	57 (13.3)
never	6 (8.0)	4 (5.4)	22 (7.9)	32 (7.5)
does not arise	15 (20.0)	15 (20.3)	39 (14.0)	69 (16.1)
Total	75	74	279	428
6. Look after classroom pets				
frequently	3 (4.1)	2 (2.7)	7 (2.5)	12 (2.8)
sometimes	1 (1.4)	1 (1.4)	8 (2.9)	10 (2.4)
rarely	3 (4.1)	0 (0.0)	1 (0.4)	4 (0.9)
never	4 (5.4)	1 (1.4)	8 (2.9)	13 (3.1)
does not arise	63 (85.1)	69 (94.5)	253 (91.3)	385 (90.8)
Total	74	73	277	424

(table continues)

Sex Category of School

Classroom Task	Boys N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
7. Mind children in junior classes				
frequently	0 (0.0)	1 (1.4)	14 (5.0)	15 (3.5)
sometimes	11 (14.9)	2 (2.8)	60 (21.5)	73 (17.2)
rarely	4 (5.4)	4 (5.6)	29 (10.4)	37 (8.7)
never	15 (20.3)	10 (13.9)	29 (10.4)	54 (12.7)
does not arise	44 (59.5)	55 (76.4)	147 (52.7)	246 (57.6)
Total	74	72	279	425
8. Take messages to other parts of the school				
frequently	31 (41.3)	41 (55.4)	123 (44.1)	195 (45.6)
sometimes	34 (45.3)	30 (40.5)	113 (40.5)	177 (41.4)
rarely	7 (9.3)	1 (1.4)	20 (7.2)	28 (6.5)
never	0 (0.0)	0 (0.0)	5 (1.8)	5 (1.2)
does not arise	3 (4.0)	2 (2.7)	18 (6.5)	23 (5.4)
Total	75	74	279	428

(table continues)

Sex Category of School

Classroom Task	Boys N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
9. Pick up litter in the school yard				
frequently	23 (30.7)	33 (45.2)	96 (34.4)	152 (35.6)
sometimes	33 (44.0)	24 (32.9)	111 (39.8)	168 (39.3)
rarely	10 (13.3)	3 (4.1)	29 (10.4)	42 (9.8)
never	5 (6.7)	0 (0.0)	7 (2.5)	12 (2.8)
does not arise	4 (5.3)	13 (17.8)	36 (12.9)	53 (12.4)
Total	75	73	279	427

1 $\chi^2 = 36.73$; df = 8; $p \leq .001$

2 $\chi^2 = 18.51$; df = 8; N.S.

3 $\chi^2 = 5.83$; df = 8; N.S.

4 $\chi^2 = 20.91$; df = 8; $p \leq .01$

5 $\chi^2 = 6.90$; df = 8; N.S.

6 $\chi^2 = 13.12$; df = 8; N.S.

7 $\chi^2 = 30.10$; df = 8; $p \leq .001$

8 $\chi^2 = 10.98$; df = 8; N.S.

9 $\chi^2 = 18.08$; df = 8; N.S.

Table 5.2: Numbers (and percentages) of schools in which girls at senior-infant level perform selected classroom tasks, by sex category of school

Classroom Task	Sex Category of School			Total N (%)
	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	
1. Empty the bin				
frequently	24 (43.6)	37 (49.3)	67 (24.4)	128 (31.6)
sometimes	11 (20.0)	20 (26.7)	52 (18.9)	83 (20.5)
rarely	1 (1.8)	2 (2.7)	15 (5.5)	18 (4.4)
never	8 (14.5)	2 (2.7)	30 (10.9)	40 (9.9)
does not arise	11 (20.0)	14 (18.7)	111 (40.4)	136 (33.6)
Total	55	75	275	405
2. Clean the blackboard				
frequently	24 (43.6)	36 (48.0)	134 (48.0)	194 (47.4)
sometimes	15 (27.3)	23 (30.7)	90 (32.3)	128 (31.3)
rarely	6 (10.9)	3 (4.0)	14 (5.0)	23 (5.6)
never	8 (14.5)	3 (4.0)	13 (4.7)	24 (5.9)
does not arise	2 (3.6)	10 (13.3)	28 (10.0)	40 (9.8)
Total	55	75	279	409

(table continues)

Sex Category of School

Classroom Task	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
3. Tidy up the classroom				
frequently	47 (85.5)	61 (81.3)	213 (76.1)	321 (78.3)
sometimes	6 (10.9)	12 (16.0)	61 (21.8)	79 (19.3)
rarely	2 (3.6)	2 (2.7)	3 (1.1)	7 (1.7)
never	0 (0.0)	0 (0.0)	0 (0.4)	1 (0.2)
does not arise	0 (0.0)	0 (0.0)	2 (0.7)	2 (0.5)
Total	55	75	280	410
4. Carry chairs/ tables				
frequently	11 (20.0)	23 (30.7)	72 (25.8)	106 (25.9)
sometimes	18 (32.7)	27 (36.0)	93 (33.3)	138 (33.7)
rarely	11 (20.0)	17 (22.7)	47 (16.8)	75 (18.3)
never	8 (14.8)	2 (2.7)	22 (7.9)	32 (7.8)
does not arise	7 (12.7)	6 (8.0)	45 (16.1)	58 (14.2)
Total	55	75	279	409

(table continues)

Sex Category of School

Classroom Task	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
5. Water plants/ flowers				
frequently	17 (31.5)	19 (25.7)	86 (30.9)	122 (30.0)
sometimes	22 (40.7)	26 (35.1)	117 (42.1)	165 (40.6)
rarely	5 (9.3)	11 (14.9)	18 (6.5)	34 (8.4)
never	5 (9.3)	3 (4.1)	16 (5.8)	24 (5.9)
does not arise	5 (9.3)	15 (20.3)	41 (14.7)	61 (51.0)
Total	54	74	278	406
6. Look after classroom pets				
frequently	1 (1.9)	2 (2.7)	8 (2.9)	11 (2.7)
sometimes	1 (1.9)	1 (1.4)	6 (2.2)	8 (2.0)
rarely	1 (1.9)	0 (0.0)	2 (0.7)	3 (0.7)
never	3 (5.6)	2 (2.7)	8 (2.9)	13 (3.2)
does not arise	48 (88.9)	69 (93.2)	251 (91.3)	368 (91.3)
Total	54	74	275	403

(table continues)

Sex Category of School

Classroom Task	Girls/Mixed		Mixed N (%)	Total N (%)
	Girls N (%)	Infants N (%)		
7. Mind children in junior classes				
frequently	2 (3.6)	2 (2.7)	26 (9.4)	30 (7.4)
sometimes	4 (7.3)	3 (4.1)	61 (21.9)	68 (16.7)
rarely	10 (18.2)	2 (2.7)	18 (6.5)	30 (7.4)
never	13 (23.6)	9 (12.2)	27 (9.7)	49 (12.0)
does not arise	26 (47.3)	58 (78.4)	146 (52.5)	230 (56.5)
Total	55	74	278	407
8. Take messages to other parts of the school				
frequently	27 (50.0)	48 (64.0)	128 (46.2)	203 (50.0)
sometimes	20 (37.0)	25 (33.3)	106 (38.3)	151 (37.2)
rarely	6 (11.1)	0 (0.0)	19 (6.9)	25 (6.2)
never	1 (1.9)	0 (0.0)	6 (2.2)	7 (1.7)
does not arise	0 (0.0)	2 (2.7)	18 (6.5)	20 (4.9)
Total	54	75	277	406

(table continues)

Sex Category of School

Classroom Task	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
9. Pick up litter in the school yard				
frequently	28 (50.9)	33 (44.6)	88 (31.5)	149 (36.5)
sometimes	16 (29.1)	25 (33.8)	108 (38.7)	149 (36.5)
rarely	7 (12.7)	2 (2.7)	36 (12.9)	45 (11.0)
never	3 (5.5)	0 (0.0)	10 (3.6)	13 (3.2)
does not arise	1 (1.8)	14 (18.9)	37 (13.3)	52 (12.7)
Total	55	74	279	408

1 $\chi^2 = 35.1$; df = 8; $p \leq .001$

2 $\chi^2 = 15.14$; df = 8; N.S.

3 $\chi^2 = 7.62$; df = 8; N.S.

4 $\chi^2 = 11.31$; df = 8; N.S.

5 $\chi^2 = 10.28$; df = 8; N.S.

6 $\chi^2 = 2.96$; df = 8; N.S.

7 $\chi^2 = 45.77$; df = 8; $p \leq .001$

8 $\chi^2 = 17.55$; df = 8; N.S.

9 $\chi^2 = 24.17$; df = 8; $p \leq .01$

Table 5.3: Numbers (and percentages) of schools in which boys at third-class level perform selected classroom tasks, by sex category of school

Classroom Task	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
1. Empty the bin			
frequently	54 (38.3)	152 (55.7)	206 (49.8)
sometimes	29 (20.6)	45 (16.5)	74 (17.9)
rarely	11 (7.8)	12 (4.4)	23 (5.6)
never	7 (5.0)	11 (4.0)	18 (4.3)
does not arise	40 (28.4)	53 (19.4)	93 (22.5)
Total	141	273	414
2. Clean the blackboard			
frequently	75 (53.2)	153 (56.0)	228 (55.1)
sometimes	42 (29.8)	87 (31.9)	129 (31.2)
rarely	15 (10.6)	14 (5.1)	29 (7.0)
never	9 (6.4)	11 (4.0)	20 (4.8)
does not arise	0 (0.0)	8 (2.9)	8 (1.9)
Total	141	273	414

(table continues)

Classroom Task	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
3. Tidy up the classroom			
frequently	83 (59.7)	154 (56.4)	237 (57.5)
sometimes	45 (32.4)	93 (34.1)	138 (33.5)
rarely	10 (7.2)	20 (7.3)	30 (7.3)
never	0 (0.0)	3 (1.1)	3 (0.7)
does not arise	1 (0.7)	3 (1.1)	4 (1.0)
Total	139	273	412
4. Carry chairs/tables			
frequently	30 (21.3)	131 (48.2)	161 (39.0)
sometimes	46 (32.6)	95 (34.9)	141 (34.1)
rarely	40 (28.4)	24 (8.8)	64 (15.5)
never	5 (3.5)	8 (2.9)	13 (3.1)
does not arise	20 (14.2)	14 (5.1)	34 (8.2)
Total	141	272	413

(table continues)

Classroom Task	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
5. Water plants/flowers			
frequently	48 (34.0)	78 (28.9)	126 (30.7)
sometimes	34 (24.1)	98 (36.3)	132 (32.1)
rarely	24 (17.0)	39 (14.4)	63 (15.3)
never	10 (7.1)	24 (8.9)	34 (8.3)
does not arise	25 (17.7)	31 (11.5)	56 (13.6)
Total	141	270	411
6. Look after classroom pets			
frequently	5 (3.6)	13 (4.9)	18 (4.5)
sometimes	4 (2.9)	7 (2.6)	11 (2.7)
rarely	3 (2.2)	3 (1.1)	6 (1.5)
never	14 (10.2)	13 (4.9)	27 (6.7)
does not arise	111 (81.0)	231 (86.5)	342 (84.7)
Total	137	267	404

(table continues)

Classroom Task	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
7. Mind children in junior classes			
frequently	1 (0.7)	15 (5.6)	16 (3.9)
sometimes	9 (6.5)	40 (14.9)	49 (12.0)
rarely	15 (10.8)	36 (13.4)	51 (12.5)
never	26 (18.7)	54 (20.1)	80 (19.6)
does not arise	88 (63.3)	124 (46.1)	212 (52.0)
Total	139	269	408
8. Take messages to other parts of the school			
frequently	48 (34.0)	104 (38.4)	152 (36.9)
sometimes	71 (50.4)	132 (48.7)	203 (49.3)
rarely	19 (13.5)	21 (7.7)	40 (9.7)
never	0 (0.0)	2 (0.7)	2 (0.5)
does not arise	3 (2.1)	12 (4.4)	15 (3.6)
Total	141	271	412

(table continues)

Classroom Task	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
9. Pick up litter in the school yard			
frequently	41 (29.1)	125 (45.8)	166 (40.1)
sometimes	74 (52.5)	105 (38.5)	179 (43.2)
rarely	17 (12.1)	18 (6.6)	35 (8.5)
never	3 (2.1)	5 (1.8)	8 (1.9)
does not arise	6 (4.3)	20 (7.3)	26 (6.3)
Total	141	273	414

1 $\chi^2 = 11.96$; df = 4; N.S.

2 $\chi^2 = 9.49$; df = 4; N.S.

3 $\chi^2 = 1.92$; df = 4; N.S.

4 $\chi^2 = 49.58$; df = 4; $p \leq .001$

5 $\chi^2 = 8.50$; df = 8; N.S.

6 $\chi^2 = 5.23$; df = 4; N.S.

7 $\chi^2 = 16.70$; df = 4; $p \leq .01$

8 $\chi^2 = 6.04$; df = 4; N.S.

9 $\chi^2 = 15.42$; df = 4; $p \leq .01$

Table 5.4: Numbers (and percentages) of schools in which girls at third-class level perform selected classroom tasks, by sex category of school

Classroom Task	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
1. Empty the bin			
frequently	47 (69.1)	87 (31.9)	134 (39.3)
sometimes	6 (8.8)	64 (23.4)	70 (20.5)
rarely	1 (1.5)	34 (12.5)	35 (10.3)
never	1 (1.5)	37 (13.6)	38 (11.1)
does not arise	13 (19.1)	15 (18.7)	64 (18.8)
Total	68	273	341
2. Clean the blackboard			
frequently	58 (85.3)	138 (50.7)	196 (57.6)
sometimes	5 (7.4)	97 (35.7)	102 (30.0)
rarely	3 (4.4)	18 (6.6)	21 (6.2)
never	2 (2.9)	11 (4.0)	13 (3.8)
does not arise	0 (0.0)	8 (2.9)	8 (2.4)
Total	68	272	340

(table continues)

Classroom Task	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
3. Tidy up the classroom			
frequently	54 (79.4)	177 (65.1)	231 (67.9)
sometimes	13 (19.1)	82 (30.1)	95 (27.9)
rarely	1 (1.5)	10 (3.7)	11 (3.2)
never	0 (0.0)	1 (0.4)	1 (0.3)
does not arise	0 (0.0)	2 (0.7)	2 (0.6)
Total	68	272	340
4. Carry chairs/tables			
frequently	16 (23.5)	66 (24.4)	82 (24.2)
sometimes	17 (25.0)	94 (34.7)	111 (32.7)
rarely	21 (30.9)	63 (23.2)	84 (24.8)
never	5 (7.4)	32 (11.8)	37 (10.9)
does not arise	9 (13.2)	16 (5.9)	25 (7.4)
Total	68	271	339

(table continues)

Classroom Task	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
5. Water plants/flowers			
frequently	38 (55.9)	114 (42.2)	152 (45.0)
sometimes	27 (39.7)	110 (37.0)	127 (37.6)
rarely	2 (2.9)	12 (4.4)	14 (4.1)
never	0 (0.0)	12 (4.4)	12 (3.6)
does not arise	1 (1.5)	32 (11.9)	33 (9.8)
Total	68	270	338
6. Look after classroom pets			
frequently	6 (9.0)	11 (4.1)	17 (5.1)
sometimes	2 (3.0)	10 (3.8)	12 (3.6)
rarely	1 (1.5)	1 (0.4)	2 (0.6)
never	10 (14.9)	11 (4.1)	21 (6.3)
does not arise	48 (71.6)	233 (87.6)	281 (84.4)
Total	67	266	333

(table continues)

Classroom Task	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
7. Mind children in junior classes			
frequently	1 (1.5)	34 (12.5)	35 (10.3)
sometimes	3 (4.5)	62 (22.8)	65 (19.2)
rarely	4 (6.0)	13 (4.8)	17 (5.0)
never	22 (32.8)	40 (14.7)	62 (18.3)
does not arise	37 (55.2)	123 (45.2)	160 (47.2)
Total	67	272	339
8. Take messages to other parts of the school			
frequently	28 (41.8)	114 (42.2)	142 (42.1)
sometimes	34 (50.7)	127 (47.8)	161 (47.8)
rarely	4 (6.0)	16 (5.9)	20 (5.9)
never	0 (0.0)	2 (0.7)	2 (0.6)
does not arise	1 (1.5)	11 (4.1)	12 (3.6)
Total	67	270	337

(table continues)

Classroom Task	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
9. Pick up litter in the school yard			
frequently	36 (52.9)	100 (36.9)	136 (40.1)
sometimes	17 (25.0)	112 (41.3)	129 (38.1)
rarely	7 (10.3)	28 (10.3)	35 (10.3)
never	2 (2.9)	10 (3.7)	12 (3.5)
does not arise	6 (8.8)	21 (7.7)	27 (8.0)
Total	68	271	339

1 $\chi^2 = 38.43$; df = 4; $p \leq .001$

2 $\chi^2 = 28.40$; df = 4; $p \leq .001$

3 $\chi^2 = 5.58$; df = 4; N.S.

4 $\chi^2 = 7.80$; df = 4; N.S.

5 $\chi^2 = 11.67$; df = 4; N.S.

6 $\chi^2 = 15.13$; df = 4; $p \leq .01$

7 $\chi^2 = 26.67$; df = 4; $p \leq .001$

8 $\chi^2 = 1.66$; df = 4; N.S.

9 $\chi^2 = 7.46$; df = 4; N.S.

Table 5.5: Numbers (and percentages) of schools in which boys at sixth-class level perform selected classroom tasks, by sex category of school

Classroom Task	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
1. Empty the bin			
frequently	69 (46.9)	176 (64.9)	245 (58.6)
sometimes	31 (21.1)	44 (16.2)	75 (17.9)
rarely	14 (9.5)	9 (3.3)	23 (5.5)
never	9 (6.1)	5 (1.8)	14 (3.3)
does not arise	24 (16.3)	37 (13.7)	61 (14.6)
Total	147	271	418
2. Clean the blackboard			
frequently	69 (46.9)	136 (50.4)	205 (49.2)
sometimes	40 (27.2)	91 (33.7)	131 (31.4)
rarely	25 (17.0)	27 (10.0)	52 (12.5)
never	9 (6.1)	9 (3.3)	18 (4.3)
does not arise	4 (2.7)	7 (2.6)	11 (2.6)
Total	147	270	417

(table continues)

Classroom Task	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
3. Tidy up the classroom			
frequently	74 (50.3)	134 (49.6)	208 (49.8)
sometimes	51 (34.7)	111 (41.1)	162 (38.8)
rarely	14 (9.5)	17 (6.3)	31 (7.4)
never	4 (2.7)	4 (1.5)	8 (1.9)
does not arise	4 (2.7)	4 (1.5)	8 (1.9)
Total	147	270	417
4. Carry chairs/tables			
frequently	46 (31.3)	151 (55.9)	197 (47.2)
sometimes	48 (32.7)	104 (38.5)	152 (36.5)
rarely	38 (25.9)	7 (2.6)	45 (10.8)
never	3 (2.0)	0 (0.0)	3 (0.7)
does not arise	12 (8.2)	8 (3.0)	20 (4.8)
Total	147	270	417

(table continues)

Classroom Task	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
5. Water plants/flowers			
frequently	23 (15.6)	53 (19.7)	76 (18.3)
sometimes	33 (22.4)	98 (36.4)	131 (31.5)
rarely	21 (14.3)	35 (13.0)	56 (13.5)
never	15 (10.2)	22 (8.2)	37 (8.9)
does not arise	55 (37.4)	61 (22.7)	116 (27.9)
Total	147	269	416
6. Look after classroom pets			
frequently	5 (3.4)	8 (3.1)	13 (3.2)
sometimes	2 (1.4)	7 (2.7)	9 (2.2)
rarely	2 (1.4)	4 (1.5)	6 (1.5)
never	20 (13.8)	12 (4.6)	32 (7.9)
does not arise	116 (80.0)	230 (88.1)	346 (85.2)
Total	145	261	406

(table continues)

Classroom Task	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
7. Mind children in junior classes			
frequently	13 (9.0)	33 (12.2)	46 (11.1)
sometimes	36 (25.0)	93 (34.4)	129 (31.2)
rarely	35 (24.3)	68 (25.2)	103 (24.9)
never	22 (15.3)	47 (17.4)	69 (16.7)
does not arise	38 (26.4)	29 (10.7)	67 (16.2)
Total	144	270	414
8. Take messages to other parts of the school			
frequently	65 (44.2)	106 (39.3)	171 (41.0)
sometimes	67 (45.6)	140 (51.9)	207 (49.6)
rarely	12 (8.2)	11 (4.1)	23 (5.5)
never	1 (0.7)	2 (0.7)	3 (0.7)
does not arise	2 (1.4)	11 (4.1)	13 (3.1)
Total	147	270	417

(table continues)

Classroom Task	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
9. Pick up litter in the school yard			
frequently	60 (40.8)	150 (55.8)	210 (50.5)
sometimes	53 (36.1)	94 (34.9)	147 (35.3)
rarely	23 (15.6)	15 (5.6)	38 (9.1)
never	7 (4.8)	1 (0.4)	8 (1.9)
does not arise	4 (2.7)	9 (3.3)	13 (3.1)
Total	147	269	416

1 $\chi^2 = 18.86$; df = 4; $p \leq .001$

2 $\chi^2 = 6.97$; df = 4; N.S.

3 $\chi^2 = 3.88$; df = 4; N.S.

4 $\chi^2 = 71.71$; df = 4; $p \leq .001$

5 $\chi^2 = 14.72$; df = 4; $p \leq .01$

6 $\chi^2 = 11.49$; df = 4; N.S.

7 $\chi^2 = 18.05$; df = 4; $p \leq .001$

8 $\chi^2 = 6.46$; df = 4; N.S.

9 $\chi^2 = 24.44$; df = 4; $p \leq .001$

Table 5.6: Numbers (and percentages) of schools in which girls at sixth-class level perform selected classroom tasks, by sex category of school

Classroom Task	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
1. Empty the bin			
frequently	50 (70.4)	74 (27.4)	124 (36.4)
sometimes	9 (12.7)	71 (26.3)	80 (23.5)
rarely	3 (4.2)	41 (15.2)	44 (12.9)
never	1 (1.4)	46 (17.0)	47 (13.8)
does not arise	8 (11.3)	38 (14.1)	46 (13.5)
Total	71	270	341
2. Clean the blackboard			
frequently	63 (88.7)	125 (46.1)	188 (55.0)
sometimes	3 (4.2)	95 (35.1)	98 (28.7)
rarely	4 (5.6)	30 (11.1)	34 (9.9)
never	1 (1.4)	12 (4.4)	13 (3.8)
does not arise	0 (0.0)	9 (3.3)	9 (2.6)
Total	71	271	342

(table continues)

Classroom Task	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
3. Tidy up the classroom			
frequently	54 (76.1)	164 (60.5)	218 (63.7)
sometimes	13 (18.3)	96 (35.4)	109 (31.9)
rarely	3 (4.2)	4 (1.5)	7 (2.0)
never	0 (0.0)	1 (0.4)	1 (0.3)
does not arise	1 (1.4)	6 (2.2)	7 (2.0)
Total	71	271	342
4. Carry chairs/tables			
frequently	25 (35.2)	64 (23.6)	89 (26.0)
sometimes	21 (29.6)	111 (41.0)	132 (38.6)
rarely	15 (21.1)	53 (19.9)	68 (19.9)
never	2 (2.8)	31 (11.4)	33 (9.6)
does not arise	8 (11.3)	12 (4.4)	20 (5.8)
Total	71	271	342

(table continues)

Classroom Task	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
5. Water plants/flowers			
frequently	43 (61.4)	75 (27.9)	118 (34.8)
sometimes	16 (22.9)	105 (39.0)	121 (35.7)
rarely	5 (7.1)	22 (8.2)	27 (8.0)
never	2 (2.9)	5 (1.9)	7 (2.1)
does not arise	4 (5.7)	62 (23.0)	66 (19.5)
Total	70	269	339
6. Look after classroom pets			
frequently	3 (4.4)	8 (3.1)	11 (3.3)
sometimes	0 (0.0)	10 (3.8)	10 (3.0)
rarely	0 (0.0)	2 (0.8)	2 (0.6)
never	7 (10.3)	11 (4.2)	18 (5.5)
does not arise	58 (85.3)	231 (88.2)	289 (87.6)
Total	68	262	330

(table continues)

Classroom Task	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
7. Mind children in junior classes			
frequently	27 (38.0)	82 (30.5)	109 (32.1)
sometimes	18 (25.4)	122 (45.4)	140 (41.2)
rarely	10 (14.1)	30 (11.2)	40 (11.8)
never	5 (7.0)	9 (3.3)	14 (4.1)
does not arise	11 (15.5)	26 (9.7)	37 (10.9)
Total	71	269	340
8. Take messages to other parts of the school			
frequently	42 (59.2)	111 (41.0)	153 (44.7)
sometimes	23 (32.4)	139 (51.3)	162 (47.4)
rarely	5 (7.0)	9 (3.3)	14 (4.1)
never	0 (0.0)	1 (0.4)	1 (0.3)
does not arise	1 (1.4)	11 (4.1)	12 (3.5)
Total	71	271	342

(table continues)

Classroom Task	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
9. Pick up litter in the school yard			
frequently	35 (49.3)	116 (43.0)	151 (44.3)
sometimes	24 (33.9)	106 (39.3)	130 (38.1)
rarely	8 (11.3)	32 (11.9)	40 (11.7)
never	2 (2.8)	7 (2.6)	9 (2.6)
does not arise	2 (2.8)	9 (3.3)	11 (3.2)
Total	71	270	341

1 $\chi^2 = 48.57$; df = 4; $p \leq .001$

2 $\chi^2 = 42.62$; df = 4; $p \leq .001$

3 $\chi^2 = 9.82$; df = 4; N.S.

4 $\chi^2 = 13.70$; df = 4; $p \leq .01$

5 $\chi^2 = 30.95$; df = 4; $p \leq .001$

6 $\chi^2 = 7.14$; df = 4; N.S.

7 $\chi^2 = 10.48$; df = 4; N.S.

8 $\chi^2 = 11.70$; df = 4; N.S.

9 $\chi^2 = 1.02$; df = 4; N.S.

Table 5.7: Means and standard deviations for single-sex schools in which boys and girls at senior-infant level perform selected classroom tasks

Classroom Task	Boys			Girls			t	df	p
	N	M	SD	N	M	SD			
Empty the bin	46	2.13	1.39	44	1.84	1.14	1.08	85.99	N.S.
Clean the blackboard	71	2.08	1.11	53	1.96	1.09	.61	112.93	N.S.
Tidy up the classroom	75	1.31	.57	55	1.18	.48	1.36	125.79	N.S.
Carry chairs/tables	58	2.07	1.14	48	2.33	1.02	-1.26	103.34	N.S.
Water plants/flowers	60	2.07	.94	50	1.90	1.02	.89	100.96	N.S.
Look after classroom pets	12	2.42	1.62	7	2.43	1.90	-.01	11.08	N.S.
Mind children in junior classes	31	3.00	1.83	29	3.17	.93	-.63	56.34	N.S.
Take messages to other parts of the school	72	1.67	.65	55	1.60	.83	.49	99.79	N.S.
Pick up litter in the school yard	71	1.96	.87	54	1.72	.90	1.47	112.20	N.S.

Scale: 1 = frequently; 4 = never

Table 5.8: Means and standard deviations for single-sex schools in which boys and girls at third-class level perform selected classroom tasks

Classroom Task	N	Boys M	SD	N	Girls M	SD	t	df	p
Empty the bin	101	1.71	.92	55	1.20	.56	4.33	152.33	≤.001
Clean the blackboard	141	1.70	.90	68	1.25	.68	4.04	170.54	≤.001
Tidy up the classroom	140	1.44	.69	68	1.22	.45	2.69	188.45	≤.01
Carry chairs/tables	121	2.17	.85	59	2.25	.96	-.61	103.72	N.S.
Water plants/flowers	116	1.97	.99	67	1.46	.56	4.40	180.96	≤.001
Look after classroom pets	30	2.47	1.80	20	2.60	1.60	-.27	43.94	N.S.
Mind children in junior classes	53	3.13	1.16	31	3.42	1.15	-1.10	63.50	N.S.
Take messages to other parts of the school	138	1.79	.67	67	1.60	.68	1.93	129.27	N.S.
Pick up litter in the school yard	135	1.87	.71	62	1.60	.82	2.24	104.73	N.S.

Table 5.9: Means and standard deviations for single-sex schools in which boys and girls at sixth-class level perform selected classroom tasks

Classroom Task	N	Boys M	SD	N	Girls M	SD	t	df	p
Empty the bin	123	1.70	.94	63	1.29	.63	3.55	170.57	≤.001
Clean the blackboard	143	1.82	.94	71	1.20	.60	5.86	198.77	≤.001
Tidy up the classroom	143	1.64	.77	70	1.27	.54	4.01	187.01	≤.001
Carry chairs/tables	135	1.99	.85	63	1.90	.88	.61	117.62	N.S.
Water plants/flowers	92	2.30	1.02	67	1.45	.82	5.84	155.48	≤.001
Look after classroom pets	31	3.00	1.57	13	2.15	2.19	1.26	17.40	N.S.
Mind children in junior classes	109	2.52	1.11	60	1.88	.98	3.88	135.49	≤.001
Take messages to other parts of the school	145	1.65	.66	70	1.47	.63	1.90	142.55	N.S.
Pick up litter in the school yard	143	1.84	.87	69	1.67	.80	1.43	145.30	N.S.

Scale: 1 = frequently; 4 = never

Table 5.10: Means and standard deviations for girls' schools with mixed infants and mixed schools in which boys and girls at senior-infant level perform selected classroom tasks

Classroom Task	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Empty the bin	229	1.63	.98	1.85	1.11	-4.28	228	≤.001
Clean the blackboard	319	1.67	.88	1.59	.84	2.77	318	≤.01
Tidy up the classroom	355	1.33	.62	1.23	.51	3.83	354	≤.001
Carry chairs/tables	305	1.68	.87	2.02	.96	-8.25	304	≤.001
Water plants/flowers	298	1.96	.95	1.83	.89	3.98	297	≤.001
Look after classroom pets	32	1.78	1.66	1.88	1.72	-0.50	31	N.S.
Mind children in junior classes	147	2.54	1.14	2.32	1.18	3.64	146	≤.001
Take messages to other parts of the school	336	1.57	.73	1.52	.74	1.93	335	N.S.
Pick up litter in the school yard	305	1.68	.79	1.75	.83	-2.31	304	N.S.

Scale: 1 = frequently; 4 = never

Table 5.11: Means and standard deviations for girls' schools with mixed infants in which boys and girls at senior-infant level perform selected classroom tasks

Classroom Task	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Empty the bin	61	1.41	.76	1.49	.72	-1.00	60	N.S.
Clean the blackboard	65	1.66	.91	1.58	.79	1.09	64	N.S.
Tidy up the classroom	75	1.36	.67	1.21	.47	2.26	74	N.S.
Carry chairs/tables	69	1.62	.82	1.97	.84	-4.38	68	≤.001
Water plants/flowers	60	2.00	.99	1.91	.92	1.04	59	N.S.
Look after classroom pets	6	1.00	1.90	1.83	1.94	-1.00	5	N.S.
Mind children in junior classes	17	2.82	1.70	2.88	1.50	-0.16	16	N.S.
Take messages to other parts of the school	73	1.41	.60	1.34	.48	1.15	72	N.S.
Pick up litter in the school yard	61	1.46	.67	1.44	.65	.23	60	N.S.

Scale: 1 = frequently; 4 = never

Table 5.12: Means and standard deviations for mixed schools in which boys and girls at senior-infant level perform selected classroom tasks

Classroom Task	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Empty the bin	168	1.71	1.04	1.98	1.94	-4.29	167	≤.001
Clean the blackboard	254	1.67	.88	1.59	.86	2.57	253	≤.01
Tidy up the classroom	280	1.32	.60	1.24	.52	3.09	279	≤.01
Carry chairs/tables	236	1.69	.88	2.03	.99	-7.03	235	≤.001
Water plants/flowers	238	1.95	.94	1.80	.88	3.96	237	≤.001
Look after classroom pets	26	1.96	1.59	1.88	1.71	.63	25	N.S.
Mind children in junior classes	130	2.51	1.05	2.25	1.12	5.04	129	≤.001
Take messages to other parts of the school	263	1.62	.76	1.57	.79	1.57	262	N.S.
Pick up litter in the school yard	244	1.74	.81	1.82	.86	-2.82	243	≤.01

Scale: 1 = frequently; 4 = never

Table 5.13: Means and standard deviations for mixed schools in which boys and girls at third-class level perform selected classroom tasks

Classroom Task	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Empty the bin	221	1.45	.83	2.09	1.12	-9.31	220	≤.001
Clean the blackboard	265	1.55	.79	1.61	.82	-1.27	264	N.S.
Tidy up the classroom	271	1.52	.70	1.37	.61	4.04	270	≤.001
Carry chairs/tables	256	1.63	.81	2.20	1.03	-10.44	255	≤.001
Water plants/flowers	242	1.99	1.02	1.66	.86	6.87	241	≤.001
Look after classroom pets	40	1.78	1.76	1.78	1.73	.00	39	N.S.
Mind children in junior classes	144	2.71	1.23	2.33	1.17	4.84	143	≤.001
Take messages to other parts of the school	262	1.66	.71	1.60	.71	1.83	261	N.S.
Pick up litter in the school yard	253	1.61	.72	1.76	.85	-3.91	252	≤.001

Scale: 1 = frequently; 4 = never

Table 5.14: Means and standard deviations for mixed schools in which boys and girls at sixth-class level perform selected classroom tasks

Classroom Task	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Empty the bin	237	1.27	.71	2.17	1.21	-12.04	236	≤.001
Clean the blackboard	267	1.60	.89	1.68	.91	-1.51	266	N.S.
Tidy up the classroom	270	1.54	.76	1.36	.63	5.84	269	≤.001
Carry chairs/tables	264	1.39	.66	2.14	1.03	-12.41	263	≤.001
Water plants/flowers	212	2.00	1.05	1.70	.87	5.54	211	≤.001
Look after classroom pets	45	1.40	1.99	1.42	1.94	-.23	44	N.S.
Mind children in junior classes	245	2.44	1.09	1.76	.88	12.07	244	≤.001
Take messages to other parts of the school	264	1.59	.71	1.57	.67	.73	263	N.S.
Pick up litter in the school yard	267	1.42	.73	1.67	.87	-6.35	266	≤.001

Scale: 1 = frequently; 4 = never

Table 5.15: Means and F-ratios for selected classroom tasks allocated to pupils (sixth class, mixed schools), by gender of teacher and gender of pupil

Classroom Task

1. Empty the bin	Means			
<u>Main effects</u>	Male	Female	F	p
Teacher gender	1.90	1.62	9.19	≤.01
Pupil gender	1.32	2.26	161.13	≤.001
<u>Interaction</u>				
Teacher x Pupil				
Boys	1.33	1.31		
Girls	2.47	1.94	11.95	≤.001
df = 1,229				
2. Clean the blackboard				
<u>Main effects</u>	Male	Female	F	p
Teacher gender	1.85	1.49	18.05	≤.001
Pupil gender	1.66	2.73	1.89	N.S.
<u>Interaction</u>				
Teacher x Pupil			.02	N.S.
df = 1,259				
3. Tidy up the classroom				
<u>Main effects</u>	Male	Female	F	p
Teacher gender	1.58	1.38	8.77	≤.01
Pupil gender	1.59	1.40	34.08	≤.001
<u>Interaction</u>				
Teacher x Pupil			.11	N.S.
df = 1,263				

(table continues)

4. Carry chairs/tables	Means			
<u>Main effects</u>	Male	Female	F	p
Teacher gender	1.92	1.69	10.06	$\leq .01$
Pupil gender	1.45	2.19	154.39	$\leq .001$
<u>Interaction</u>				
Teacher x Pupil			1.32	N.S.
df = 1,256				

5. Water plants/flowers				
<u>Main effects</u>	Male	Female	F	p
Teacher gender	2.06	1.83	5.70	N.S.
Pupil gender	2.11	1.79	30.68	$\leq .001$
<u>Interaction</u>				
Teacher x Pupil			.03	N.S.
df = 1,203				

6. Look after classroom pets				
<u>Main effects</u>	Male	Female	F	p
Teacher gender	3.04	2.19	4.28	N.S.
Pupil gender	2.60	2.57	.07	N.S.
<u>Interaction</u>				
Teacher x Pupil			1.71	N.S.
df = 1,28				

(table continues)

7. Mind children in junior classes

		Means		F	p
<u>Main effects</u>		Male	Female		
Teacher gender		2.30	2.03	7.952	≤.01
Pupil gender		2.54	1.84	150.37	≤.001
<u>Interaction</u>					
Teacher x Pupil					
	Boys	2.71	2.27		
	Girls	1.88	1.78	8.44	≤.01

df = 1,236

8. Take messages to other parts of the school

		Male	Female	F	p
<u>Main effects</u>					
Teacher gender		1.70	1.54	5.29	N.S.
Pupil gender		1.65	1.62	1.11	N.S.
<u>Interaction</u>					
Teacher x Pupil				.13	N.S.

df = 1,256

9. Pick up litter in the school yard

		Male	Female	F	p
<u>Main effects</u>					
Teacher gender		1.68	1.51	5.14	N.S.
Pupil gender		1.49	1.74	40.55	≤.001
<u>Interaction</u>					
Teacher x Pupil					
	Boys	1.51	1.46		
	Girls	1.86	1.55	10.33	≤.01

df = 1,258

Scale: 1 = frequently; 4 = never

Table 5.16: Numbers (and percentages) of schools in which teachers use selected disciplinary actions against senior-infant boys, by sex category of school

Disciplinary Action	Sex Category of School			
	Boys N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
1. Verbal reproof				
frequently	50 (67.6)	53 (73.6)	218 (77.6)	321 (75.2)
sometimes	22 (29.7)	16 (22.2)	61 (21.7)	99 (23.2)
rarely	1 (1.4)	3 (4.2)	1 (0.4)	5 (1.2)
never	1 (1.4)	0 (0.0)	1 (0.4)	2 (0.5)
Total	74	72	281	427
2. Withdraw privileges				
frequently	11 (14.7)	15 (20.5)	41 (14.7)	67 (15.7)
sometimes	44 (58.7)	43 (58.9)	144 (51.6)	231 (54.1)
rarely	14 (18.7)	13 (17.8)	74 (26.5)	101 (23.7)
never	6 (8.0)	2 (2.7)	20 (7.2)	28 (6.6)
Total	75	73	279	427

(table continues)

Sex Category of School

Disciplinary Action	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
3. Put standing				
frequently	17 (23.0)	12 (16.4)	32 (11.5)	61 (14.4)
sometimes	36 (48.6)	32 (43.8)	112 (40.3)	180 (42.4)
rarely	17 (23.0)	22 (30.1)	85 (30.6)	124 (29.2)
never	4 (5.4)	7 (9.6)	49 (17.6)	60 (14.1)
Total	74	73	278	425
4. Exclude from activities				
frequently	6 (8.0)	7 (9.6)	15 (5.4)	28 (6.6)
sometimes	26 (34.7)	34 (46.6)	77 (27.7)	137 (32.2)
rarely	30 (40.0)	20 (27.4)	117 (42.1)	167 (39.2)
never	13 (17.3)	12 (16.4)	69 (24.8)	94 (22.1)
Total	75	73	278	426

(table continues)

Sex Category of School

Disciplinary Action	Girls/Mixed			Total
	Boys	Infants	Mixed	
	N	N	N	N
	(%)	(%)	(%)	(%)
5. Send out of room				
frequently	1 (1.3)	1 (1.4)	0 (0.0)	2 (0.5)
sometimes	4 (5.3)	5 (6.8)	14 (5.0)	23 (5.4)
rarely	15 (20.0)	20 (27.4)	49 (17.6)	84 (19.7)
never	55 (73.3)	47 (64.4)	215 (77.3)	317 (74.4)
Total	75	73	278	426
6. Send to headteacher				
frequently	0 (0.0)	2 (2.7)	1 (0.4)	3 (0.7)
sometimes	8 (11.0)	6 (8.2)	12 (4.3)	26 (6.1)
rarely	27 (37.0)	40 (54.8)	113 (40.8)	180 (42.6)
never	38 (52.1)	25 (34.2)	151 (54.5)	214 (50.6)
Total	73	73	277	423

(table continues)

Sex Category of School

Disciplinary Action	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
7. Send letter home				
frequently	0 (0.0)	1 (1.4)	0 (0.0)	1 (0.2)
sometimes	15 (20.3)	9 (12.3)	25 (9.1)	49 (11.6)
rarely	33 (44.6)	24 (32.9)	79 (28.7)	136 (32.2)
never	26 (35.1)	39 (53.4)	171 (62.2)	236 (55.9)
Total	74	73	275	422
8. Inform parents at parent-teacher meeting				
frequently	17 (23.3)	12 (16.7)	38 (14.2)	67 (16.2)
sometimes	37 (50.7)	37 (51.4)	111 (41.4)	185 (44.8)
rarely	11 (15.1)	16 (22.2)	48 (17.9)	75 (18.2)
never	8 (11.0)	7 (9.7)	7 (26.5)	86 (20.8)
Total	73	72	268	413

1 $\chi^2 = 11.25$; df = 6; N.S.

2 $\chi^2 = 7.08$; df = 6; N.S.

3 $\chi^2 = 15.28$; df = 6; N.S.

4 $\chi^2 = 14.38$; df = 6; N.S.

5 $\chi^2 = 8.23$; df = 6; N.S.

6 $\chi^2 = 18.01$; df = 6; p \leq .01

7 $\chi^2 = 23.39$; df = 6; p \leq .001

8 $\chi^2 = 17.75$; df = 6; p \leq .01

Table 5.17: Numbers (and percentages) of schools in which teachers use selected disciplinary actions against senior-infant girls, by sex category of school

Disciplinary Action	Sex Category of School			
	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	Total N (%)
1. Verbal reproof				
frequently	41 (74.5)	52 (71.2)	201 (72.6)	294 (72.6)
sometimes	13 (23.6)	18 (24.7)	68 (24.5)	99 (24.4)
rarely	1 (1.8)	2 (2.7)	7 (2.5)	10 (2.5)
never	0 (0.0)	1 (1.4)	1 (0.4)	2 (0.5)
Total	55	73	277	405
2. Withdraw privileges				
frequently	4 (7.4)	13 (17.6)	35 (12.6)	52 (12.8)
sometimes	24 (44.4)	43 (58.1)	130 (46.8)	197 (48.5)
rarely	18 (33.3)	15 (20.3)	87 (31.3)	120 (29.6)
never	8 (14.8)	3 (4.1)	26 (9.4)	37 (9.1)
Total	54	74	278	406

(table continues)

Sex Category of School

Disciplinary Action	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
3. Put standing				
frequently	5 (9.1)	8 (10.8)	27 (9.7)	40 (9.9)
sometimes	26 (47.3)	34 (45.9)	94 (33.9)	154 (37.9)
rarely	19 (34.5)	22 (29.7)	99 (35.7)	140 (34.5)
never	5 (9.1)	10 (13.5)	57 (20.6)	72 (17.7)
Total	55	74	277	406
4. Exclude from activities				
frequently	3 (5.6)	7 (9.5)	15 (5.4)	25 (6.2)
sometimes	16 (29.6)	30 (40.5)	65 (23.6)	111 (27.5)
rarely	18 (33.3)	23 (31.1)	114 (41.3)	155 (38.4)
never	17 (31.5)	14 (18.9)	82 (29.7)	113 (28.0)
Total	54	74	276	404

(table continues)

Sex Category of School

Disciplinary Action	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
5. Send out of room				
frequently	0 (0.0)	1 (1.4)	2 (0.7)	3 (0.7)
sometimes	0 (0.0)	5 (6.8)	7 (2.5)	12 (3.0)
rarely	7 (12.7)	20 (27.4)	45 (16.3)	72 (17.8)
never	48 (87.3)	47 (64.4)	222 (80.4)	317 (78.5)
Total	55	73	276	404
6. Send to headteacher				
frequently	0 (0.0)	2 (2.7)	0 (0.0)	2 (0.5)
sometimes	3 (5.5)	6 (8.2)	9 (3.3)	18 (4.5)
rarely	22 (40.0)	35 (47.9)	83 (30.3)	140 (34.8)
never	30 (54.5)	30 (41.1)	182 (66.4)	242 (60.2)
Total	55	73	274	402

(table continues)

Sex Category of School

Disciplinary Action	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
7. Send letter home				
frequently	0 (0.0)	3 (4.1)	0 (0.0)	3 (0.7)
sometimes	7 (12.7)	7 (9.5)	26 (9.4)	40 (9.9)
rarely	23 (41.8)	24 (32.4)	70 (25.4)	117 (28.9)
never	25 (45.5)	40 (54.1)	180 (65.2)	245 (60.5)
Total	55	74	276	405
8. Inform parents at parent-teacher meeting				
frequently	11 (20.4)	12 (16.4)	39 (14.4)	62 (15.6)
sometimes	25 (46.3)	36 (49.3)	98 (36.3)	159 (40.1)
rarely	13 (24.1)	18 (24.7)	57 (21.1)	88 (22.2)
never	5 (9.3)	7 (9.6)	76 (28.1)	88 (22.2)
Total	54	73	270	397

1 $\chi^2 = 1.69$; df = 6; N.S.

2 $\chi^2 = 11.04$; df = 6; N.S.

3 $\chi^2 = 8.72$; df = 6; N.S.

4 $\chi^2 = 12.51$; df = 6; N.S.

5 $\chi^2 = 13.74$; df = 6; N.S.

6 $\chi^2 = 24.41$; df = 6; $p \leq .001$

7 $\chi^2 = 22.22$; df = 6; $p \leq .01$

8 $\chi^2 = 18.15$; df = 6; $p \leq .01$

Table 5.18: Numbers (and percentages) of schools in which teachers use selected disciplinary actions against third-class boys, by sex category of school

Disciplinary Action	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
1. Verbal reproof			
frequently	110 (79.9)	199 (72.9)	309 (75.2)
sometimes	25 (18.1)	63 (23.1)	88 (21.4)
rarely	2 (1.4)	11 (4.0)	13 (3.2)
never	1 (0.7)	0 (0.0)	1 (0.2)
Total	138	273	411
2. Assign extra homework			
frequently	26 (18.8)	28 (10.4)	54 (13.2)
sometimes	59 (42.8)	113 (41.9)	172 (42.2)
rarely	39 (28.3)	72 (26.7)	111 (27.2)
never	14 (10.1)	57 (21.1)	71 (17.4)
Total	138	270	408

(table continues)

Disciplinary Action	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
3. Withdraw privileges			
frequently	26 (18.7)	40 (14.7)	66 (16.1)
sometimes	76 (54.7)	138 (50.7)	214 (52.1)
rarely	30 (21.6)	69 (25.4)	99 (24.1)
never	7 (5.0)	25 (9.2)	32 (7.8)
Total	139	272	411
4. Put standing			
frequently	20 (14.4)	34 (12.5)	54 (13.2)
sometimes	71 (51.1)	94 (34.7)	165 (40.2)
rarely	39 (28.1)	87 (32.1)	126 (30.7)
never	9 (6.5)	56 (20.7)	65 (15.9)
Total	139	271	410

(table continues)

Disciplinary Action	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
5. Exclude from activities			
frequently	11 (8.0)	13 (4.8)	24 (5.9)
sometimes	57 (41.3)	94 (34.7)	151 (36.9)
rarely	47 (34.1)	93 (34.3)	140 (34.2)
never	23 (16.7)	71 (26.2)	94 (23.0)
Total	138	271	409
6. Send out of room			
frequently	3 (2.2)	3 (1.1)	6 (1.5)
sometimes	25 (18.0)	23 (8.5)	48 (11.7)
rarely	36 (25.9)	66 (24.4)	102 (24.9)
never	75 (54.0)	179 (66.1)	254 (62.0)
Total	139	271	410

(table continues)

Disciplinary Action	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
7. Send to headteacher			
frequently	5 (3.6)	3 (1.2)	8 (2.0)
sometimes	28 (20.3)	35 (13.7)	63 (16.0)
rarely	77 (55.8)	93 (36.3)	170 (43.1)
never	28 (20.3)	125 (48.8)	153 (38.8)
Total	138	256	394
8. Send letter home			
frequently	7 (5.0)	4 (1.5)	11 (2.7)
sometimes	57 (41.0)	47 (17.3)	104 (25.4)
rarely	52 (37.4)	98 (36.2)	150 (36.6)
never	23 (16.5)	122 (45.0)	145 (35.4)
Total	139	271	410

(table continues)

Disciplinary Action	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
9. Send pupil home			
frequently	1 (0.7)	0 (0.0)	1 (0.2)
sometimes	2 (2.2)	0 (0.0)	3 (0.7)
rarely	7 (5.0)	7 (2.6)	14 (3.4)
never	128 (92.1)	263 (97.4)	391 (95.6)
Total	139	270	409
10. Inform parents at parent-teacher meeting			
frequently	47 (34.8)	44 (16.7)	91 (22.8)
sometimes	68 (50.4)	117 (44.3)	185 (46.4)
rarely	6 (4.4)	46 (17.4)	52 (13.0)
never	14 (10.4)	57 (21.6)	71 (17.8)
Total	135	264	399

1 $\chi^2 = 5.53$; df = 3; N.S.

2 $\chi^2 = 11.36$; df = 3; $p \leq .01$

3 $\chi^2 = 3.78$; df = 3; N.S.

4 $\chi^2 = 18.53$; df = 3; $p \leq .001$

5 $\chi^2 = 6.27$; df = 3; N.S.

6 $\chi^2 = 10.03$; df = 3; N.S.

7 $\chi^2 = 31.79$; df = 3; $p \leq .001$

8 $\chi^2 = 45.72$; df = 3; $p \leq .001$

9 $\chi^2 = 9.64$; df = 3; N.S.

10 $\chi^2 = 31.47$; df = 3; $p \leq .001$

Table 5.19: Numbers (and percentages) of schools in which teachers use selected disciplinary actions against third-class girls, by sex category of school

Disciplinary Action	Sex Category of School		Total N (%)
	Girls N (%)	Mixed N (%)	
1. Verbal reproof			
frequently	46 (69.7)	183 (67.0)	229 (67.6)
sometimes	17 (25.8)	73 (26.7)	90 (26.5)
rarely	2 (3.0)	14 (5.1)	16 (4.7)
never	1 (1.5)	3 (1.1)	4 (1.2)
Total	66	273	339
2. Assign extra homework			
frequently	2 (3.1)	23 (8.5)	25 (7.4)
sometimes	28 (43.1)	96 (35.3)	124 (36.8)
rarely	22 (33.8)	87 (32.0)	109 (32.3)
never	13 (20.0)	66 (24.3)	79 (23.4)
Total	65	272	337

(table continues)

Disciplinary Action	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
3. Withdraw privileges			
frequently	6 (9.0)	26 (9.6)	32 (9.5)
sometimes	32 (47.8)	128 (47.4)	160 (47.5)
rarely	18 (26.9)	77 (28.5)	95 (28.2)
never	11 (16.4)	39 (14.4)	50 (14.8)
Total	67	270	337
4. Put standing			
frequently	5 (7.6)	22 (8.1)	27 (8.0)
sometimes	31 (47.0)	78 (28.7)	109 (32.2)
rarely	17 (25.8)	86 (31.6)	103 (30.5)
never	13 (19.7)	86 (31.6)	99 (29.3)
Total	66	272	338

(table continues)

Disciplinary Action	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
5. Exclude from activities			
frequently	3 (4.5)	11 (4.1)	14 (4.1)
sometimes	17 (25.4)	80 (29.5)	97 (28.7)
rarely	27 (40.3)	94 (34.7)	121 (35.8)
never	20 (29.9)	86 (31.7)	106 (31.4)
Total	67	271	338
6. Send out of room			
frequently	0 (0.0)	1 (0.4)	1 (0.3)
sometimes	0 (0.0)	13 (4.8)	13 (3.8)
rarely	10 (15.2)	56 (20.6)	66 (19.5)
never	56 (84.8)	202 (74.3)	258 (76.3)
Total	66	272	338

(table continues)

Disciplinary Action	Sex Category of School		Total N (%)
	Girls N (%)	Mixed N (%)	
7. Send to headteacher			
frequently	0 (0.0)	2 (0.8)	2 (0.6)
sometimes	3 (4.5)	24 (9.3)	27 (8.3)
rarely	40 (59.7)	74 (28.7)	114 (35.1)
never	24 (35.8)	158 (61.2)	182 (56.0)
Total	67	258	325
8. Send letter home			
frequently	0 (0.0)	4 (1.5)	4 (1.2)
sometimes	15 (23.4)	38 (14.0)	53 (15.8)
rarely	31 (48.4)	89 (32.8)	120 (35.8)
never	18 (28.1)	140 (51.7)	158 (47.2)
Total	64	271	335

(table continues)

Disciplinary Action	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
9. Send pupil home			
frequently	21 (31.8)	39 (14.7)	60 (18.1)
sometimes	28 (42.4)	105 (39.5)	133 (40.1)
rarely	14 (21.2)	59 (22.2)	73 (22.0)
never	3 (4.5)	63 (23.7)	66 (19.9)
Total	66	266	332
10. Inform parents at parent-teacher meeting			
sometimes	1 (1.5)	0 (0.0)	1 (0.3)
rarely	0 (0.0)	5 (1.8)	5 (1.5)
never	65 (98.5)	267 (98.2)	332 (98.2)
Total	66	272	338

1 $\chi^2 = 0.65$; df = 3; N.S.

2 $\chi^2 = 3.37$; df = 3; N.S.

3 $\chi^2 = 0.22$; df = 3; N.S.

4 $\chi^2 = 8.70$; df = 3; N.S.

5 $\chi^2 = 0.87$; df = 3; N.S.

6 $\chi^2 = 4.98$; df = 3; N.S.

7 $\chi^2 = 22.74$; df = 3; $p \leq .001$

8 $\chi^2 = 13.44$; df = 3; $p \leq .01$

9 $\chi^2 = 18.49$; df = 3; $p \leq .001$

10 $\chi^2 = 5.33$; df = 2; N.S.

Table 5.20: Numbers (and percentages) of schools in which teachers use selected disciplinary actions against sixth-class boys, by sex category of school

Disciplinary Action	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
1. Verbal reproof			
frequently	117 (80.7)	172 (63.2)	289 (69.3)
sometimes	24 (16.6)	88 (32.4)	112 (26.9)
rarely	4 (2.8)	12 (4.4)	16 (3.8)
Total	145	272	417
2. Assign extra homework			
frequently	35 (24.1)	22 (8.2)	57 (13.8)
sometimes	77 (53.1)	121 (45.0)	198 (47.8)
rarely	22 (15.2)	80 (29.7)	102 (24.6)
never	11 (7.6)	46 (17.1)	57 (13.8)
Total	145	269	414

(table continues)

Disciplinary Action	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
3. Withdraw privileges			
frequently	35 (24.1)	46 (17.0)	81 (19.5)
sometimes	80 (55.2)	142 (52.4)	222 (53.4)
rarely	25 (17.2)	66 (24.4)	91 (21.9)
never	5 (3.4)	17 (6.3)	22 (5.3)
Total	145	271	416
4. Put standing			
frequently	31 (21.2)	17 (6.3)	48 (11.5)
sometimes	46 (31.5)	70 (25.9)	116 (27.9)
rarely	41 (28.1)	93 (34.4)	134 (32.2)
never	28 (19.2)	90 (33.3)	118 (28.4)
Total	146	270	416

(table continues)

Disciplinary Action	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
5. Exclude from activities			
frequently	19 (13.1)	9 (3.3)	28 (6.7)
sometimes	63 (43.4)	95 (35.1)	158 (38.0)
rarely	44 (30.3)	100 (36.9)	144 (34.6)
never	19 (13.1)	67 (24.7)	86 (20.7)
Total	145	271	416
6. Send out of room			
frequently	8 (5.5)	5 (1.9)	13 (3.1)
sometimes	21 (14.4)	20 (7.4)	41 (9.9)
rarely	56 (38.4)	58 (21.5)	114 (27.4)
never	61 (41.8)	187 (69.3)	248 (59.6)
Total	146	270	416

(table continues)

Disciplinary Action	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
7. Send to headteacher			
frequently	6 (4.7)	0 (0.0)	6 (1.7)
sometimes	27 (21.3)	17 (7.6)	44 (12.5)
rarely	42 (33.1)	29 (12.9)	71 (20.2)
never	52 (40.9)	179 (79.6)	231 (65.6)
Total	127	225	352
8. Send letter home			
frequently	15 (10.3)	4 (1.5)	19 (4.6)
sometimes	66 (45.2)	64 (23.7)	130 (31.3)
rarely	48 (32.9)	91 (33.7)	139 (33.4)
never	17 (11.6)	111 (41.1)	128 (30.8)
Total	146	270	416

(table continues)

Disciplinary Action	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
9. Send pupil home			
sometimes	7 (4.8)	1 (0.4)	8 (1.9)
rarely	22 (15.2)	13 (4.8)	35 (8.5)
never	116 (80.0)	255 (94.8)	371 (89.6)
Total	145	269	414
10. Inform parents at parent-teacher meeting			
frequently	50 (35.0)	39 (14.4)	89 (21.5)
sometimes	60 (42.0)	111 (41.1)	171 (41.4)
rarely	19 (13.3)	70 (25.9)	89 (21.5)
never	14 (9.8)	50 (18.5)	64 (15.5)
Total	143	270	413

1 $\chi^2 = 13.62$; df = 2; $p \leq .01$

2 $\chi^2 = 33.04$; df = 3; $p \leq .001$

3 $\chi^2 = 6.24$; df = 3; N.S.

4 $\chi^2 = 27.27$; df = 3; $p \leq .001$

5 $\chi^2 = 22.52$; df = 3; $p \leq .001$

6 $\chi^2 = 30.52$; df = 3; $p \leq .001$

7 $\chi^2 = 57.66$; df = 3; $p \leq .001$

8 $\chi^2 = 56.82$; df = 3; $p \leq .001$

9 $\chi^2 = 23.90$; df = 2; $p \leq .001$

10 $\chi^2 = 29.81$; df = 3; $p \leq .001$

Table 5.21: Numbers (and percentages) of schools in which teachers use selected disciplinary actions against sixth-class girls, by sex category of school

Disciplinary Action	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
1. Verbal reproof			
frequently	47 (69.1)	154 (56.6)	201 (59.1)
sometimes	21 (30.9)	91 (33.5)	112 (32.9)
rarely	0 (0.0)	25 (9.2)	25 (7.4)
never	9 (0.0)	2 (0.7)	2 (0.6)
Total	68	272	340
2. Assign extra homework			
frequently	3 (4.3)	19 (7.1)	22 (6.5)
sometimes	28 (40.6)	110 (41.0)	138 (40.9)
rarely	25 (36.2)	84 (31.3)	109 (32.3)
never	13 (18.8)	55 (20.5)	68 (20.2)
Total	69	268	337

(table continues)

Disciplinary Action	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
3. Withdraw privileges			
frequently	4 (5.7)	34 (12.5)	38 (11.1)
sometimes	29 (41.4)	128 (47.2)	157 (46.0)
rarely	26 (37.1)	76 (28.0)	102 (29.9)
never	11 (15.7)	33 (12.2)	44 (12.9)
Total	70	271	341
4. Put standing			
frequently	7 (10.4)	12 (4.5)	19 (5.7)
sometimes	14 (20.9)	55 (20.4)	69 (20.5)
rarely	29 (43.3)	95 (35.3)	124 (36.9)
never	17 (25.4)	107 (39.8)	124 (36.9)
Total	67	269	336

(table continues)

Disciplinary Action	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
5. Exclude from activities			
frequently	2 (2.9)	8 (3.0)	10 (2.9)
sometimes	18 (25.7)	74 (27.4)	92 (27.1)
rarely	26 (37.1)	97 (35.9)	123 (36.2)
never	24 (34.3)	91 (33.7)	115 (33.8)
Total	70	270	340
6. Send out of room			
frequently	0 (0.0)	2 (0.7)	2 (0.6)
sometimes	4 (5.9)	13 (4.8)	17 (5.0)
rarely	11 (16.2)	49 (18.1)	60 (17.8)
never	53 (77.9)	206 (76.3)	259 (76.6)
Total	68	270	338

(table continues)

Disciplinary Action	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
7. Send to headteacher			
sometimes	9 (14.5)	10 (4.4)	19 (6.6)
rarely	27 (43.5)	29 (12.8)	56 (19.4)
never	26 (41.9)	188 (82.8)	214 (74.0)
Total	62	227	289
8. Send letter home			
frequently	0 (0.0)	2 (0.7)	2 (0.6)
sometimes	19 (27.9)	45 (16.6)	64 (18.9)
rarely	31 (45.6)	88 (32.5)	119 (35.1)
never	18 (26.5)	136 (50.2)	154 (45.4)
Total	68	271	339

(table continues)

Disciplinary Action	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
9. Send pupil home			
rarely	1 (1.5)	8 (3.0)	9 (2.7)
never	67 (98.5)	262 (97.0)	329 (97.3)
Total	68	270	338
10. Inform parents at parent-teacher meeting			
frequently	20 (29.9)	34 (12.6)	54 (16.0)
sometimes	34 (50.7)	109 (40.4)	143 (42.4)
rarely	6 (9.0)	71 (26.3)	77 (22.8)
never	7 (10.4)	56 (20.7)	63 (18.7)
Total	67	270	337

1 $\chi^2 = 8.30$; df = 3; N.S.

2 $\chi^2 = 1.12$; df = 3; N.S.

3 $\chi^2 = 4.82$; df = 3; N.S.

4 $\chi^2 = 7.34$; df = 3; N.S.

5 $\chi^2 = 0.09$; df = 3; N.S.

6 $\chi^2 = 0.76$; df = 3; N.S.

7 $\chi^2 = 42.36$; df = 2; $p \leq .001$

8 $\chi^2 = 13.60$; df = 3; $p \leq .01$

9 $\chi^2 = 0.07$; df = 1; N.S.

10 $\chi^2 = 21.45$; df = 3; $p \leq .001$

Table 5.22: Means and standard deviations for single-sex schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at senior-infant level

Disciplinary Action	Boys			Girls			t	df	p
	N	M	SD	N	M	SD			
Use verbal reproof	74	1.36	.59	55	1.27	.49	.97	125.30	N.S.
Withdraw privileges	75	2.20	.79	54	2.56	.84	-2.43	109.95	N.S.
Put standing	74	2.11	.82	55	2.44	.79	-2.30	118.95	N.S.
Exclude from activities	75	2.67	.86	54	2.91	.92	-1.51	109.82	N.S.
Send out of room	75	3.65	.65	55	3.87	.34	-2.51	116.84	N.S.
Send to headteacher	73	3.41	.68	55	3.49	.61	-0.70	122.74	N.S.
Send letter home	74	3.15	.73	55	3.33	.70	-1.41	119.76	N.S.
Inform parents at parent-teacher meeting	73	2.14	.90	54	2.22	.88	-0.53	115.69	N.S.

Scale: 1 = frequently; 4 = never

Table 5.23: Means and standard deviations for single-sex schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at third-class level

Disciplinary Action	Boys			Girls			t	df	p
	N	M	SD	N	M	SD			
Use verbal reproof	138	1.23	.50	66	1.36	.62	-1.50	106.75	N.S.
Assign extra homework	138	2.30	.89	65	2.71	.82	-3.23	134.85	≤.01
Withdraw privileges	139	2.13	.77	67	2.51	.88	-3.01	116.39	≤.01
Put standing	139	2.27	.79	66	2.58	.90	-2.40	114.01	N.S.
Exclude from activities	138	2.59	.86	67	2.96	.86	-2.82	130.70	≤.01
Send out of room	139	3.32	.84	66	3.85	.36	-6.32	201.42	≤.001
Send to headteacher	138	2.93	.74	67	3.31	.56	-4.16	168.53	≤.001
Send letter home	139	2.65	.81	64	3.05	.72	-3.45	136.87	≤.001
Send pupil home	139	3.88	.44	66	3.97	.25	-1.78	196.89	N.S.
Inform parents at parent-teacher meeting	135	1.90	.90	66	1.98	.85	-.62	135.49	N.S.

Scale: 1 = frequently; 4 = never

Table 5.24: Means and standard deviations for single-sex schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at sixth-class level

Disciplinary Action	Boys			Girls			t	df	p
	N	M	SD	N	M	SD			
Use verbal reproof	145	1.22	.48	68	1.31	.47	-1.28	134.44	N.S.
Assign extra homework	145	2.06	.84	69	2.70	.83	-5.22	134.87	≤.001
Withdraw privileges	145	2.00	.75	70	2.63	.82	-5.42	125.52	≤.001
Put standing	146	2.45	1.03	67	2.84	.93	-2.70	140.91	≤.01
Exclude from activities	145	2.43	.88	70	3.03	.85	-4.74	140.76	≤.001
Send out of room	146	3.16	.87	68	3.72	.57	-5.57	189.05	≤.001
Send to headteacher	127	3.10	.90	62	3.27	.71	-1.43	150.26	N.S.
Send letter home	146	2.46	.83	68	2.99	.74	-4.64	145.15	≤.001
Send pupil home	145	3.75	.53	68	3.99	.12	-5.00	172.92	≤.001
Inform parents at parent-teacher meeting	143	1.98	.94	67	2.00	.91	-0.15	133.51	N.S.

Scale: 1 = frequently; 4 = never

Table 5.25: Means and standard deviations for girls' schools with mixed infants and mixed schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at senior-infant level

Disciplinary Action	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Use verbal reproof	349	1.25	.48	1.32	.55	-4.38	348	≤.001
Withdraw privileges	350	2.21	.78	2.32	.80	-5.76	349	≤.001
Put standing	349	2.50	.91	2.62	.91	-5.25	348	≤.001
Exclude from activities	349	2.79	.87	2.87	.89	-3.96	348	≤.001
Send out of room	348	3.68	.59	3.72	.57	-2.20	347	N.S.
Send to headteacher	346	3.44	.63	3.55	.61	-5.80	345	N.S.
Send letter home	346	3.50	.68	3.52	.70	-1.40	345	N.S.
Inform parents at parent-teacher meeting	339	2.50	1.00	2.56	1.02	-2.86	338	≤.01

Scale: 1 = frequently; 4 = never

Table 5.26: Means and standard deviations for girls' schools with mixed infants in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at senior-infant level

Disciplinary Action	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Use verbal reproof	72	1.31	.55	1.35	.61	-1.35	71	N.S.
Withdraw privileges	73	2.03	.71	2.08	.70	-1.65	72	N.S.
Put standing	73	2.33	.87	2.45	.87	-2.84	72	≤.01
Exclude from activities	73	2.51	.88	2.58	.90	-1.69	72	N.S.
Send out of room	72	3.54	.69	3.54	.69	.00	71	N.S.
Send to headteacher	72	3.19	.71	3.26	.73	-2.30	71	N.S.
Send letter home	73	3.38	.76	3.38	.81	.00	72	N.S.
Inform parents at parent-teacher meeting	72	2.25	.85	2.28	.86	-1.00	71	N.S.

Scale: 1 = frequently; 4 = never

Table 5.27: Means and standard deviations for mixed schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at senior-infant level

Disciplinary Action	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Use verbal reproof	277	1.23	.46	1.31	.54	-4.20	276	≤.001
Withdraw privileges	277	2.26	.80	2.38	.82	-5.56	276	≤.001
Put standing	276	2.54	.91	2.67	.91	-4.52	275	≤.001
Exclude from activities	276	2.87	.85	2.95	.87	-3.58	275	≤.001
Send out of room	276	3.72	.55	3.76	.53	-2.29	275	N.S.
Send to headteacher	274	3.50	.60	3.63	.55	-5.36	273	≤.001
Send letter home	273	3.53	.66	3.56	.66	-1.61	272	N.S.
Inform parents at parent-teacher meeting	267	2.57	1.03	2.63	1.05	-2.69	266	≤.01

Scale: 1 = frequently; 4 = never

Table 5.28: Means and standard deviations for mixed schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at third-class level

Disciplinary Action	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Use verbal reproof	273	1.31	.55	1.40	.64	-4.12	272	≤.001
Assign extra homework	270	2.59	.94	2.72	.93	-5.12	269	≤.001
Withdraw privileges	270	2.29	.83	2.48	.86	-5.42	269	≤.001
Put standing	271	2.61	.95	2.86	.95	-7.28	270	≤.001
Exclude from activities	270	2.82	.88	2.94	.88	-4.42	269	≤.001
Send out of room	271	3.55	.70	3.69	.58	-5.02	270	≤.001
Send to headteacher	256	3.33	.75	3.50	.70	-6.44	255	≤.001
Send letter home	270	3.24	.79	3.34	.77	-4.14	269	≤.001
Send pupil home	270	3.97	.16	3.98	.14	-1.42	269	N.S.
Inform parents at parent-teacher meeting	264	2.44	1.01	2.54	1.01	-4.63	263	≤.001

Scale: 1 = frequently; 4 = never

Table 5.29: Means and standard deviations for mixed schools in which teachers rely on selected disciplinary actions to secure co-operation from boys and girls at sixth-class level

Disciplinary Action	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Use verbal reproof	272	1.41	.58	1.54	.69	-5.12	271	≤.001
Assign extra homework	268	2.56	.87	2.65	.88	-4.24	267	≤.001
Withdraw privileges	271	2.20	.79	2.40	.86	-6.06	270	≤.001
Put standing	268	2.95	.92	3.10	.88	-4.91	267	≤.001
Exclude from activities	270	2.83	.84	3.00	.86	-5.92	269	≤.001
Send out of room	270	3.58	.71	3.70	.59	-4.92	269	≤.001
Send to headteacher	225	3.72	.60	3.79	.51	-2.94	224	≤.01
Send letter home	270	3.14	.83	3.32	.77	-6.34	269	≤.001
Send pupil home	268	3.94	.25	3.97	.17	-2.68	267	≤.01
Inform parents at parent-teacher meeting	270	2.49	.96	2.55	.96	-3.35	269	≤.001

Scale: 1 = frequently; 4 = never

Table 5.30: Means and F-ratios for disciplinary actions taken to secure co-operation from pupils (sixth class, mixed schools), by gender of teacher and gender of pupil

Disciplinary Action

1. Use verbal reproof

Means

<u>Main effects</u>	Male	Female	F	p
Teacher gender	1.50	1.44	.62	N.S.
Pupil gender	1.41	1.54	26.50	≤.001
<u>Interaction</u>				
Teacher x Pupil			3.54	N.S.

df = 1,270

2. Assign extra homework

<u>Main effects</u>	Male	Female	F	p
Teacher gender	2.60	2.62	.06	N.S.
Pupil gender	2.56	2.65	17.99	≤.001
<u>Interaction</u>				
Teacher x Pupil			.65	N.S.

df = 1,266

3. Withdraw privileges

<u>Main effects</u>	Male	Female	F	p
Teacher gender	2.26	2.36	1.17	N.S.
Pupil gender	2.19	2.39	36.63	≤.001
<u>Interaction</u>				
Teacher x Pupil			.78	N.S.

df = 1,269

(table continues)

4. Put standing	Means			
<u>Main effects</u>	Male	Female	F	p
Teacher gender	2.98	3.10	1.39	N.S.
Pupil gender	2.95	3.10	24.14	≤.001
<u>Interaction</u>				
Teacher x Pupil			.94	N.S.
df = 1,266				

5. Exclude from activities				
<u>Main effects</u>	Male	Female	F	p
Teacher gender	2.87	2.99	1.29	N.S.
Pupil gender	2.83	3.00	34.94	≤.001
<u>Interaction</u>				
Teacher x Pupil		.	.21	N.S.
df = 1,268				

6. Send out of the room				
<u>Main effects</u>	Male	Female	F	p
Teacher gender	3.68	3.58	1.93	N.S.
Pupil gender	3.58	3.70	24.22	≤.001
<u>Interaction</u>				
Teacher x Pupil			1.54	N.S.
df = 1,268				

(table continues)

7.	Send to headteacher	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	3.80	3.69	2.66	N.S.
	Pupil gender	3.72	3.79	8.60	≤.01
	<u>Interaction</u>				
	Teacher x Pupil			.55	N.S.
	df = 1,223				
8.	Send letter home				
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	3.25	3.21	.12	N.S.
	Pupil gender	3.14	3.32	39.99	≤.001
	<u>Interaction</u>				
	Teacher x Pupil			.01	N.S.
	df = 1,268				
9.	Send pupil home				
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	3.95	3.96	.23	N.S.
	Pupil gender	3.94	3.97	7.15	≤.01
	<u>Interaction</u>				
	Teacher x Pupil			.49	N.S.
	df = 1,266				

(table continues)

10. Inform parents at parent-
teacher meeting

<u>Main effects</u>	Male	Female	F	p
Teacher gender	2.56	2.46	.86	N.S.
Pupil gender	2.49	2.55	11.21	≤.001
<u>Interaction</u>				
Teacher x Pupil			1.02	N.S.
df = 1,268				

Scale: 1 = frequently; 4 = never

Table 5.31: Numbers (and percentages) of schools in which pupils change shoes for P.E. in senior-infant, third- and sixth-class grades, by sex category of school

Grade	Sex Category of School				Total N (%)
	Boys N (%)	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	
1. Senior Infant	44 (60.3)	41 (77.4)	51 (73.9)	87 (38.3)	223 (52.8)
Mixed ≠ Boys, Girls, Girls/Mixed Infants					
2. Third Class	105 (76.6)	61 (91.0)	67 (85.9)	132 (58.1)	365 (71.7)
Mixed ≠ Boys, Girls, Girls/Mixed Infants					
3. Sixth Class	113 (81.3)	58 (92.1)	68 (89.5)	147 (62.8)	386 (75.4)
Mixed ≠ Boys, Girls, Girls/Mixed Infants					

1 $\chi^2 = 45.89$; df = 3; $p \leq .001$

2 $\chi^2 = 42.30$; df = 3; $p \leq .001$

3 $\chi^2 = 40.10$; df = 3; $p \leq .001$

Table 5.32: Numbers (and percentages) of schools in which pupils change clothes for P.E. in senior-infant, third- and sixth-class grades, by sex category of school

Grade	Sex Category of School				Total N (%)
	Boys N (%)	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	
1. Senior Infant	30 (42.3)	33 (63.5)	38 (57.6)	62 (27.3)	163 (39.2)
Mixed ≠ Girls, Girls/Mixed Infants					
2. Third Class	87 (65.4)	59 (90.8)	62 (86.1)	93 (42.9)	301 (61.8)
Mixed ≠ Boys, Girls, Girls/Mixed Infants Boys ≠ Girls, Girls/Mixed Infants					
3. Sixth Class	92 (66.7)	60 (90.9)	63 (84.0)	105 (46.3)	320 (63.2)
Mixed ≠ Boys, Girls, Girls/Mixed Infants Boys ≠ Girls, Girls/Mixed Infants					

1 $\chi^2 = 35.93$; df = 3; p ≤ .001

2 $\chi^2 = 74.85$; df = 3; p ≤ .001

3 $\chi^2 = 64.50$; df = 3; p ≤ .001

Table 5.33: Numbers (and percentages) of mixed schools in which boys and girls in senior-infant, third-, and sixth-class grades sit separately and together

	Seating Arrangements						Total
	Separately		Together		Other		
Grade	N	(%)	N	(%)	N	(%)	N
Senior Infant	18	(3.7)	435	(89.3)	34	(7.1)	487
Third Class	59	(10.6)	473	(84.2)	30	(5.3)	562
Sixth Class	92	(16.1)	443	(77.3)	38	(6.6)	573

Table 5.34: Numbers (and percentages) of mixed schools in which boys and girls in senior-infant, third-, and sixth-class grades line up separately and together

Grade	Lining Up Practices						
	Separately		Together		Other		Total
	N	(%)	N	(%)	N	(%)	N
Senior Infant	138	(28.3)	321	(66.0)	28	(5.7)	487
Third Class	132	(23.4)	409	(72.8)	21	(3.8)	562
Sixth Class	145	(25.4)	383	(66.8)	45	(7.8)	573

Table 5.35: Numbers (and percentages) of mixed schools in which decisions about seating arrangements in senior-infant, third-, and sixth-class grades are made by the teacher, the pupils, and the principal

Grade	Decision-maker										Total N
	Teacher		Pupils		Pupils/ teacher		Principal		Other		
	N	%	N	%	N	%	N	%	N	%	
Senior Infant	266	(54.6)	27	(5.6)	194	(39.8)	0	(0.0)	0	(0.0)	487
Third Class	315	(56.1)	27	(4.8)	212	(37.6)	6	(1.1)	2	(0.4)	562
Sixth Class	323	(56.4)	50	(8.8)	177	(30.8)	10	(1.8)	13	(2.2)	573

Table 5.36: Numbers (and percentages) of mixed schools in which decisions about lining up practices in senior-infant, third-, and sixth-class grades are made by the teacher, the pupils, and the principal

Grade	Decision-maker								
	Teacher		Pupils		Principal		Other		Total
	N	%	N	%	N	%	N	%	N
Senior Infant	356	(73.1)	72	(14.7)	41	(8.5)	18	(3.7)	487
Third Class	325	(57.9)	135	(24.1)	78	(13.8)	24	(4.2)	562
Sixth Class	260	(45.3)	162	(28.3)	106	(18.5)	45	(7.9)	573

Table 6.1: Means and standard deviations for teachers' perceptions of boys' and girls' interest in subjects associated with the opposite sex at senior-infant, third-, and sixth-class grades

Pupil Gender	Teachers								
	Senior Infant			Third Class			Sixth Class		
	N	M	SD	N	M	SD	N	M	SD
Boys	478	3.31	1.15	556	2.96	1.20	560	2.76	1.18
Girls	604	4.08	.84	476	4.05	.80	553	3.94	.86

Table 6.2: Means and F-ratios for teachers' perceptions of boys' interest in 'female-preferred' subjects, at senior-infant, third-, and sixth-class grades, by sex category of school

Grade	Sex Category of School							
	Boys		Girls		Girls/Mixed Infants		Mixed	
	N	M	N	M	N	M	N	M
1. Senior Infants	74	3.26	53	3.09	72	3.33	279	3.36
2. Third Class	141	2.51	65	3.06	77	3.27	273	3.07

Boys ≠ Girls/Mixed Infants, Mixed

3. Sixth Class	147	2.36	65	3.11	76	2.88	272	2.85
----------------	-----	------	----	------	----	------	-----	------

Boys ≠ Girls, Mixed

1. $F = .85$; $df = 3,474$; N.S.

2. $F = 9.65$; $df = 3,552$; $p \leq .001$

3. $F = 8.64$; $df = 3,556$; $p \leq .001$

Scale: 1 = strongly agree; 5 = strongly disagree

Table 6.3: Means and F-ratios for teachers' perceptions of girls' interest in 'male-preferred' subjects, at senior-infant, third-, and sixth-class grades, by sex category of school

Grade	Sex Category of School							
	Boys		Girls		Girls/Mixed Infants		Mixed	
	N	M	N	M	N	M	N	M
1. Senior Infants	71	4.03	54	4.06	72	4.10	279	4.09
2. Third Class	135	3.67	68	4.03	77	4.18	273	3.97

Boys ≠ Girls/Mixed Infants

3. Sixth Class	137	3.61	69	4.43	78	4.36	272	4.03
----------------	-----	------	----	------	----	------	-----	------

Boys ≠ Girls/Mixed Infants, Mixed

1. $F = .11$; $df = 3,472$; N.S.

2. $F = 6.66$; $df = 3,549$; $p \leq .001$

3. $F = 22.53$; $df = 3,552$; $p \leq .001$

Scale: 1 = strongly agree; 5 = strongly disagree

Table 6.4: Numbers (and percentages) of schools in which teachers perceive senior-infant boys to require additional help in curriculum subjects, by sex category of school

		Sex Category of School			
Subject	Total N:	Girls/Mixed		Mixed	Total
		Boys	Infants		
		75	75	282	432
		N	N	N	N
		(%)	(%)	(%)	(%)
1. Irish		43 (57.3)	32 (42.7)	142 (50.4)	217 (50.2)
2. Mathematics		57 (76.0)	40 (53.3)	155 (55.0)	252 (58.3)
3. Reading		60 (80.0)	49 (65.3)	161 (57.1)	270 (62.5)
4. Writing		56 (74.7)	56 (74.7)	194 (68.8)	306 (70.8)
5. Social and Environmental Studies		8 (10.7)	5 (6.7)	16 (5.7)	29 (6.7)
6. Free Play		3 (4.0)	3 (4.0)	7 (2.5)	13 (3.0)
7. P.E.		8 (10.7)	5 (6.7)	24 (8.5)	37 (8.6)
8. Music		13 (17.3)	15 (20.0)	70 (24.8)	98 (22.7)
9. Art and craft		30 (40.0)	25 (33.3)	104 (36.9)	159 (36.8)

1 $\chi^2 = 3.23$; df = 2; N.S.

2 $\chi^2 = 11.72$; df = 2; $p \leq 0.01$

3 $\chi^2 = 13.56$; df = 2; $p \leq 0.001$

4 $\chi^2 = 1.63$; df = 2; N.S.

5 $\chi^2 = 2.36$; df = 2; N.S.

6 $\chi^2 = 0.77$; df = 2; N.S.

7 $\chi^2 = 0.77$; df = 2; N.S.

8 $\chi^2 = 2.27$; df = 2; N.S.

9 $\chi^2 = 0.71$; df = 2; N.S.

Table 6.5: Numbers (and percentages) of schools in which teachers perceive senior-infant girls to require additional help in curriculum subjects, by sex category of school

		Sex Category of School			
Subject	Total N:	Girls	Girls/Mixed Infants	Mixed	Total
		55 N (%)	75 N (%)	282 N (%)	412 N (%)
1. Irish		21 (38.2)	24 (32.0)	115 (40.8)	160 (38.8)
2. Mathematics		51 (92.7)	48 (64.0)	191 (67.7)	290 (70.4)
3. Reading		45 (81.8)	42 (56.0)	101 (35.8)	188 (45.6)
4. Writing		37 (67.3)	33 (44.0)	110 (39.0)	180 (43.7)
5. Social and Environmental Studies		7 (12.7)	6 (8.0)	20 (7.1)	33 (8.0)
6. Free Play		4 (7.3)	2 (2.7)	6 (2.1)	12 (2.9)
7. P.E.		9 (16.4)	8 (10.7)	39 (13.8)	56 (13.6)
8. Music		9 (16.4)	5 (6.7)	31 (11.0)	45 (10.9)
9. Art and Craft		22 (40.0)	21 (28.0)	75 (26.6)	118 (28.6)

1 $\chi^2 = 1.93$; df = 2; N.S.

2 $\chi^2 = 15.59$; df = 2; $p \leq .001$

3 $\chi^2 = 43.23$; df = 2; $p \leq .001$

4 $\chi^2 = 14.95$; df = 2; $p \leq .001$

5 $\chi^2 = 1.98$; df = 2; N.S.

6 $\chi^2 = 4.32$; df = 2; N.S.

7 $\chi^2 = 0.92$; df = 2; N.S.

8 $\chi^2 = 3.07$; df = 2; N.S.

9 $\chi^2 = 4.06$; df = 2; N.S.

Table 6.6: Numbers (and percentages) of schools in which teachers perceive third-class boys to require additional help in curriculum subjects, by sex category of school

Subject	Sex Category of School		
	Total N:	Boys N (%)	Mixed N (%) Total N (%)
1. Irish		120 (85.1)	204 (74.5) 324 (78.1)
2. Mathematics		116 (82.3)	141 (51.5) 257 (61.9)
3. English		65 (46.1)	110 (40.1) 175 (42.2)
4. Social and Environmental Studies		15 (10.6)	30 (10.9) 45 (10.8)
5. P.E		13 (9.2)	13 (4.7) 26 (6.3)
6. Music		34 (24.1)	91 (33.2) 125 (30.1)
7. Art and Craft		29 (20.6)	81 (29.6) 110 (26.5)

1 $\chi^2 = 5.56$; df = 1; N.S.

2 $\chi^2 = 36.18$; df = 1; $p \leq .001$

3 $\chi^2 = 1.12$; df = 1; N.S.

4 $\chi^2 = 0.00$; df = 1; N.S.

5 $\chi^2 = 2.46$; df = 1; N.S.

6 $\chi^2 = 3.24$; df = 1; N.S.

7 $\chi^2 = 3.42$; df = 1; N.S.

Table 6.7: Numbers (and percentages) of schools in which teachers perceive third-class girls to require additional help in curriculum subjects, by sex category of school

Subject	Sex Category of School		
	Total N:	Girls N (%)	Mixed N (%) Total N (%)
1. Irish		52 (76.5)	154 (56.2) 206 (60.2)
2. Mathematics		62 (91.2)	194 (70.8) 256 (74.9)
3. English		36 (52.9)	58 (21.2) 94 (27.5)
4. Social and Environmental Studies		7 (10.3)	40 (14.6) 47 (13.7)
5. P.E		5 (7.4)	51 (18.6) 56 (16.4)
6. Music		9 (13.2)	32 (11.7) 41 (12.0)
7. Art and Craft		21 (30.9)	54 (19.7) 75 (21.9)

1 $\chi^2 = 8.51$; df = 1; $p \leq .01$

2 $\chi^2 = 10.95$; df = 1; $p \leq .001$

3 $\chi^2 = 26.02$; df = 1; $p \leq .001$

4 $\chi^2 = 0.53$; df = 1; N.S.

5 $\chi^2 = 4.26$; df = 1; N.S.

6 $\chi^2 = 0.02$; df = 1; N.S.

7 $\chi^2 = 3.35$; df = 1; N.S.

Table 6.8: Numbers (and percentages) of schools in which teachers perceive sixth-class boys to require additional help in curriculum subjects, by sex category of school

Subject	Sex Category of School		
	Total N:	Boys 147 N (%)	Mixed 276 N (%) Total 423 N (%)
1. Irish		138 (93.9)	205 (74.3) 343 (81.1)
2. Mathematics		127 (86.4)	139 (50.4) 266 (62.9)
3. English		55 (37.4)	93 (33.7) 148 (35.0)
4. Social and Environmental Studies		13 (8.8)	28 (10.1) 41 (9.7)
5. P.E		9 (6.1)	11 (4.0) 20 (4.7)
6. Music		39 (26.5)	107 (38.8) 146 (34.5)
7. Art and Craft		23 (15.6)	76 (27.5) 99 (23.4)

1 $\chi^2 = 22.77$; df = 1; $p \leq .001$

2 $\chi^2 = 51.82$; df = 1; $p \leq .001$

3 $\chi^2 = 0.43$; df = 1; N.S.

4 $\chi^2 = 0.66$; df = 1; N.S.

5 $\chi^2 = 0.56$; df = 1; N.S.

6 $\chi^2 = 5.83$; df = 1; $p \leq .01$

7 $\chi^2 = 6.92$; df = 1; $p \leq .01$

Table 6.9: Numbers (and percentages) of schools in which teachers perceive sixth-class girls to require additional help in curriculum subjects, by sex category of school

Subject	Sex Category of School		
	Total N:	Girls N (%)	Mixed N (%) Total N (%)
1. Irish		54 (76.1)	141 (51.1) 195 (56.2)
2. Mathematics		68 (95.8)	202 (73.2) 270 (77.8)
3. English		26 (36.6)	53 (19.2) 79 (22.8)
4. Social and Environmental Studies		11 (15.5)	38 (13.8) 49 (14.1)
5. P.E		8 (11.3)	56 (20.3) 64 (18.4)
6. Music		12 (16.9)	26 (9.4) 38 (11.0)
7. Art and Craft		14 (19.7)	33 (12.0) 47 (13.5)

1 $\chi^2 = 13.31$; df = 1; $p \leq .001$

2 $\chi^2 = 15.40$; df = 1; $p \leq .001$

3 $\chi^2 = 8.77$; df = 1; $p \leq .001$

4 $\chi^2 = 0.03$; df = 1; N.S.

5 $\chi^2 = 2.49$; df = 1; N.S.

6 $\chi^2 = 2.52$; df = 1; N.S.

7 $\chi^2 = 2.28$; df = 1; N.S.

Table 6.10: Numbers (and percentages) of single-sex schools in which senior-infant pupils are perceived to need additional help in curriculum subjects

Subject	Pupil Gender	Additional Help Required						
		Yes		No		χ^2	df	p
		N	(%)	N	(%)			
Irish	Boys	43	(57.3)	32	(42.7)	1.61	1	N.S.
	Girls	21	(38.2)	34	(61.8)	3.07	1	N.S.
Mathematics	Boys	57	(76.0)	18	(24.0)	20.28	1	≤.001
	Girls	51	(92.7)	4	(7.2)	40.16	1	≤.001
Reading	Boys	60	(80.0)	15	(20.0)	27.00	1	≤.001
	Girls	45	(81.8)	10	(18.2)	22.27	1	≤.001
Writing	Boys	56	(75.7)	19	(25.3)	18.25	1	≤.001
	Girls	37	(67.3)	18	(32.7)	6.56	1	≤.01
Social and Environmental Studies	Boys	8	(10.7)	67	(89.3)	46.41	1	≤.001
	Girls	7	(12.7)	48	(87.3)	30.56	1	≤.001
Free Play	Boys	3	(4.0)	72	(96.0)	63.48	1	≤.001
	Girls	4	(7.3)	51	(92.7)	40.16	1	≤.001
P.E.	Boys	8	(10.7)	67	(89.3)	46.41	1	≤.001
	Girls	9	(16.4)	46	(83.6)	24.89	1	≤.001
Music	Boys	13	(17.3)	62	(82.7)	32.01	1	≤.001
	Girls	9	(16.4)	46	(83.6)	24.89	1	≤.001
Art and Craft	Boys	30	(40.0)	45	(60.0)	3.00	1	N.S.
	Girls	22	(40.0)	33	(60.0)	2.20	1	N.S.

Boys' schools : N = 75; Girls' schools : N = 55

Table 6.11: Numbers (and percentages) of single-sex schools in which third-class pupils are perceived to need additional help in curriculum subjects

Subject	Pupil Gender	Additional Help Required						
		Yes		No		χ^2	df	p
		N	(%)	N	(%)			
Irish	Boys	120	(85.1)	21	(14.9)	69.51	1	≤.001
	Girls	52	(76.5)	16	(23.5)	19.06	1	≤.001
Mathematics	Boys	116	(82.3)	25	(17.7)	58.73	1	≤.001
	Girls	62	(91.2)	6	(8.8)	46.12	1	≤.001
English	Boys	65	(46.1)	76	(53.9)	.86	1	N.S.
	Girls	36	(52.9)	32	(47.1)	.24	1	N.S.
Social and Environmental Studies	Boys	15	(10.6)	126	(89.4)	87.39	1	≤.001
	Girls	7	(10.3)	61	(90.1)	42.88	1	≤.001
P.E.	Boys	13	(9.2)	128	(90.8)	93.79	1	≤.001
	Girls	5	(7.4)	63	(92.6)	49.47	1	≤.001
Music	Boys	34	(24.1)	107	(75.9)	37.79	1	≤.001
	Girls	9	(13.2)	59	(86.8)	36.76	1	≤.001
Art and Craft	Boys	29	(20.6)	112	(79.4)	48.86	1	≤.001
	Girls	21	(31.8)	47	(69.1)	9.94	1	≤.01

Boys' schools : N = 141; Girls' schools : N = 68

Table 6.12: Numbers (and percentages) of single-sex schools in which sixth-class pupils are perceived to need additional help in curriculum subjects

Subject	Pupil Gender	Additional Help Required				χ^2	df	p
		Yes		No				
		N	(%)	N	(%)			
Irish	Boys	138	(94.9)	9	(6.1)	113.20	1	≤.001
	Girls	54	(76.1)	17	(23.9)	19.28	1	≤.001
Mathematics	Boys	127	(86.4)	20	(13.6)	77.88	1	≤.001
	Girls	68	(95.8)	3	(4.2)	59.51	1	≤.001
English	Boys	55	(37.4)	92	(62.6)	9.31	1	≤.01
	Girls	26	(36.7)	45	(63.4)	5.08	1	N.S.
Social and Environmental Studies	Boys	13	(8.8)	134	(91.1)	99.60	1	≤.001
	Girls	11	(15.5)	60	(84.5)	33.82	1	≤.001
P.E.	Boys	9	(6.1)	138	(93.9)	113.20	1	≤.001
	Girls	8	(11.3)	63	(88.7)	42.61	1	≤.001
Music	Boys	39	(26.5)	108	(73.5)	32.39	1	≤.001
	Girls	12	(16.9)	59	(83.1)	31.11	1	≤.001
Art and Craft	Boys	23	(15.6)	124	(84.4)	69.39	1	≤.001
	Girls	14	(19.7)	57	(80.3)	26.04	1	≤.001

Boys' schools : N = 147; Girls' schools : N = 71

Table 6.14: Numbers (and percentages) of girls' schools with mixed infants in which senior-infant pupils are perceived to need additional help in curriculum subjects

Subject	Pupil Gender	Additional Help Required				χ^2	df	p
		Yes		No				
		N	(%)	N	(%)			
Irish	Boys	32	(42.3)	43	(57.3)	1.61	1	N.S.
	Girls	24	(32.0)	51	(68.0)	9.72	1	$\leq .01$
Mathematics	Boys	40	(53.3)	35	(46.7)	.33	1	N.S.
	Girls	48	(64.0)	27	(36.0)	5.88	1	N.S.
Reading	Boys	49	(65.3)	26	(34.7)	7.05	1	$\leq .01$
	Girls	42	(56.0)	33	(44.0)	1.08	1	N.S.
Writing	Boys	56	(74.7)	19	(25.3)	18.25	1	$\leq .001$
	Girls	33	(44.0)	42	(56.0)	1.08	1	N.S.
Social and Environmental Studies	Boys	5	(6.7)	70	(93.3)	56.33	1	$\leq .001$
	Girls	6	(8.0)	69	(92.0)	52.92	1	$\leq .001$
Free Play	Boys	3	(4.0)	72	(96.0)	63.48	1	$\leq .001$
	Girls	2	(2.7)	73	(97.3)	67.21	1	$\leq .001$
P.E.	Boys	5	(6.7)	70	(93.3)	56.33	1	$\leq .001$
	Girls	8	(10.7)	67	(89.3)	46.41	1	$\leq .001$
Music	Boys	15	(20.0)	60	(80.0)	27.00	1	$\leq .001$
	Girls	5	(6.7)	70	(93.3)	56.33	1	$\leq .001$
Art and Craft	Boys	25	(33.3)	50	(66.7)	8.33	1	$\leq .01$
	Girls	21	(28.0)	54	(72.0)	14.52	1	$\leq .001$
Total N = 75								

Table 6.15: Numbers (and percentages) of mixed schools in which senior-infant pupils are perceived to need additional help in curriculum subjects

Subject	Pupil Gender	Additional Help Required				χ^2	df	p
		Yes		No				
		N	(%)	N	(%)			
Irish	Boys	142	(50.4)	140	(49.6)	.01	1	N.S.
	Girls	115	(40.8)	167	(59.2)	9.59	1	≤.01
Mathematics	Boys	155	(55.0)	127	(45.0)	2.78	1	N.S.
	Girls	191	(67.7)	91	(32.3)	35.46	1	≤.001
Reading	Boys	161	(57.1)	121	(42.9)	5.67	1	N.S.
	Girls	101	(35.8)	181	(64.2)	22.70	1	≤.001
Writing	Boys	194	(68.8)	88	(31.2)	39.84	1	≤.001
	Girls	110	(39.0)	172	(60.1)	13.63	1	≤.001
Social and Environmental Studies	Boys	16	(5.7)	266	(94.3)	221.63	1	≤.001
	Girls	20	(7.1)	262	(93.0)	207.67	1	≤.001
Free Play	Boys	7	(2.5)	275	(97.5)	254.70	1	≤.001
	Girls	6	(2.1)	276	(97.9)	258.51	1	≤.001
P.E.	Boys	24	(8.5)	258	(91.5)	194.17	1	≤.001
	Girls	39	(13.8)	243	(86.2)	147.57	1	≤.001
Music	Boys	70	(24.8)	212	(75.1)	71.50	1	≤.001
	Girls	31	(11.0)	251	(89.0)	171.63	1	≤.001
Art and Craft	Boys	104	(36.9)	178	(63.1)	19.42	1	≤.001
	Girls	75	(26.6)	207	(73.4)	61.79	1	≤.001

Total N = 282

Table 6.16: Numbers (and percentages) of mixed schools in which third-class pupils are perceived to need additional help in curriculum subjects

Subject	Pupil Gender	Additional Help Required				χ^2	df	p
		Yes		No				
		N	(%)	N	(%)			
Irish	Boys	204	(74.4)	70	(25.5)	65.53	1	≤.001
	Girls	154	(56.2)	120	(43.8)	4.22	1	N.S.
Mathematics	Boys	141	(51.4)	133	(48.5)	.23	1	N.S.
	Girls	194	(70.8)	80	(29.2)	47.43	1	≤.001
English	Boys	110	(40.1)	164	(59.9)	10.64	1	≤.001
	Girls	58	(21.2)	216	(78.8)	91.11	1	≤.001
Social and Environmental Studies	Boys	30	(10.9)	244	(89.1)	167.14	1	≤.001
	Girls	40	(14.6)	234	(85.4)	137.36	1	≤.001
P.E.	Boys	13	(4.7)	261	(95.3)	224.47	1	≤.001
	Girls	51	(18.6)	223	(81.4)	107.97	1	≤.001
Music	Boys	91	(33.2)	183	(66.8)	30.89	1	≤.001
	Girls	32	(11.7)	242	(88.3)	160.95	1	≤.001
Art and Craft	Boys	81	(29.6)	193	(70.4)	45.78	1	≤.001
	Girls	54	(19.7)	220	(80.3)	100.57	1	≤.001

Total N = 274

Table 6.17: Numbers (and percentages) of mixed schools in which sixth-class pupils are perceived to need additional help in curriculum subjects

Subject	Pupil Gender	Additional Help Required				χ^2	df	p
		Yes		No				
		N	(%)	N	(%)			
Irish	Boys	205	(74.3)	71	(25.7)	65.06	1	≤.001
	Girls	141	(51.1)	135	(48.9)	.13	1	N.S.
Mathematics	Boys	139	(50.4)	137	(49.6)	.01	1	N.S.
	Girls	202	(73.2)	74	(26.8)	59.36	1	≤.001
English	Boys	93	(33.7)	183	(66.3)	29.35	1	≤.001
	Girls	53	(19.2)	223	(80.7)	104.71	1	≤.001
Social and Environmental Studies	Boys	28	(10.1)	248	(89.9)	175.36	1	≤.001
	Girls	38	(13.8)	238	(86.2)	144.93	1	≤.001
P.E.	Boys	11	(4.0)	265	(96.0)	233.75	1	≤.001
	Girls	56	(20.3)	220	(79.7)	97.45	1	≤.001
Music	Boys	107	(38.8)	169	(61.2)	13.93	1	≤.001
	Girls	26	(9.4)	250	(90.6)	181.80	1	≤.001
Art and Craft	Boys	76	(27.5)	200	(72.5)	55.71	1	≤.001
	Girls	33	(12.0)	243	(88.0)	159.78	1	≤.001

Total N = 276

Table 6.18: Numbers (and percentages) of teachers (sixth-class, mixed schools), who perceive pupils to require additional help in curriculum subjects, by gender of teacher and gender of pupil

Gender of Teacher						
Subjects	Male N (%)	Female N (%)	Total N	χ^2	df	p
Boys						
Irish	120 (74.1)	85 (75.2)	205	.01	1	N.S.
Mathematics	82 (50.6)	57 (50.4)	139	.00	1	N.S.
English	57 (35.2)	36 (31.9)	93	.20	1	N.S.
Social and Environmental Studies	18 (11.1)	10 (8.9)	28	.17	1	N.S.
P.E.	7 (4.3)	4 (3.5)	11	.00	1	N.S.
Music	66 (40.7)	41 (59.3)	107	.39	1	N.S.
Art and Craft	54 (33.3)	22 (19.5)	76	5.72	1	N.S.
Girls						
Irish	84 (51.8)	57 (50.4)	141	.01	1	N.S.
Mathematics	124 (76.5)	78 (69.0)	202	1.56	1	N.S.
English	30 (18.5)	23 (20.4)	53	.05	1	N.S.
Social and Environmental Studies	25 (15.4)	13 (11.5)	38	.56	1	N.S.
P.E.	45 (27.8)	11 (9.7)	56	12.27	1	≤.001
Music	15 (9.3)	11 (9.7)	26	.00	1	N.S.
Art and Craft	18 (11.1)	15 (13.3)	33	.13	1	N.S.

Table 6.19: Numbers (and percentages) of schools in which teachers perceive senior-infant boys to adopt selected learning approaches, by sex category of school

Learning Approach	Sex Category of School			Total N (%)
	Boys N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	
1. Physically Active				
strongly agree	21 (28.4)	16 (21.9)	59 (21.5)	96 (22.7)
agree	40 (54.1)	42 (57.5)	167 (60.7)	249 (59.0)
unsure	4 (5.4)	9 (12.3)	24 (8.7)	37 (8.8)
disagree	7 (9.5)	5 (6.8)	25 (9.1)	37 (8.8)
strongly disagree	2 (2.7)	1 (1.4)	0 (0.0)	3 (0.7)
Total	74	73	275	422
2. Collaborative				
strongly agree	18 (24.0)	10 (13.5)	38 (14.0)	66 (15.7)
agree	47 (62.7)	48 (64.9)	187 (69.0)	282 (67.1)
unsure	4 (5.3)	9 (12.2)	20 (7.4)	33 (7.9)
disagree	6 (8.6)	7 (9.5)	24 (8.9)	37 (8.8)
strongly disagree	0 (0.0)	0 (0.0)	2 (0.7)	2 (0.5)
Total	75	74	271	420

(table continues)

Sex Category of School

Learning Approach	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
3. Creative				
strongly agree	24 (32.4)	14 (18.9)	38 (14.2)	76 (18.3)
agree	35 (47.3)	44 (59.5)	173 (64.6)	252 (60.6)
unsure	7 (9.5)	10 (13.5)	37 (13.8)	54 (13.0)
disagree	8 (10.8)	5 (6.8)	20 (7.5)	33 (7.9)
strongly disagree	0 (0.0)	1 (1.4)	0 (0.0)	1 (0.2)
Total	74	74	268	416
4. Competitive				
strongly agree	15 (20.0)	4 (5.5)	41 (14.9)	60 (14.2)
agree	35 (46.7)	38 (52.1)	132 (48.0)	205 (48.5)
unsure	7 (9.3)	13 (17.8)	36 (13.1)	56 (13.2)
disagree	16 (21.3)	17 (23.3)	64 (23.3)	97 (22.9)
strongly disagree	2 (2.7)	1 (1.4)	2 (0.7)	5 (1.2)
Total	75	73	275	423

(table continues)

Learning Approach	Sex Category of School			
	Boys	Girls/Mixed	Mixed	Total
	N (%)	Infants N (%)	N (%)	N (%)
5. Questioning				
strongly agree	25 (33.8)	14 (19.2)	53 (19.3)	92 (21.8)
agree	41 (55.4)	48 (65.8)	167 (60.7)	256 (60.7)
unsure	5 (6.8)	4 (5.5)	23 (8.4)	32 (7.6)
disagree	3 (4.1)	7 (9.6)	31 (11.3)	41 (9.7)
strongly disagree	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.2)
Total	74	73	275	422
6. Problem-solving				
strongly agree	21 (28.0)	4 (5.4)	21 (7.8)	46 (11.0)
agree	23 (30.7)	35 (47.3)	147 (54.6)	205 (49.0)
unsure	12 (16.0)	19 (25.7)	71 (26.4)	102 (24.4)
disagree	17 (22.7)	14 (18.9)	30 (11.2)	61 (14.6)
strongly disagree	2 (2.7)	2 (2.7)	0 (0.0)	4 (1.0)
Total	75	74	269	418

(table continues)

Sex Category of School

Learning Approach	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
7. Independent				
strongly agree	8 (10.8)	4 (5.5)	16 (5.9)	28 (6.7)
agree	30 (40.5)	41 (56.2)	135 (50.2)	206 (49.5)
unsure	13 (17.6)	8 (11.0)	34 (12.6)	55 (13.2)
disagree	18 (24.3)	17 (23.3)	81 (30.1)	116 (27.9)
strongly disagree	5 (6.8)	3 (4.1)	3 (1.1)	11 (2.6)
Total	74	73	269	416
8. Communicative				
strongly agree	22 (29.3)	16 (21.6)	65 (23.7)	103 (24.3)
agree	40 (53.3)	47 (63.5)	158 (57.7)	245 (57.9)
unsure	6 (8.0)	4 (5.4)	18 (6.6)	28 (6.6)
disagree	7 (9.3)	6 (8.1)	30 (10.9)	43 (10.2)
strongly disagree	0 (0.0)	1 (1.4)	3 (1.1)	4 (0.9)
Total	75	74	274	423

1 $\chi^2 = 10.65$; df = 8; N.S.

2 $\chi^2 = 8.04$; df = 8; N.S.

3 $\chi^2 = 19.93$; df = 8; p \leq .01

4 $\chi^2 = 10.07$; df = 8; N.S.

5 $\chi^2 = 10.94$; df = 8; N.S.

6 $\chi^2 = 47.58$; df = 8; p \leq .001

7 $\chi^2 = 14.61$; df = 8; N.S.

8 $\chi^2 = 3.52$; df = 8; N.S.

Table 6.20: Numbers (and percentages) of schools in which teachers perceive senior-infant girls to adopt selected learning approaches, by sex category of school

Learning Approach	Sex Category of School			
	Girls	Girls/Mixed Infants	Mixed	Total
	N (%)	N (%)	N (%)	N (%)
1. Physically Active				
strongly agree	24 (45.3)	6 (8.3)	28 (10.3)	58 (14.6)
agree	25 (47.2)	39 (54.2)	138 (50.7)	202 (50.9)
unsure	2 (3.8)	8 (11.1)	43 (15.8)	53 (13.4)
disagree	2 (3.8)	18 (25.0)	62 (22.8)	82 (20.7)
strongly disagree	0 (0.0)	1 (1.4)	1 (0.4)	2 (0.5)
Total	53	72	272	397
2. Collaborative				
strongly agree	10 (18.5)	14 (18.9)	72 (26.1)	96 (23.8)
agree	32 (59.3)	47 (63.5)	175 (63.4)	254 (62.9)
unsure	3 (5.6)	2 (2.7)	10 (3.6)	15 (3.7)
disagree	9 (16.7)	11 (14.9)	18 (6.5)	38 (9.4)
strongly disagree	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.2)
Total	54	74	276	404

(table continues)

Sex Category of School

Learning Approach	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
3. Creative				
strongly agree	17 (31.5)	19 (26.0)	56 (20.5)	92 (23.0)
agree	29 (53.7)	44 (60.3)	198 (72.5)	271 (67.8)
unsure	4 (7.4)	5 (6.8)	9 (3.3)	18 (4.5)
disagree	4 (7.4)	5 (6.8)	10 (3.7)	19 (4.8)
Total	54	73	273	400
4. Competitive				
strongly agree	11 (20.4)	27 (36.5)	97 (35.7)	135 (33.8)
agree	20 (37.0)	35 (47.3)	149 (54.8)	204 (51.0)
unsure	6 (11.1)	5 (6.8)	11 (4.0)	22 (5.5)
disagree	16 (29.6)	7 (9.6)	15 (5.5)	38 (9.5)
strongly disagree	1 (1.9)	0 (0.0)	0 (0.0)	1 (0.3)
Total	54	74	272	400

(table continues)

Sex Category of School

Learning Approach	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
5. Questioning				
strongly agree	20 (37.0)	16 (21.6)	69 (25.1)	105 (26.1)
agree	23 (42.6)	49 (66.2)	174 (63.3)	246 (61.0)
unsure	1 (1.9)	4 (5.4)	16 (5.8)	21 (5.2)
disagree	9 (16.7)	5 (6.8)	16 (5.8)	30 (7.4)
strongly disagree	1 (1.9)	0 (0.0)	0 (0.0)	1 (0.2)
Total	54	74	275	403
6. Problem-solving				
strongly agree	10 (18.9)	3 (4.2)	18 (6.7)	31 (7.8)
agree	13 (24.5)	40 (55.6)	143 (53.0)	196 (49.6)
unsure	11 (20.8)	16 (22.2)	72 (26.7)	99 (25.1)
disagree	18 (34.0)	11 (15.3)	36 (13.3)	65 (16.5)
strongly disagree	1 (1.9)	2 (2.8)	1 (0.4)	4 (1.0)
Total	53	72	270	395

(table continues)

Sex Category of School

Learning Approach	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
7. Independent				
strongly agree	5 (9.4)	13 (17.8)	37 (13.7)	55 (13.9)
agree	25 (47.2)	39 (53.4)	148 (54.8)	212 (53.5)
unsure	8 (15.1)	7 (9.6)	27 (10.0)	42 (10.6)
disagree	14 (26.4)	11 (15.1)	56 (20.7)	81 (20.5)
strongly disagree	1 (1.9)	3 (4.1)	2 (0.7)	6 (1.5)
Total	53	73	270	396
8. Communicative				
strongly agree	23 (43.4)	27 (36.5)	81 (29.7)	131 (32.8)
agree	22 (41.5)	40 (54.1)	166 (60.8)	228 (57.0)
unsure	1 (1.9)	2 (2.7)	12 (4.4)	15 (3.8)
disagree	7 (13.2)	4 (5.4)	14 (5.1)	25 (6.3)
strongly disagree	0 (0.0)	1 (1.4)	0 (0.0)	1 (0.3)
Total	53	74	273	400

1 $\chi^2 = 55.04$; df = 8; $p \leq .001$

2 $\chi^2 = 11.09$; df = 8; N.S.

3 $\chi^2 = 10.76$; df = 6; N.S.

4 $\chi^2 = 44.69$; df = 8; $p \leq .001$

5 $\chi^2 = 21.74$; df = 8; $p \leq .01$

6 $\chi^2 = 33.92$; df = 8; $p \leq .001$

7 $\chi^2 = 9.55$; df = 8; N.S.

8 $\chi^2 = 16.13$; df = 8; N.S.

Table 6.21: Numbers (and percentages) of schools in which teachers perceive third-class boys to adopt selected learning approaches, by sex category of school

Learning Approach	Sex Category of School		Total N (%)
	Boys N (%)	Mixed N (%)	
1. Physically Active			
strongly agree	15 (10.7)	42 (15.8)	57 (14.0)
agree	62 (44.3)	133 (50.0)	195 (48.0)
unsure	24 (17.1)	47 (17.1)	71 (17.5)
disagree	33 (23.6)	41 (15.4)	74 (18.2)
strongly disagree	6 (4.3)	3 (1.1)	9 (2.2)
Total	140	266	406
2. Collaborative			
strongly agree	22 (15.9)	45 (16.9)	67 (16.6)
agree	92 (66.7)	194 (72.9)	286 (70.8)
unsure	9 (6.5)	9 (3.4)	18 (4.5)
disagree	15 (10.9)	17 (6.4)	32 (7.9)
strongly disagree	0 (0.0)	1 (0.4)	1 (0.2)
Total	138	266	404

(table continues)

Learning Approach	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
3. Creative			
strongly agree	37 (26.8)	37 (14.1)	74 (18.5)
agree	68 (49.3)	176 (66.9)	244 (60.8)
unsure	19 (13.8)	25 (9.5)	44 (11.0)
disagree	12 (8.7)	24 (9.1)	36 (9.0)
strongly disagree	2 (1.4)	1 (0.4)	3 (0.7)
Total	138	263	401
4. Competitive			
strongly agree	45 (32.4)	48 (18.0)	93 (23.0)
agree	73 (52.5)	132 (49.6)	205 (50.6)
unsure	9 (6.5)	38 (14.3)	47 (11.6)
disagree	11 (7.9)	45 (16.9)	56 (13.8)
strongly disagree	1 (0.7)	3 (1.1)	4 (1.0)
Total	139	266	405

(table continues)

Learning Approach	Sex Category of School		Total N (%)
	Boys N (%)	Mixed N (%)	
5. Questioning			
strongly agree	52 (36.9)	64 (24.0)	116 (28.4)
agree	75 (53.2)	180 (67.4)	255 (62.5)
unsure	9 (6.4)	10 (3.7)	19 (4.7)
disagree	5 (3.5)	12 (4.5)	17 (4.2)
strongly disagree	0 (0.0)	1 (0.4)	1 (0.2)
Total	141	267	408
6. Problem solving			
strongly agree	19 (13.8)	40 (15.3)	59 (14.8)
agree	64 (46.4)	153 (58.4)	217 (54.3)
unsure	25 (18.1)	43 (16.4)	68 (17.0)
disagree	28 (20.3)	25 (9.5)	53 (13.3)
strongly disagree	2 (1.4)	1 (0.4)	3 (0.8)
Total	138	262	400

(table continues)

Learning Approach	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
7. Independent			
strongly agree	16 (11.5)	21 (7.9)	37 (9.2)
agree	71 (51.1)	128 (48.3)	199 (49.3)
unsure	15 (10.8)	34 (12.8)	49 (12.1)
disagree	34 (24.5)	76 (28.7)	110 (27.2)
strongly disagree	3 (2.2)	6 (2.3)	9 (2.2)
Total	139	265	404
8. Communicative			
strongly agree	43 (30.5)	50 (18.6)	93 (22.7)
agree	65 (46.1)	186 (69.1)	251 (61.2)
unsure	14 (9.9)	19 (7.1)	33 (8.0)
disagree	17 (12.1)	13 (4.8)	30 (7.3)
strongly disagree	2 (1.4)	1 (0.4)	3 (0.7)
Total	141	269	410

1 $\chi^2 = 9.80$; df = 4; N.S.

2 $\chi^2 = 5.38$; df = 4; N.S.

3 $\chi^2 = 15.50$; df = 4; $p \leq .01$

4 $\chi^2 = 18.62$; df = 4; $p \leq .001$

5 $\chi^2 = 10.50$; df = 4; N.S.

6 $\chi^2 = 11.95$; df = 4; N.S.

7 $\chi^2 = 2.34$; df = 4; N.S.

8 $\chi^2 = 22.74$; df = 4; $p \leq .001$

Table 6.22: Numbers (and percentages) of schools in which teachers perceive third-class girls to adopt selected learning approaches, by sex category of school

Learning Approach	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
1. Physically Active			
strongly agree	7 (10.8)	12 (4.5)	19 (5.7)
agree	29 (44.6)	108 (40.4)	137 (41.3)
unsure	12 (18.5)	45 (16.9)	57 (17.2)
disagree	15 (23.1)	98 (36.7)	113 (34.0)
strongly disagree	2 (3.1)	4 (1.5)	6 (1.8)
Total	65	267	332
2. Collaborative			
strongly agree	13 (19.1)	71 (26.3)	84 (24.9)
agree	49 (72.1)	186 (68.9)	235 (69.5)
unsure	3 (4.4)	7 (2.6)	10 (3.0)
disagree	3 (4.4)	6 (2.2)	9 (2.7)
Total	68	270	338

(table continues)

Learning Approach	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
3. Creative			
strongly agree	22 (33.8)	72 (26.9)	94 (28.2)
agree	36 (55.4)	176 (65.7)	212 (63.7)
unsure	3 (4.6)	14 (5.2)	17 (5.1)
disagree	4 (6.2)	6 (2.2)	10 (3.0)
Total	65	268	333
4. Competitive			
strongly agree	13 (19.4)	107 (39.6)	120 (35.6)
agree	36 (53.7)	127 (47.0)	163 (48.4)
unsure	5 (7.5)	25 (9.3)	30 (8.9)
disagree	12 (17.9)	9 (3.3)	30 (6.2)
strongly disagree	1 (1.5)	2 (0.7)	3 (0.9)
Total	67	270	337

(table continues)

Learning Approach	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
5. Questioning			
strongly agree	27 (39.7)	62 (23.1)	89 (26.5)
agree	39 (57.4)	168 (62.7)	207 (61.6)
unsure	1 (1.5)	17 (6.3)	18 (5.4)
disagree	1 (1.5)	21 (7.8)	22 (6.5)
Total	68	268	336
6. Problem solving			
strongly agree	5 (7.7)	22 (8.3)	27 (8.2)
agree	34 (52.3)	136 (51.1)	170 (51.4)
unsure	12 (18.5)	62 (23.3)	74 (22.4)
disagree	14 (21.5)	43 (16.2)	57 (17.2)
strongly disagree	0 (0.0)	3 (1.1)	3 (0.9)
Total	65	266	331

(table continues)

Learning Approach	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
7. Independent			
strongly agree	10 (14.7)	35 (13.2)	45 (13.5)
agree	34 (50.0)	146 (54.9)	180 (53.9)
unsure	10 (14.7)	28 (10.5)	38 (11.4)
disagree	13 (19.1)	51 (19.2)	64 (19.2)
strongly disagree	1 (1.5)	6 (2.3)	7 (2.1)
Total	68	266	334
8. Communicative			
strongly agree	18 (26.9)	69 (25.6)	87 (25.8)
agree	40 (59.7)	189 (70.0)	229 (68.0)
unsure	4 (6.0)	7 (2.6)	11 (3.3)
disagree	4 (6.0)	5 (1.9)	9 (2.7)
strongly disagree	1 (1.5)	0 (0.0)	1 (0.3)
Total	67	270	337

1 $\chi^2 = 7.47$; df = 4; N.S.

2 $\chi^2 = 2.80$; df = 3; N.S.

3 $\chi^2 = 4.48$; df = 3; N.S.

4 $\chi^2 = 25.50$; df = 4; p \leq .001

5 $\chi^2 = 11.63$; df = 3; p \leq .01

6 $\chi^2 = 2.19$; df = 4; N.S.

7 $\chi^2 = 1.33$; df = 4; N.S.

8 $\chi^2 = 10.19$; df = 4; N.S.

Table 6.23: Numbers (and percentages) of schools in which teachers perceive sixth-class boys to adopt selected learning approaches, by sex category of school

Learning Approach	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
1. Physically Active			
strongly agree	9 (6.2)	37 (13.9)	46 (11.2)
agree	53 (36.6)	149 (56.0)	202 (49.1)
unsure	31 (21.4)	42 (15.8)	73 (17.8)
disagree	47 (32.4)	36 (13.5)	83 (20.2)
strongly disagree	5 (3.4)	2 (0.8)	7 (1.7)
Total	145	206	411
2. Collaborative			
strongly agree	28 (19.0)	54 (19.9)	82 (19.6)
agree	100 (68.0)	194 (71.6)	294 (70.3)
unsure	7 (4.8)	12 (4.4)	19 (4.5)
disagree	10 (6.8)	11 (4.1)	21 (5.0)
strongly disagree	2 (1.4)	0 (0.0)	2 (0.5)
Total	147	271	418

(table continues)

Learning Approach	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
3. Creative			
strongly agree	22 (15.3)	31 (11.5)	53 (12.8)
agree	81 (56.3)	166 (61.5)	247 (59.7)
unsure	19 (13.2)	47 (17.4)	66 (15.9)
disagree	21 (14.6)	26 (9.6)	47 (11.4)
strongly disagree	1 (0.7)	0 (0.0)	1 (0.2)
Total	144	270	414
4. Competitive			
strongly agree	32 (21.8)	32 (11.9)	64 (15.4)
agree	88 (59.9)	140 (52.0)	228 (54.8)
unsure	8 (5.4)	42 (15.6)	50 (12.0)
disagree	17 (11.6)	51 (19.0)	68 (16.3)
strongly disagree	2 (1.4)	4 (1.5)	6 (1.4)
Total	147	269	416

(table continues)

Learning Approach	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
5. Questioning			
strongly agree	35 (23.8)	58 (21.2)	93 (22.1)
agree	95 (64.6)	173 (63.4)	268 (63.8)
unsure	5 (3.4)	19 (7.0)	24 (5.7)
disagree	11 (7.5)	20 (7.3)	31 (7.4)
strongly disagree	1 (0.7)	3 (1.1)	4 (1.0)
Total	147	273	420
6. Problem solving			
strongly agree	15 (10.3)	41 (15.1)	56 (13.4)
agree	92 (63.4)	182 (66.9)	274 (65.7)
unsure	20 (13.8)	33 (12.1)	53 (12.7)
disagree	17 (11.7)	16 (5.9)	33 (7.9)
strongly disagree	1 (0.7)	0 (0.0)	1 (0.2)
Total	145	272	417

(table continues)

Learning Approach	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
7. Independent			
strongly agree	18 (12.3)	22 (8.1)	40 (9.5)
agree	81 (55.5)	141 (51.6)	222 (53.0)
unsure	16 (11.0)	48 (17.6)	64 (15.3)
disagree	30 (20.5)	60 (22.0)	90 (21.5)
strongly disagree	1 (0.7)	2 (0.7)	3 (0.7)
Total	146	273	419
8. Communicative			
strongly agree	26 (17.8)	54 (19.9)	80 (19.2)
agree	89 (61.0)	175 (64.6)	264 (63.3)
unsure	15 (10.3)	18 (6.6)	33 (7.9)
disagree	15 (10.3)	21 (7.7)	36 (8.6)
strongly disagree	1 (0.7)	3 (1.1)	4 (1.0)
Total	146	271	417

1 $\chi^2 = 34.43$; df = 4; $p \leq .001$

2 $\chi^2 = 5.35$; df = 4; N.S.

3 $\chi^2 = 6.44$; df = 4; N.S.

4 $\chi^2 = 18.45$; df = 4; $p \leq .001$

5 $\chi^2 = 2.60$; df = 4; N.S.

6 $\chi^2 = 7.91$; df = 4; N.S.

7 $\chi^2 = 4.91$; df = 4; N.S.

8 $\chi^2 = 2.88$; df = 4; N.S.

Table 6.24: Numbers (and percentages) of schools in which teachers perceive sixth-class girls to adopt selected learning approaches, by sex category of school

Learning Approach	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
1. Physically Active			
strongly agree	9 (13.0)	21 (7.9)	30 (9.0)
agree	23 (33.3)	127 (47.7)	150 (44.8)
unsure	10 (14.5)	49 (18.4)	59 (17.6)
disagree	24 (34.8)	64 (24.1)	88 (26.3)
strongly disagree	3 (4.3)	5 (1.9)	8 (2.4)
Total	69	266	335
2. Collaborative			
strongly agree	26 (37.1)	86 (31.5)	112 (32.7)
agree	37 (52.9)	171 (62.6)	208 (60.6)
unsure	1 (1.4)	10 (3.7)	11 (3.2)
disagree	6 (8.6)	6 (2.2)	12 (3.5)
Total	70	273	343

(table continues)

Learning Approach	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
3. Creative			
strongly agree	23 (32.9)	72 (26.3)	95 (27.6)
agree	38 (54.3)	179 (65.3)	217 (63.1)
unsure	4 (5.7)	16 (5.8)	20 (5.8)
disagree	5 (7.1)	7 (2.6)	12 (3.5)
Total	70	274	344
4. Competitive			
strongly agree	19 (27.1)	80 (29.4)	99 (28.9)
agree	36 (51.4)	152 (55.9)	188 (55.0)
unsure	9 (12.9)	26 (9.6)	35 (10.2)
disagree	5 (7.1)	13 (4.8)	18 (5.3)
strongly disagree	1 (1.4)	1 (0.4)	2 (0.6)
Total	70	272	342

(table continues)

Learning Approach	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
5. Questioning			
strongly agree	28 (40.0)	70 (25.7)	98 (28.7)
agree	36 (51.4)	159 (58.5)	195 (57.0)
unsure	0 (0.0)	21 (7.7)	21 (6.1)
disagree	6 (8.6)	22 (8.1)	28 (8.2)
Total	70	272	342
6. Problem solving			
strongly agree	8 (11.6)	30 (11.1)	38 (11.2)
agree	35 (50.7)	147 (54.4)	182 (53.7)
unsure	16 (23.2)	54 (20.0)	70 (20.6)
disagree	10 (14.5)	39 (14.4)	49 (14.5)
Total	69	270	339

(table continues)

Learning Approach	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
7. Independent			
strongly agree	11 (15.7)	34 (12.6)	45 (13.2)
agree	39 (55.7)	150 (55.6)	189 (55.6)
unsure	6 (8.6)	37 (13.7)	43 (12.6)
disagree	14 (20.0)	45 (16.7)	59 (17.4)
strongly disagree	0 (0.0)	4 (1.5)	4 (1.2)
Total	70	270	340
8. Communicative			
strongly agree	27 (38.0)	82 (30.0)	109 (31.7)
agree	34 (47.9)	167 (61.2)	201 (58.4)
unsure	4 (5.6)	11 (4.0)	15 (4.4)
disagree	6 (8.5)	13 (4.8)	19 (5.5)
Total	71	273	344

1 $\chi^2 = 8.44$; df = 4; N.S.

2 $\chi^2 = 7.65$; df = 3; N.S.

3 $\chi^2 = 5.32$; df = 3; N.S.

4 $\chi^2 = 2.55$; df = 4; N.S.

5 $\chi^2 = 9.86$; df = 3; N.S.

6 $\chi^2 = 0.42$; df = 3; N.S.

7 $\chi^2 = 2.96$; df = 4; N.S.

8 $\chi^2 = 4.56$; df = 3; N.S.

Table 6.25: Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' approaches to learning in single-sex schools

Learning Approach	N	Boys		N	Girls		t	df	p
		M	SD		M	SD			
Physically Active (using physical space for classwork)	74	2.04	.99	53	1.66	.73	2.49	125	≤.01
Collaborative (working with classmates)	75	1.97	.79	54	2.20	.94	-1.47	127	N.S
Creative (showing imagination)	74	1.99	.93	54	1.91	.83	.51	126	N.S
Competitive (keen to do better than other pupils)	75	2.40	1.12	54	2.55	1.18	-.76	127	N.S
Questioning (asking teacher questions)	74	1.81	.73	54	2.04	1.12	-1.30	126	N.S
Problem-solving (applying principles to concrete situations)	75	2.41	1.99	53	2.75	1.18	-1.61	126	N.S
Independent (working alone)	74	2.76	1.15	53	2.64	1.04	.59	125	N.S
Communicative (talking about work with classmates)	75	1.97	.87	53	1.85	.99	.74	126	N.S

Scale: 1 = strongly agree; 5 = strongly disagree

Table 6.26 Means and standard deviations for teachers' perceptions of third-class boys' and girls' approaches to learning in single-sex schools

Learning Approach	Boys			Girls			t	df	p
	N	M	SD	N	M	SD			
Physically Active (using physical space for classwork)	140	2.66	1.08	65	2.63	1.05	0.21	203	N.S
Collaborative (working with classmates)	138	2.12	.81	68	1.94	.64	1.75	204	N.S
Creative (showing imagination)	138	2.09	.94	65	1.83	.78	2.04	201	N.S
Competitive (keen to do better than other pupils)	139	1.92	.88	67	2.28	1.02	-2.49	204	≤.01
Questioning (asking teacher questions)	141	1.77	.72	68	1.65	.60	1.26	207	N.S
Problem-solving (applying principles to concrete situations)	138	2.49	1.01	65	2.54	.92	-0.32	201	N.S
Independent (working alone)	139	2.55	1.05	68	2.43	1.01	0.79	205	N.S
Communicative (talking about work with classmates)	141	2.08	1.01	67	1.96	.84	0.92	206	N.S

Scale: 1 = strongly agree; 5 = strongly disagree

Table 6.27: Means and standard deviations for teachers' perceptions of sixth-class boys' and girls' approaches to learning in single-sex schools

Learning Approach	N	Boys		N	Girls		t	df	p
		M	SD		M	SD			
Physically Active (using physical space for classwork)	145	2.90	1.04	69	2.84	1.17	0.38	212	N.S.
Collaborative (working with classmates)	147	2.03	.80	70	1.81	.84	1.83	215	N.S.
Creative (showing imagination)	144	2.29	.92	70	1.87	.82	3.39	212	≤.001
Competitive (keen to do better than other pupils)	147	2.11	.92	70	2.04	.91	.50	215	N.S.
Questioning (asking teacher questions)	147	1.97	.80	70	1.78	.84	1.63	215	N.S.
Problem-solving (applying principles to concrete situations)	145	2.29	.83	69	2.41	.88	-0.92	212	N.S.
Independent (working alone)	146	2.42	.97	70	2.33	.97	0.63	214	N.S.
Communicative (talking about work with classmates)	146	2.15	.86	71	1.85	.87	2.43	215	≤.01

Scale: 1 = strongly agree; 5 = strongly disagree

Table 6.28: Means and standard deviations for teachers' perceptions of senior-infants boys' and girls' approaches to learning in girls' schools with mixed infants and mixed schools

Learning Approach	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Physically Active (using physical space for classwork)	340	2.06	.83	2.53	.97	-9.34	339	≤.001
Collaborative (working with classmates)	342	2.14	.79	1.97	.79	3.55	341	≤.001
Creative (showing imagination)	336	2.14	.77	1.91	.66	5.47	335	≤.001
Competitive (keen to do better than other pupils)	342	2.50	1.01	1.82	.79	11.20	341	≤.001
Questioning (asking teacher questions)	343	2.11	.85	1.93	.74	3.37	342	≤.001
Problem-solving (applying principles to concrete situations)	335	2.46	.83	2.49	.83	-0.74	334	N.S.
Independent (working alone)	336	1.01	.06	2.38	1.01	5.74	335	≤.001
Communicative (talking about work with classmates)	341	2.07	.90	1.84	.75	4.83	340	≤.001

Scale: 1 = strongly agree; 5 = strongly disagree

Table 6.29: Means and standard deviations for teachers' perceptions of senior-infants boys' and girls' approaches to learning in girls' schools with mixed infants

Learning Approach	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Physically Active (using physical space for classwork)	269	2.05	.82	2.51	.96	-8.18	268	≤.001
Collaborative (working with classmates)	269	2.13	.79	1.92	.76	4.16	268	≤.001
Creative (showing imagination)	264	2.14	.75	1.90	.62	5.65	263	≤.001
Competitive (keen to do better than other pupils)	270	2.47	1.03	1.80	.76	9.58	269	≤.001
Questioning (asking teacher questions)	271	2.12	.86	1.92	.73	3.38	270	≤.001
Problem-solving (applying principles to concrete situations)	264	2.41	.79	2.47	.82	-1.34	263	N.S.
Independent (working alone)	265	2.71	1.00	2.40	.96	4.99	264	≤.001
Communicative (talking about work with classmates)	268	2.08	.92	1.84	.73	4.24	267	≤.001

Scale: 1 = strongly agree; 5 = strongly disagree

Table 6.30: Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' approaches to learning in mixed schools

Learning Approach	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Physically Active (using physical space for classwork)	269	2.05	.82	2.51	.96	-8.18	268	≤.001
Collaborative (working with classmates)	269	2.13	.79	1.92	.77	4.16	268	≤.001
Creative (showing imagination)	264	2.14	.75	1.90	.62	5.65	263	≤.001
Competitive (keen to do better than other pupils)	270	2.47	1.03	1.80	.76	9.58	269	≤.001
Questioning (asking teacher questions)	271	2.12	.86	1.92	.73	3.38	270	≤.001
Problem-solving (applying principles to concrete situations)	262	2.41	.79	2.47	.82	-1.34	263	≤.001
Independent (working alone)	265	2.71	1.00	2.40	1.00	4.99	264	≤.001
Communicative (talking about work with classmates)	268	2.08	.92	1.84	.73	4.24	267	≤.001

Scale: 1 = strongly agree; 5 = strongly disagree

Table 6.31: Means and standard deviations for teachers' perceptions of third-class boys' and girls' approaches to learning in mixed schools

Learning Approach	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Physically Active (using physical space for classwork)	264	2.36	.97	2.91	.99	-8.85	263	≤.001
Collaborative (working with classmates)	265	2.00	.70	1.81	.59	4.30	264	≤.001
Creative (showing imagination)	261	2.15	.78	1.84	.62	5.75	260	≤.001
Competitive (keen to do better than other pupils)	266	2.33	.99	1.78	.80	7.23	265	≤.001
Questioning (asking teacher questions)	264	1.89	.69	1.99	.79	-1.96	263	N.S.
Problem-solving (applying principles to concrete situations)	258	2.12	.84	2.50	.90	-4.76	257	≤.001
Independent (working alone)	260	2.69	1.04	2.43	1.03	4.09	259	≤.001
Communicative (talking about work with classmates)	268	1.99	.70	1.81	.57	3.73	267	≤.001

Scale: 1 = strongly agree; 5 = strongly disagree

Table 6.32: Means and standard deviations for teachers' perceptions of sixth-class boys' and girls' approaches to learning in mixed schools

Learning Approach	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Physically Active (using physical space for classwork)	263	2.32	.90	2.64	.99	-6.07	262	≤.001
Collaborative (working with classmates)	271	1.93	.63	1.77	.62	3.55	270	≤.001
Creative (showing imagination)	270	2.25	.78	1.85	.64	8.63	269	≤.001
Competitive (keen to do better than other pupils)	267	2.45	.97	1.91	.78	7.87	266	≤.001
Questioning (asking teacher questions)	272	2.03	.82	1.98	.81	.89	271	N.S.
Problem-solving (applying principles to concrete situations)	269	2.09	.71	2.37	.86	-5.30	268	≤.001
Independent (working alone)	269	2.57	.95	2.38	.95	3.08	268	≤.001
Communicative (talking about work with classmates)	271	2.06	.82	1.83	.71	4.40	270	≤.001

Scale: 1 = strongly agree; 5 = strongly disagree

Table 6.33: Means and F-ratios for approaches to learning adopted by pupils (sixth class, mixed schools), by gender of teacher and gender of pupil

Learning Approach

1. Physically active

Means

<u>Main effects</u>	Male	Female	F	p
Teacher gender	2.45	2.52	.39	N.S.
Pupil gender	2.32	2.64	36.72	≤.001

Interaction

Teacher x Pupil			.01	N.S.
-----------------	--	--	-----	------

df = 1,261

2. Collaborative

<u>Main effects</u>	Male	Female	F	p
Teacher gender	1.86	1.83	.19	N.S.
Pupil gender	1.93	1.77	12.70	≤.001

Interaction

Teacher x Pupil			3.03	N.S.
-----------------	--	--	------	------

df = 1,269

3. Creative

<u>Main effects</u>	Male	Female	F	p
Teacher gender	2.06	2.03	.16	N.S.
Pupil gender	2.25	1.85	24.18	≤.001

Interaction

Teacher x Pupil			.03	N.S.
-----------------	--	--	-----	------

df = 1,268

(table continues)

4. Competitive	Means			
<u>Main effects</u>	Male	Female	F	p
Teacher gender	2.24	2.09	3.21	N.S.
Pupil gender	2.45	1.91	61.68	≤.001
<u>Interaction</u>				
Teacher x Pupil			.00	N.S.

df = 1,265

5. Questioning				
<u>Main effects</u>	Male	Female	F	p
Teacher gender	2.07	1.92	3.02	N.S.
Pupil gender	2.03	1.98	.80	N.S.
<u>Interaction</u>				
Teacher x Pupil			1.92	N.S.

df = 1,270

6. Problem-solving				
<u>Main effects</u>	Male	Female	F	p
Teacher gender	2.29	2.14	3.17	N.S.
Pupil gender	2.09	2.37	.80	≤.001
<u>Interaction</u>				
Teacher x Pupil			.25	N.S.

df = 1,267

(table continues)

7.	Independent	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	2.52	2.40	1.35	N.S.
	Pupil gender	2.57	2.38	9.59	≤.001
	<u>Interaction</u>				
	Teacher x Pupil			2.01	N.S.
	df = 1,267				

8.	Communicative				
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	2.03	1.81	8.15	≤.01
	Pupil gender	2.57	2.38	19.39	≤.001
	<u>Interaction</u>				
	Teacher x Pupil			1.05	N.S.
	df = 1,269				

Table 6.34: Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in senior-infant boys, by sex category of school

Behavioural Characteristic	Sex Category of School			Total N (%)
	Boys N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	
1. Attentiveness				
frequently	47 (62.7)	34 (47.2)	131 (47.1)	212 (49.9)
sometimes	26 (34.7)	38 (52.8)	145 (52.2)	209 (49.2)
rarely	1 (1.3)	0 (0.0)	2 (0.7)	3 (0.7)
never	1 (1.3)	0 (0.0)	0 (0.0)	1 (0.2)
Total	75	72	278	425
2. Insolence				
frequently	1 (1.4)	1 (1.4)	7 (2.5)	9 (2.1)
sometimes	15 (20.3)	17 (23.6)	48 (17.2)	80 (18.8)
rarely	42 (56.8)	40 (55.6)	141 (50.5)	223 (52.5)
never	16 (21.6)	14 (19.4)	83 (29.7)	113 (26.6)
Total	74	72	279	425

(table continues)

Behavioural Characteristic	Sex Category of School			
	Boys	Girls/Mixed	Mixed	Total
	N (%)	Infants N (%)	N (%)	N (%)
3. Helpfulness				
frequently	70 (93.3)	58 (79.5)	198 (71.0)	326 (76.3)
sometimes	3 (4.0)	14 (19.2)	74 (26.5)	91 (21.3)
rarely	2 (2.7)	1 (1.4)	5 (1.8)	8 (1.9)
never	0 (0.0)	0 (0.0)	2 (0.7)	2 (0.5)
Total	75	73	279	427
4. Fighting				
frequently	19 (25.3)	30 (41.1)	56 (20.1)	105 (24.6)
sometimes	44 (58.7)	37 (50.7)	157 (56.3)	238 (55.7)
rarely	11 (14.7)	6 (8.2)	57 (20.4)	74 (17.3)
never	1 (1.3)	0 (0.0)	9 (3.2)	10 (2.3)
Total	75	73	279	427

(table continues)

Behavioural Characteristic	Sex Category of School			
	Boys	Girls/Mixed	Mixed	Total
	N (%)	Infants N (%)	N (%)	N (%)
5. Obedience				
frequently	54 (72.0)	49 (67.1)	188 (67.6)	291 (68.3)
sometimes	20 (26.7)	24 (32.9)	88 (31.7)	132 (31.0)
rarely	1 (1.3)	0 (0.0)	2 (0.7)	3 (0.7)
Total	75	73	278	426
6. Excessive talk				
frequently	44 (58.7)	28 (38.9)	115 (41.1)	187 (43.8)
sometimes	27 (36.0)	39 (54.2)	147 (52.5)	213 (49.9)
rarely	4 (5.3)	5 (6.9)	17 (6.1)	26 (6.1)
never	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.2)
Total	75	72	280	427

(table continues)

Sex Category of School

Behavioural Characteristic	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
7. Object throwing				
frequently	4 (5.3)	7 (9.6)	16 (5.7)	27 (6.3)
sometimes	22 (29.3)	33 (45.2)	83 (29.4)	138 (32.1)
rarely	32 (42.7)	21 (28.8)	120 (42.6)	173 (40.2)
never	17 (22.7)	12 (16.4)	63 (22.3)	92 (21.4)
Total	75	73	282	430
8. Telling tales				
frequently	46 (61.3)	18 (24.3)	83 (29.5)	147 (34.2)
sometimes	23 (30.7)	33 (44.6)	146 (52.0)	202 (47.0)
rarely	6 (8.0)	23 (31.1)	50 (17.8)	79 (18.4)
never	0 (0.0)	0 (0.0)	2 (0.7)	2 (0.5)
Total	75	74	281	430

(table continues)

		Sex Category of School			
Behavioural Characteristic		Girls/Mixed		Total	
		Boys	Infants		
		N	N	N	N
		(%)	(%)	(%)	(%)
9.	Interfering with other pupils' learning				
	frequently	13 (17.6)	13 (17.8)	21 (7.5)	47 (11.0)
	sometimes	38 (51.4)	39 (53.4)	144 (51.6)	221 (51.9)
	rarely	19 (25.7)	19 (26.0)	103 (36.9)	141 (33.1)
	never	4 (5.4)	2 (2.7)	11 (3.9)	17 (4.0)
	Total	74	73	279	426
10.	Resentment of correction				
	frequently	5 (6.7)	6 (8.1)	9 (3.2)	20 (4.7)
	sometimes	15 (20.0)	20 (27.0)	57 (20.3)	92 (21.4)
	rarely	42 (56.0)	39 (52.7)	161 (57.3)	242 (56.3)
	never	13 (17.3)	9 (12.2)	54 (19.2)	76 (17.7)
	Total	75	74	281	430

(table continues)

Sex Category of School

Behavioural Characteristic	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
11. Heedlessness				
frequently	29 (38.7)	12 (16.2)	42 (15.1)	83 (19.4)
sometimes	35 (46.7)	47 (63.5)	169 (60.8)	251 (58.8)
rarely	11 (14.7)	14 (18.9)	58 (20.9)	83 (19.4)
never	0 (0.0)	1 (1.4)	9 (3.2)	10 (2.3)
Total	75	74	278	427
12. Daydreaming				
frequently	14 (18.7)	5 (6.8)	27 (9.6)	46 (10.7)
sometimes	53 (70.7)	47 (64.4)	182 (65.0)	282 (65.9)
rarely	7 (9.3)	21 (28.8)	61 (21.8)	89 (20.8)
never	1 (1.3)	0 (0.0)	10 (3.6)	11 (2.6)
Total	75	73	280	428

(table continues)

Sex Category of School

Behavioural Characteristic	Girls/Mixed			Total N (%)
	Boys N (%)	Infants N (%)	Mixed N (%)	
13. Conscientiousness				
frequently	43 (57.3)	30 (41.1)	102 (36.7)	175 (41.1)
sometimes	28 (37.3)	37 (50.7)	158 (56.8)	223 (52.3)
rarely	4 (5.3)	5 (6.8)	18 (6.5)	27 (6.3)
never	0 (0.0)	1 (1.4)	0 (0.0)	1 (0.2)
Total	75	73	278	426

1 $\chi^2 = 12.48$; df = 6; N.S.

2 $\chi^2 = 5.64$; df = 6; N.S.

3 $\chi^2 = 19.66$; df = 6; p \leq .01

4 $\chi^2 = 19.20$; df = 6; p \leq .01

5 $\chi^2 = 1.70$; df = 4; N.S.

6 $\chi^2 = 8.89$; df = 6; N.S.

7 $\chi^2 = 10.14$; df = 6; N.S.

8 $\chi^2 = 37.88$; df = 6; p \leq .001

9 $\chi^2 = 13.27$; df = 6; N.S.

10 $\chi^2 = 7.03$; df = 6; N.S.

11 $\chi^2 = 23.89$; df = 6; N.S.

12 $\chi^2 = 16.56$; df = 6; p \leq .01

13 $\chi^2 = 15.46$; df = 6; N.S.

Table 6.35: Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in senior-infant girls, by sex category of school

Behavioural Characteristic	Sex Category of School			Total N (%)
	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	
1. Attentiveness				
frequently	33 (62.3)	59 (79.7)	199 (71.8)	291 (72.0)
sometimes	18 (34.0)	15 (20.3)	78 (28.2)	111 (27.5)
rarely	2 (3.8)	0 (0.0)	0 (0.0)	2 (0.5)
Total	53	74	277	404
2. Insolence				
frequently	0 (0.0)	0 (0.0)	2 (0.7)	2 (0.5)
sometimes	8 (14.8)	14 (19.2)	32 (11.5)	54 (13.3)
rarely	29 (53.7)	36 (49.3)	116 (41.7)	181 (44.7)
never	17 (31.5)	23 (31.5)	128 (46.0)	168 (41.5)
Total	54	73	278	405

(table continues)

Sex Category of School

Behavioural Characteristic	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
3. Helpfulness				
frequently	51 (92.7)	70 (93.3)	247 (88.5)	368 (90.0)
sometimes	4 (7.3)	5 (6.7)	28 (10.0)	37 (9.1)
rarely	0 (0.0)	0 (0.0)	3 (1.1)	3 (0.7)
never	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.2)
Total	55	75	279	409
4. Fighting				
frequently	7 (13.0)	1 (1.4)	15 (5.4)	23 (5.6)
sometimes	35 (64.8)	35 (47.3)	123 (43.9)	193 (47.3)
rarely	12 (22.2)	33 (44.6)	112 (40.0)	157 (38.5)
never	0 (0.0)	5 (6.8)	30 (10.7)	35 (8.6)
Total	54	74	280	408

(table continues)

Sex Category of School

Behavioural Characteristic	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
5. Obedience				
frequently	37 (67.3)	55 (73.3)	214 (78.7)	306 (76.1)
sometimes	17 (30.9)	20 (26.7)	57 (21.0)	94 (23.4)
rarely	1 (1.8)	0 (0.0)	1 (0.4)	2 (0.5)
Total	55	75	272	402
6. Excessive talk				
frequently	33 (60.0)	37 (49.3)	111 (39.6)	181 (44.1)
sometimes	20 (36.4)	33 (44.0)	146 (52.1)	199 (48.5)
rarely	2 (3.6)	5 (6.7)	21 (7.5)	28 (6.8)
never	0 (0.0)	0 (0.0)	2 (0.7)	2 (0.5)
Total	55	75	280	410

(table continues)

Sex Category of School

Behavioural Characteristic	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
7. Object throwing				
frequently	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.2)
sometimes	4 (7.3)	7 (9.5)	19 (6.8)	30 (7.4)
rarely	31 (56.4)	39 (52.7)	120 (43.0)	190 (46.6)
never	20 (36.4)	28 (37.8)	139 (49.8)	187 (45.8)
Total	55	74	279	408
8. Telling tales				
frequently	30 (54.5)	43 (57.3)	131 (47.3)	204 (50.1)
sometimes	22 (40.0)	27 (36.0)	124 (44.8)	173 (42.5)
rarely	3 (5.5)	5 (6.7)	21 (7.6)	29 (7.1)
never	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.2)
Total	55	75	277	407

(table continues)

Sex Category of School

Behavioural Characteristic	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
9. Interfering with other pupils' learning				
frequently	5 (9.3)	4 (5.4)	9 (3.2)	18 (4.4)
sometimes	37 (68.5)	41 (55.4)	105 (37.8)	183 (45.1)
rarely	8 (14.8)	25 (33.8)	134 (48.2)	167 (41.1)
never	4 (7.4)	4 (5.4)	30 (10.8)	38 (9.4)
Total	54	74	278	406
10. Resentment of correction				
frequently	1 (1.8)	7 (9.3)	2 (0.7)	10 (2.4)
sometimes	13 (23.6)	24 (32.0)	75 (26.8)	112 (27.3)
rarely	32 (58.2)	39 (52.0)	139 (49.6)	210 (51.2)
never	9 (16.4)	5 (6.7)	64 (22.9)	78 (19.0)
Total	55	75	280	410

(table continues)

Sex Category of School

Behavioural Characteristic	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
11. Heedlessness				
frequently	10 (18.2)	6 (8.0)	15 (5.5)	31 (7.7)
sometimes	39 (70.9)	43 (57.3)	128 (46.5)	210 (51.9)
rarely	6 (10.9)	24 (32.0)	117 (42.5)	147 (36.3)
never	0 (0.0)	2 (2.7)	15 (5.5)	17 (4.2)
Total	55	75	275	405
12. Daydreaming				
frequently	9 (16.4)	7 (9.3)	15 (5.4)	31 (7.6)
sometimes	41 (74.5)	47 (62.7)	170 (61.2)	258 (63.2)
rarely	4 (7.3)	20 (26.7)	86 (30.9)	110 (27.0)
never	1 (1.8)	1 (1.3)	7 (2.5)	9 (2.2)
Total	55	75	278	408

(table continues)

Sex Category of School

Behavioural Characteristic	Girls/Mixed			Total N (%)
	Girls N (%)	Infants N (%)	Mixed N (%)	
13. Conscientiousness				
frequently	29 (52.7)	51 (68.9)	195 (69.9)	275 (67.4)
sometimes	26 (47.3)	22 (29.7)	80 (28.7)	128 (31.4)
rarely	0 (0.0)	1 (1.4)	4 (1.4)	5 (1.2)
Total	55	74	279	408

1 $\chi^2 = 16.81$; df = 4; $p \leq .01$

2 $\chi^2 = 9.89$; df = 6; N.S.

3 $\chi^2 = 3.03$; df = 6; N.S.

4 $\chi^2 = 22.77$; df = 6; $p \leq .001$

5 $\chi^2 = 5.63$; df = 4; N.S.

6 $\chi^2 = 9.56$; df = 6; N.S.

7 $\chi^2 = 6.59$; df = 6; N.S.

8 $\chi^2 = 3.38$; df = 6; N.S.

9 $\chi^2 = 31.03$; df = 6; $p \leq .001$

10 $\chi^2 = 28.07$; df = 6; $p \leq .001$

11 $\chi^2 = 32.36$; df = 6; $p \leq .001$

12 $\chi^2 = 18.90$; df = 6; $p \leq .01$

13 $\chi^2 = 7.97$; df = 4; N.S.

Table 6.36: Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in third-class boys, by sex category of school

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
1. Attentiveness			
frequently	80 (57.6)	148 (54.6)	228 (55.6)
sometimes	54 (38.8)	119 (43.9)	173 (42.2)
rarely	5 (3.6)	4 (1.5)	9 (2.2)
Total	139	271	410
2. Insolence			
frequently	11 (7.9)	5 (1.9)	16 (3.9)
sometimes	38 (27.1)	66 (24.4)	104 (25.4)
rarely	74 (52.9)	138 (51.1)	212 (51.7)
never	17 (12.1)	61 (22.6)	78 (19.0)
Total	140	270	410

(table continues)

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
3. Helpfulness			
frequently	114 (80.9)	201 (74.2)	315 (76.5)
sometimes	26 (18.4)	61 (22.5)	87 (21.1)
rarely	0 (0.0)	9 (3.3)	9 (2.2)
never	1 (0.7)	0 (0.0)	1 (0.2)
Total	141	271	412
4. Fighting			
frequently	23 (16.3)	46 (16.9)	69 (16.7)
sometimes	89 (63.1)	120 (44.1)	209 (50.6)
rarely	28 (19.9)	94 (34.6)	122 (29.5)
never	1 (0.7)	12 (4.4)	13 (3.1)
Total	141	272	413

(table continues)

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
5. Obedience			
frequently	95 (67.9)	202 (74.0)	297 (71.9)
sometimes	40 (28.6)	68 (24.9)	108 (26.2)
rarely	5 (3.6)	2 (0.7)	7 (1.7)
never	0 (0.0)	1 (0.4)	1 (0.2)
Total	140	273	413
6. Excessive talk			
frequently	74 (52.5)	100 (36.6)	174 (42.0)
sometimes	58 (41.1)	154 (56.4)	212 (51.2)
rarely	9 (6.4)	18 (6.6)	27 (6.5)
never	0 (0.0)	1 (0.4)	1 (0.2)
Total	141	273	414

(table continues)

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
7. Object throwing			
frequently	13 (9.2)	16 (5.9)	29 (7.0)
sometimes	34 (24.1)	98 (36.0)	132 (32.0)
rarely	70 (49.6)	107 (39.3)	177 (42.9)
never	24 (17.0)	51 (18.8)	75 (18.2)
Total	141	272	413
8. Telling tales			
frequently	54 (38.6)	30 (11.0)	84 (20.4)
sometimes	61 (43.6)	115 (42.3)	176 (42.7)
rarely	24 (17.1)	108 (39.7)	132 (32.0)
never	1 (0.7)	19 (7.0)	20 (4.9)
Total	140	272	412

(table continues)

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
9. Interfering with other pupils' learning			
frequently	35 (25.0)	24 (8.8)	59 (14.3)
sometimes	63 (45.0)	143 (52.4)	206 (49.9)
rarely	37 (26.4)	88 (32.2)	125 (30.3)
never	5 (3.6)	18 (6.6)	23 (5.6)
Total	140	273	413
10. Resentment of correction			
frequently	17 (12.1)	14 (5.1)	31 (7.5)
sometimes	42 (29.8)	86 (31.5)	128 (30.9)
rarely	67 (47.5)	133 (48.7)	200 (48.3)
never	15 (10.6)	40 (14.7)	55 (13.3)
Total	141	273	414

(table continues)

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
11. Heedlessness			
frequently	39 (27.7)	37 (13.6)	76 (18.4)
sometimes	81 (57.4)	172 (63.0)	253 (61.1)
rarely	20 (14.2)	57 (20.9)	77 (18.6)
never	1 (0.7)	7 (2.6)	8 (1.9)
Total	141	273	414
12. Daydreaming			
frequently	32 (22.7)	30 (11.0)	62 (15.0)
sometimes	85 (60.3)	178 (65.2)	263 (63.5)
rarely	23 (16.3)	63 (23.1)	86 (20.8)
never	1 (0.7)	2 (0.7)	3 (0.7)
Total	141	273	414

(table continues)

Sex Category of School

Behavioural Characteristic	Boys N (%)	Mixed N (%)	Total N (%)
13. Conscientiousness			
frequently	68 (48.2)	124 (45.8)	192 (46.6)
sometimes	63 (44.7)	130 (48.0)	193 (46.8)
rarely	10 (7.1)	16 (5.9)	26 (6.3)
never	0 (0.0)	1 (0.4)	1 (0.2)
Total	141	271	412

1 $\chi^2 = 2.58$; df = 2; N.S.

8 $\chi^2 = 56.60$; df = 3; $p \leq .001$

2 $\chi^2 = 14.13$; df = 3; $p \leq .01$

9 $\chi^2 = 20.58$; df = 3; $p \leq .001$

3 $\chi^2 = 7.87$; df = 3; N.S.

10 $\chi^2 = 7.20$; df = 3; N.S.

4 $\chi^2 = 17.48$; df = 3; $p \leq .001$

11 $\chi^2 = 14.14$; df = 3; $p \leq .01$

5 $\chi^2 = 5.87$; df = 3; N.S.

12 $\chi^2 = 10.91$; df = 3; $p \leq .01$

6 $\chi^2 = 10.31$; df = 3; N.S.

13 $\chi^2 = 1.06$; df = 3; N.S.

7 $\chi^2 = 8.05$; df = 3; N.S.

Table 6.37: Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in third-class girls, by sex category of school

Behavioural Characteristic	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
1. Attentiveness			
frequently	53 (81.5)	212 (77.9)	265 (78.6)
sometimes	12 (18.5)	57 (21.0)	69 (20.5)
rarely	0 (0.0)	3 (1.1)	3 (0.9)
Total	65	272	337
2. Insolence			
frequently	0 (0.0)	1 (0.4)	1 (0.3)
sometimes	9 (14.1)	40 (14.7)	49 (14.6)
rarely	37 (57.8)	120 (44.1)	157 (46.7)
never	18 (28.1)	111 (40.8)	129 (38.4)
Total	64	272	336

(table continues)

Behavioural Characteristic	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
3. Helpfulness			
frequently	62 (92.5)	247 (91.1)	309 (91.4)
sometimes	4 (6.0)	22 (8.1)	26 (7.7)
rarely	1 (1.5)	2 (0.7)	3 (0.9)
Total	67	271	338
4. Fighting			
frequently	5 (7.7)	10 (3.7)	15 (4.5)
sometimes	32 (49.2)	72 (26.6)	104 (31.0)
rarely	26 (40.0)	137 (50.6)	163 (48.5)
never	2 (3.1)	52 (19.2)	54 (16.1)
Total	65	271	336

(table continues)

Behavioural Characteristic	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
5. Obedience			
frequently	59 (88.1)	226 (83.7)	285 (84.6)
sometimes	8 (11.9)	43 (15.9)	51 (15.1)
rarely	0 (0.0)	1 (0.4)	1 (0.3)
Total	67	270	337
6. Excessive talk			
frequently	21 (31.3)	96 (35.3)	117 (34.5)
sometimes	36 (53.7)	151 (55.5)	187 (55.2)
rarely	9 (13.4)	24 (8.8)	33 (9.7)
never	1 (1.5)	1 (0.4)	2 (0.6)
Total	67	272	339

(table continues)

Behavioural Characteristic	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
7. Object throwing			
sometimes	4 (6.1)	26 (9.6)	30 (8.9)
rarely	30 (45.5)	110 (40.6)	140 (41.5)
never	32 (48.5)	135 (49.8)	167 (49.6)
Total	66	271	337
8. Telling tales			
frequently	21 (31.3)	61 (22.4)	82 (24.2)
sometimes	34 (50.7)	138 (50.7)	172 (50.7)
rarely	9 (13.4)	59 (21.7)	68 (20.1)
never	3 (4.5)	14 (5.1)	17 (5.0)
Total	67	272	339

(table continues)

Behavioural Characteristic	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
9. Interfering with other pupils' learning			
frequently	6 (9.0)	4 (1.5)	10 (3.0)
sometimes	33 (49.3)	86 (31.9)	119 (35.3)
rarely	26 (38.8)	139 (51.5)	165 (49.0)
never	2 (3.0)	41 (15.2)	43 (12.8)
Total	67	270	337
10. Resentment of correction			
frequently	1 (1.5)	10 (3.7)	11 (3.2)
sometimes	24 (35.8)	76 (27.9)	100 (29.5)
rarely	35 (52.2)	123 (45.2)	158 (46.6)
never	7 (10.4)	63 (23.2)	70 (20.6)
Total	67	272	339

(table continues)

Behavioural Characteristic	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
11. Heedlessness			
frequently	13 (19.4)	10 (3.7)	23 (6.8)
sometimes	40 (59.7)	138 (50.7)	178 (52.5)
rarely	13 (19.4)	109 (40.1)	122 (36.0)
never	1 (1.5)	15 (5.5)	16 (4.7)
Total	67	272	339
12. Daydreaming			
frequently	12 (17.9)	14 (5.2)	26 (7.7)
sometimes	41 (61.2)	169 (62.4)	210 (62.1)
rarely	13 (19.4)	80 (29.5)	93 (27.5)
never	1 (1.5)	8 (3.0)	9 (2.7)
Total	67	271	338

(table continues)

Sex Category of School

Behavioural Characteristic	Girls N (%)	Mixed N (%)	Total N (%)
13. Conscientiousness			
frequently	49 (73.1)	199 (73.4)	248 (73.4)
sometimes	18 (26.9)	68 (25.1)	86 (25.4)
rarely	0 (0.0)	1 (0.4)	1 (0.3)
never	0 (0.0)	3 (1.1)	3 (0.9)
Total	67	271	338

1 $\chi^2 = 0.96$; df = 2; N.S.

8 $\chi^2 = 3.64$; df = 3; N.S.

2 $\chi^2 = 4.50$; df = 3; N.S.

9 $\chi^2 = 22.73$; df = 3; $p \leq .001$

3 $\chi^2 = 0.68$; df = 2; N.S.

10 $\chi^2 = 6.70$; df = 3; N.S.

4 $\chi^2 = 20.25$; df = 3; $p \leq .001$

11 $\chi^2 = 28.64$; df = 3; $p \leq .001$

5 $\chi^2 = 0.93$; df = 2; N.S.

12 $\chi^2 = 13.78$; df = 3; $p \leq .01$

6 $\chi^2 = 2.60$; df = 3; N.S.

13 $\chi^2 = 1.06$; df = 3; N.S.

7 $\chi^2 = 1.07$; df = 2; N.S.

Table 6.38: Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in sixth-class boys, by sex category of school

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
1. Attentiveness			
frequently	83 (56.8)	150 (56.0)	233 (56.3)
sometimes	59 (40.4)	115 (42.9)	174 (42.0)
rarely	4 (2.7)	3 (1.1)	7 (1.7)
Total	146	268	414
2. Insolence			
frequently	21 (14.5)	14 (5.2)	35 (8.4)
sometimes	61 (42.1)	68 (25.1)	129 (31.0)
rarely	57 (39.3)	140 (51.7)	197 (47.4)
never	6 (4.1)	49 (18.1)	55 (13.2)
Total	145	271	416

(table continues)

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
3. Helpfulness			
frequently	99 (67.8)	193 (71.5)	292 (70.2)
sometimes	43 (29.5)	70 (25.9)	113 (27.2)
rarely	4 (2.7)	7 (2.6)	11 (2.6)
Total	146	270	416
4. Fighting			
frequently	26 (17.9)	18 (6.6)	44 (10.6)
sometimes	75 (51.7)	129 (47.6)	204 (49.0)
rarely	42 (29.0)	114 (42.1)	156 (37.5)
never	2 (1.4)	10 (3.7)	12 (2.9)
Total	145	271	416

(table continues)

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
5. Obedience			
frequently	98 (68.5)	208 (77.3)	306 (74.3)
sometimes	39 (27.3)	59 (21.9)	98 (23.8)
rarely	6 (4.2)	2 (0.7)	8 (1.9)
Total	143	269	412
6. Excessive talk			
frequently	86 (58.5)	81 (29.9)	167 (40.0)
sometimes	51 (34.7)	161 (59.4)	212 (50.7)
rarely	10 (6.8)	29 (10.7)	39 (9.3)
Total	147	271	418

(table continues)

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
7. Object throwing			
frequently	15 (10.2)	20 (7.4)	35 (8.4)
sometimes	56 (38.1)	99 (36.5)	155 (37.1)
rarely	64 (43.5)	111 (41.0)	175 (41.9)
never	12 (8.2)	41 (15.1)	53 (12.7)
Total	147	271	418
8. Telling tales			
frequently	7 (4.8)	4 (1.5)	11 (2.6)
sometimes	47 (32.0)	55 (20.3)	102 (24.4)
rarely	81 (55.1)	156 (57.6)	237 (56.7)
never	12 (8.2)	56 (20.7)	68 (16.3)
Total	147	271	418

(table continues)

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
9. Interfering with other pupils' learning			
frequently	33 (22.6)	24 (8.9)	57 (13.7)
sometimes	78 (53.4)	109 (40.2)	187 (44.8)
rarely	34 (23.3)	118 (43.5)	152 (36.2)
never	1 (0.7)	20 (7.4)	21 (5.0)
Total	146	271	417
10. Resentment of correction			
frequently	38 (25.9)	16 (5.9)	54 (12.9)
sometimes	63 (42.9)	93 (34.4)	156 (37.4)
rarely	45 (30.6)	135 (50.0)	180 (43.2)
never	1 (0.7)	26 (9.6)	27 (6.5)
Total	147	270	417

(table continues)

Behavioural Characteristic	Sex Category of School		
	Boys N (%)	Mixed N (%)	Total N (%)
11. Heedlessness			
frequently	50 (34.5)	37 (13.7)	87 (20.9)
sometimes	80 (55.2)	182 (67.2)	262 (63.0)
rarely	15 (10.3)	50 (18.5)	65 (15.6)
never	0 (0.0)	2 (0.7)	2 (0.5)
Total	145	271	416
12. Daydreaming			
frequently	40 (27.2)	28 (10.4)	68 (16.3)
sometimes	95 (64.6)	180 (66.7)	275 (65.9)
rarely	11 (7.5)	60 (22.2)	71 (17.0)
never	1 (0.7)	2 (0.7)	3 (0.7)
Total	147	270	417

(table continues)

Sex Category of School

Behavioural Characteristic	Boys N (%)	Mixed N (%)	Total N (%)
13. Conscientiousness			
frequently	57 (39.0)	126 (46.5)	183 (43.9)
sometimes	71 (48.6)	131 (48.3)	202 (48.4)
rarely	16 (11.0)	14 (5.2)	30 (7.2)
never	2 (1.4)	0 (0.0)	2 (0.5)
Total	146	271	417

1 $\chi^2 = 2.58$; df = 2; N.S.

8 $\chi^2 = 56.60$; df = 3; $p \leq .001$

2 $\chi^2 = 14.13$; df = 3; $p \leq .01$

9 $\chi^2 = 20.58$; df = 3; $p \leq .001$

3 $\chi^2 = 7.87$; df = 3; N.S.

10 $\chi^2 = 7.20$; df = 3; N.S.

4 $\chi^2 = 17.48$; df = 3; $p \leq .001$

11 $\chi^2 = 14.44$; df = 3; $p \leq .01$

5 $\chi^2 = 5.87$; df = 3; N.S.

12 $\chi^2 = 10.91$; df = 3; $p \leq .01$

6 $\chi^2 = 10.32$; df = 3; N.S.

13 $\chi^2 = 1.06$; df = 3; N.S.

7 $\chi^2 = 8.05$; df = 3; N.S.

Table 6.39: Numbers (and percentages) of schools in which teachers observed selected behavioural characteristics in sixth-class girls, by sex category of school

Behavioural Characteristic	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
1. Attentiveness			
frequently	55 (77.5)	198 (73.1)	253 (74.0)
sometimes	15 (21.1)	71 (26.2)	86 (25.1)
rarely	1 (1.4)	2 (0.7)	3 (0.9)
Total	71	271	342
2. Insolence			
frequently	3 (4.3)	1 (0.4)	4 (1.2)
sometimes	22 (31.4)	37 (13.7)	59 (17.3)
rarely	33 (47.1)	143 (52.8)	176 (51.6)
never	12 (17.1)	90 (33.2)	102 (29.9)
Total	70	271	341

(table continues)

Behavioural Characteristic	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
3. Helpfulness			
frequently	63 (88.7)	227 (84.4)	201 (85.3)
sometimes	7 (9.9)	41 (15.2)	48 (14.1)
rarely	1 (1.4)	1 (0.4)	2 (0.6)
Total	71	270	341
4. Fighting			
frequently	3 (4.2)	4 (1.5)	7 (2.1)
sometimes	31 (43.7)	55 (20.4)	86 (25.2)
rarely	35 (49.3)	150 (55.6)	186 (54.3)
never	2 (2.8)	61 (22.6)	63 (18.5)
Total	71	270	341

(table continues)

Behavioural Characteristic	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
5. Obedience			
frequently	55 (78.6)	230 (84.9)	285 (83.6)
sometimes	14 (20.0)	36 (13.3)	50 (14.7)
rarely	1 (1.4)	3 (1.1)	4 (1.2)
never	0 (0.0)	2 (0.7)	2 (0.6)
Total	70	271	341
6. Excessive talk			
frequently	32 (45.1)	96 (35.4)	128 (37.4)
sometimes	34 (47.9)	146 (53.9)	180 (52.6)
rarely	5 (7.0)	28 (10.3)	33 (9.6)
never	0 (0.0)	1 (0.4)	1 (0.3)
Total	71	271	342

(table continues)

Behavioural Characteristic	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
7. Object throwing			
frequently	1 (1.4)	2 (0.7)	3 (0.9)
sometimes	9 (12.7)	35 (12.9)	44 (12.9)
rarely	29 (40.8)	132 (48.7)	161 (47.1)
never	32 (45.1)	102 (37.6)	134 (39.2)
Total	71	271	342
8. Telling tales			
frequently	1 (1.4)	8 (3.0)	9 (2.6)
sometimes	20 (28.2)	106 (39.1)	126 (36.8)
rarely	35 (49.3)	115 (42.4)	150 (43.9)
never	15 (21.1)	42 (15.5)	57 (16.7)
Total	71	271	342

(table continues)

		Sex Category of School		
Behavioural Characteristic		Girls N (%)	Mixed N (%)	Total N (%)
9. Interfering with other pupils' learning				
frequently		7 (9.9)	3 (1.1)	10 (2.9)
sometimes		30 (42.3)	65 (24.1)	95 (27.9)
rarely		30 (42.3)	144 (53.3)	174 (51.0)
never		4 (5.6)	58 (21.5)	62 (18.2)
Total		71	270	341
10. Resentment of correction				
frequently		8 (11.3)	9 (3.3)	17 (5.0)
sometimes		35 (49.3)	73 (26.9)	108 (31.6)
rarely		25 (35.2)	143 (52.8)	168 (49.1)
never		3 (4.2)	46 (17.0)	49 (14.3)
Total		71	271	342

(table continues)

Behavioural Characteristic	Sex Category of School		
	Girls N (%)	Mixed N (%)	Total N (%)
11. Heedlessness			
frequently	12 (16.9)	11 (4.1)	23 (6.7)
sometimes	43 (60.6)	145 (53.2)	188 (55.1)
rarely	15 (21.1)	107 (39.6)	122 (35.8)
never	1 (1.4)	7 (2.6)	8 (2.3)
Total	71	270	341
12. Daydreaming			
frequently	9 (12.9)	17 (6.3)	26 (7.6)
sometimes	45 (64.3)	175 (64.6)	270 (64.5)
rarely	16 (22.9)	76 (28.0)	92 (27.0)
never	0 (0.0)	3 (1.1)	3 (0.9)
Total	70	271	341

(table continues)

Sex Category of School

Behavioural Characteristic	Girls N (%)	Mixed N (%)	Total N (%)
13. Conscientiousness			
frequently	51 (72.9)	203 (75.2)	254 (74.7)
sometimes	19 (27.1)	63 (23.3)	82 (24.1)
rarely	0 (0.0)	2 (0.7)	2 (0.6)
never	0 (0.0)	2 (0.7)	2 (0.6)
Total	70	270	340

1 $\chi^2 = 1.01$; df = 2; N.S.

2 $\chi^2 = 22.58$; df = 3; $p \leq .001$

3 $\chi^2 = 2.29$; df = 2; N.S.

4 $\chi^2 = 26.46$; df = 3; $p \leq .001$

5 $\chi^2 = 2.54$; df = 3; N.S.

6 $\chi^2 = 2.67$; df = 3; N.S.

7 $\chi^2 = 1.82$; df = 3; N.S.

8 $\chi^2 = 4.01$; df = 3; N.S.

9 $\chi^2 = 30.46$; df = 3; $p \leq .001$

10 $\chi^2 = 25.97$; df = 3; $p \leq .001$

11 $\chi^2 = 19.91$; df = 3; N.S.

12 $\chi^2 = 4.49$; df = 3; N.S.

13 $\chi^2 = 1.41$; df = 3; N.S.

Table 6.40: Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' behavioural characteristics in single-sex schools

Behavioural Characteristic	N	Boys M	SD	N	Girls M	SD	t	df	p
Attentiveness	75	1.41	.60	53	1.42	.57	-0.02	115.04	N.S.
Insolence	74	2.99	.69	54	3.17	.67	-1.49	116.82	N.S.
Helpfulness	75	1.09	.37	55	1.07	.26	.37	127.78	N.S.
Fighting	75	1.92	.67	54	2.09	.59	-1.54	121.97	N.S.
Obedience	75	1.29	.49	55	1.34	.52	-.58	112.39	N.S.
Excessive talk	75	1.47	.60	55	1.44	.57	.29	119.78	N.S.
Object throwing	75	2.83	.84	55	3.29	.60	-3.67	127.88	≤.001
Telling tales	75	1.47	.64	55	1.51	.61	-.38	120.38	N.S.
Interfering with other pupils' learning	74	2.19	.79	54	2.20	.71	-.11	120.42	N.S.
Resentment of correction	75	2.84	.79	55	2.89	.69	-.39	124.32	N.S.
Heedlessness	75	1.76	.69	55	1.93	.54	-1.55	127.54	N.S.
Daydreaming	75	1.93	.58	55	1.95	.56	-.12	118.65	N.S.
Conscientiousness	75	1.48	.60	55	1.47	.50	.07	125.65	N.S.

Scale: 1 = frequently; 4 = never

Table 6.41: Means and standard deviations for teachers' perceptions of third-class boys' and girls' behavioural characteristics in single-sex schools

Behavioural Characteristic	N	Boys		N	Girls		t	df	p
		M	SD		M	SD			
Attentiveness	139	1.46	.57	65	1.18	.39	4.03	174.05	≤.001
Insolence	140	2.69	.79	64	3.14	.64	-4.31	148.07	≤.001
Helpfulness	141	1.21	.46	67	1.09	.34	2.07	170.22	N.S.
Fighting	141	2.05	.63	65	2.38	.68	-3.38	115.87	≤.001
Obedience	140	1.36	.55	67	1.12	.33	3.88	195.69	≤.001
Excessive talk	141	1.54	.62	67	1.85	.70	-3.11	115.77	≤.01
Object throwing	141	2.74	.85	66	3.42	.61	-6.56	171.14	≤.001
Telling tales	140	1.80	.74	67	1.91	.79	-.96	122.63	N.S.
Interfering with other pupils' learning	140	2.09	.81	67	2.36	.69	-2.51	150.52	N.S.
Resentment of correction	141	2.57	.84	67	2.72	.67	-1.38	159.38	N.S.
Heedlessness	141	1.88	.66	67	2.03	.67	-1.51	127.43	N.S.
Daydreaming	141	1.95	.65	67	2.04	.66	-.97	127.32	N.S.
Conscientiousness	141	1.59	.62	67	1.27	.45	4.23	174.01	≤.001

Scale: 1 = frequently; 4 = never

Table 6.42: Means and standard deviations for teachers' perceptions of sixth-class boys' and girls' behavioural characteristics in single-sex schools

Behavioural Characteristic	N	Boys M	SD	N	Girls M	SD	t	df	p
Attentiveness	146	1.46	.55	71	1.24	.46	3.07	163.17	≤.01
Insolence	145	2.33	.77	70	2.77	.78	-3.88	134.89	≤.001
Helpfulness	146	1.35	.53	71	1.13	.38	3.55	187.54	≤.001
Fighting	145	2.14	.71	71	2.51	.63	-3.87	155.72	≤.001
Obedience	143	1.36	.56	70	1.23	.46	1.78	165.30	N.S.
Excessive talk	147	1.48	.62	71	1.62	.62	-1.53	139.52	N.S.
Object throwing	147	2.50	.79	71	3.30	.74	-7.29	145.87	≤.001
Telling tales	147	2.67	.70	71	2.90	.74	-2.24	131.11	N.S.
Interfering with other pupils' learning	146	2.02	.70	71	2.44	.75	-3.92	130.34	≤.001
Resentment of correction	147	2.06	.77	71	2.32	.73	-2.44	144.80	N.S.
Heedlessness	145	1.76	.63	71	2.07	.66	-3.31	132.56	≤.001
Daydreaming	147	1.82	.59	70	2.10	.59	-3.31	134.16	≤.001
Conscientiousness	146	1.75	.70	70	1.27	.45	6.01	197.25	≤.001

Scale: 1 = frequently; 4 = never

Table 6.43: Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' behavioural characteristics in girls' schools with mixed infants and mixed schools

Behavioural Characteristic	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Attentiveness	346	1.53	.51	1.27	.44	10.57	345	≤.001
Insolence	349	3.05	.74	3.29	.71	-7.20	348	≤.001
Helpfulness	350	1.30	.53	1.12	.38	6.30	349	≤.001
Fighting	350	1.99	.73	2.56	.73	-12.14	349	≤.001
Obedience	345	1.33	.48	1.23	.43	4.51	344	≤.001
Excessive talk	351	1.66	.61	1.67	.64	-.15	350	N.S.
Object throwing	352	2.76	.86	3.39	.64	-15.53	351	≤.001
Telling tales	351	1.93	.72	1.58	.64	8.28	350	≤.001
Interfering with other pupils' learning	350	2.32	.70	2.61	.71	-8.05	349	≤.001
Resentment of correction	354	2.88	.74	2.87	.75	.32	353	N.S.
Heedlessness	348	2.11	.68	2.44	.68	-9.49	347	≤.001
Daydreaming	351	2.20	.63	2.29	.61	-2.53	350	N.S.
Conscientiousness	349	1.70	.60	1.32	.50	12.72	348	≤.001

Scale: 1 = frequently; 4 = never

Table 6.44: Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' behavioural characteristics in girls' schools with mixed infants

Behavioural Characteristic	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Attentiveness	72	1.53	.50	1.21	.41	5.77	71	≤.001
Insolence	72	2.93	.70	3.13	.71	-3.82	71	≤.001
Helpfulness	73	1.22	.45	1.07	.25	3.24	72	≤.01
Fighting	72	1.68	.62	2.56	.65	-10.44	71	≤.001
Obedience	73	1.33	.47	1.27	.45	1.42	72	N.S.
Excessive talk	72	1.68	.60	1.57	.62	1.24	71	N.S.
Object throwing	73	2.52	.88	3.29	.63	-9.40	72	≤.001
Telling tales	74	2.07	.75	1.49	.63	5.61	73	≤.001
Interfering with other pupils' learning	73	2.14	.73	2.40	.68	-2.98	72	≤.01
Resentment of correction	74	2.69	.79	2.57	.76	1.49	73	N.S.
Heedlessness	74	2.05	.64	2.30	.66	-3.18	73	≤.01
Daydreaming	73	2.22	.56	2.22	.61	.00	72	N.S.
Conscientiousness	73	1.68	.66	1.33	.50	5.67	72	≤.001

Scale: 1 = frequently; 4 = never

Table 6.45: Means and standard deviations for teachers' perceptions of senior-infant boys' and girls' behavioural characteristics in mixed schools

Behavioural Characteristic	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Attentiveness	274	1.53	.51	1.28	.45	8.92	273	≤.001
Insolence	277	3.08	.75	3.33	.71	-6.32	276	≤.001
Helpfulness	277	1.32	.55	1.13	.40	5.53	276	≤.001
Fighting	278	2.07	.73	2.56	.75	-9.08	277	≤.001
Obedience	272	1.33	.49	1.22	.42	4.29	271	≤.001
Excessive talk	279	1.66	.61	1.69	.64	-.88	278	N.S.
Object throwing	279	2.82	.85	3.42	.64	-12.83	278	≤.001
Telling tales	277	1.90	.71	1.61	.64	6.38	276	≤.001
Interfering with other pupils' learning	277	2.37	.68	2.67	.71	-7.56	276	≤.001
Resentment of correction	280	2.93	.72	2.95	.72	-.46	279	N.S.
Heedlessness	274	2.12	.69	2.48	.69	-9.05	273	≤.001
Daydreaming	278	2.19	.65	2.31	.61	-2.83	277	≤.01
Conscientiousness	276	1.70	.59	1.32	.50	11.36	275	≤.001

Scale: 1 = frequently; 4 = never

Table 6.46: Means and standard deviations for teachers' perceptions of third-class boys' and girls' behavioural characteristics in mixed schools

Behavioural Characteristic	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Attentiveness	270	1.47	.53	1.23	.45	7.20	269	≤.001
Insolence	270	2.94	.74	3.26	.72	-7.53	269	≤.001
Helpfulness	269	1.29	.53	1.09	.32	6.39	268	≤.001
Fighting	270	2.27	.79	2.85	.77	-10.98	269	≤.001
Obedience	270	1.27	.49	1.17	.38	3.62	269	≤.001
Excessive talk	272	1.71	.60	1.74	.63	-.87	271	N.S.
Object throwing	270	2.71	.84	3.40	.66	-14.97	269	≤.001
Telling tales	271	2.42	.78	2.10	.80	6.29	270	≤.001
Interfering with other pupils' learning	270	2.37	.74	2.80	.70	-10.16	269	≤.001
Resentment of correction	272	2.73	.77	2.88	.80	-3.22	271	≤.001
Heedlessness	272	2.13	.66	2.47	.66	-8.97	271	≤.001
Daydreaming	271	2.13	.59	2.30	.61	-4.01	270	≤.001
Conscientiousness	269	1.61	.62	1.29	.53	8.23	268	≤.001

Scale: 1 = frequently; 4 = never

Table 6.47: Means and standard deviations for teachers' perceptions of sixth-class boys' and girls' behavioural characteristics in mixed schools

Behavioural Characteristic	N	Boys		Girls		t	df	p
		M	SD	M	SD			
Attentiveness	268	1.45	.52	1.28	.46	6.72	267	≤.001
Insolence	271	2.83	.78	3.19	.67	-8.76	270	≤.001
Helpfulness	269	1.31	.52	1.16	.38	4.99	268	≤.001
Fighting	270	2.43	.67	2.99	.70	-12.06	269	≤.001
Obedience	269	1.23	.44	1.18	.46	1.96	268	N.S.
Excessive talk	271	1.81	.61	1.76	.64	1.22	270	N.S.
Object throwing	271	2.64	.83	3.23	.70	-13.33	270	≤.001
Telling tales	271	2.97	.69	2.70	.76	6.73	270	≤.001
Interfering with other pupils' learning	270	2.50	.76	2.95	.71	-9.72	269	≤.001
Resentment of correction	270	2.63	.74	2.83	.74	-4.35	269	≤.001
Heedlessness	270	2.06	.59	2.41	.61	-9.53	269	≤.001
Daydreaming	270	2.13	.58	2.24	.58	-2.87	269	≤.01
Conscientiousness	270	1.59	.60	1.27	.51	8.92	269	≤.001

Scale: 1 = frequently; 4 = never

Table 6.48: Means and F-ratios for behavioural characteristics observed by teachers in pupils (sixth class, mixed schools), by gender of teacher and gender of pupil

Behavioural Characteristic

1.	Attentiveness	Means		
	<u>Main effects</u>	Male	Female	F p
	Teacher gender	1.40	1.31	2.85 N.S.
	Pupil gender	1.45	1.28	44.99 ≤.001
	<u>Interaction</u>			.14 N.S.
	df = 1,266			
2.	Insolence	Means		
	<u>Main effects</u>	Male	Female	F p
	Teacher gender	2.98	3.02	.11 N.S.
	Pupil gender	2.83	3.19	76.63 ≤.001
	<u>Interaction</u>			.34 N.S.
	df = 1,269			
3.	Helpfulness	Means		
	<u>Main effects</u>	Male	Female	F p
	Teacher gender	1.25	1.21	.81 N.S.
	Pupil gender	1.31	1.16	24.80 ≤.001
	<u>Interaction</u>			.01 N.S.
	df = 1,267			

(table continues)

4.	Fighting	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	2.76	2.64	2.56	N.S.
	Pupil gender	2.43	2.99	145.02	≤.001
	<u>Interaction</u>			.13	N.S.
	df = 1,268				

5.	Obedience	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	1.23	1.78	1.04	N.S.
	Pupil gender	1.23	1.18	3.84	N.S.
	<u>Interaction</u>			.09	N.S.
	df = 1,267				

6.	Excessive talk	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	1.74	1.84	2.01	N.S.
	Pupil gender	1.81	1.76	1.48	N.S.
	<u>Interaction</u>			.09	N.S.
	df = 1,269				

(table continues)

7.	Object throwing	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	2.83	3.09	10.32	≤.01
	Pupil gender	2.64	3.23	177.55	≤.001
	<u>Interaction</u>			.81	N.S.
	df = 1,269				

8.	Telling tales	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	2.72	3.01	14.16	≤.001
	Pupil gender	2.97	2.71	45.34	≤.001
	<u>Interaction</u>			1.55	N.S.
	df = 1,269				

9.	Interfering with other pupils' learning	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	2.72	2.74	.11	N.S.
	Pupil gender	2.50	2.95	94.24	≤.001
	<u>Interaction</u>			.19	N.S.
	df = 1,268				

(table continues)

10.	Resentment of correction	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	2.71	2.76	.48	N.S.
	Pupil gender	2.63	2.83	19.21	≤.001
	<u>Interaction</u>			4.48	N.S.
	df = 1,268				

11.	Heedlessness	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	2.23	2.24	.00	N.S.
	Pupil gender	2.06	2.41	90.91	≤.001
	<u>Interaction</u>			1.51	N.S.
	df = 1,268				

12.	Daydreaming	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	2.18	2.20	.17	N.S.
	Pupil gender	2.13	2.24	8.43	≤.01
	<u>Interaction</u>				
	Teacher x Pupil				
	Boys	2.08	2.21		
	Girls	2.27	2.19	7.83	≤.01
	df = 1,268				

(table continues)

13.	Conscientiousness	Means			
	<u>Main effects</u>	Male	Female	F	p
	Teacher gender	1.45	1.40	.79	N.S.
	Pupil gender	1.59	1.27	79.27	≤.001
	<u>Interaction</u>			.00	N.S.

df = 1,268

Table 7.1: Means and standard deviations for principals' perceptions of the benefits of single-sex and mixed education

Perception	Principals		
	N	M	SD
Single-sex education benefits boys	597	3.71	1.04
Single-sex education benefits girls	597	3.57	1.13
Coeducation benefits boys	599	1.65	.82
Coeducation benefits girls	594	1.80	.93

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.2: Means and F-ratios for principals' perceptions of the benefits of single-sex and mixed education, by sex category of school

Perception	Sex Category of School							
	Boys		Girls		Girls/Mixed Infants		Mixed	
	N	M	N	M	N	M	N	M
1. Single-sex education benefits boys	158	3.43	70	3.13	75	3.43	292	4.07
	Mixed ≠ Boys, Girls, Girls/Mixed Infants							
2. Single-sex education benefits girls	155	3.36	71	2.68	78	3.19	291	4.01
	Mixed ≠ Boys, Girls, Girls/Mixed Infants							
3. Coeducation benefits boys	157	1.97	72	2.01	78	1.92	290	1.31
	Mixed ≠ Boys, Girls, Girls/Mixed Infants							
4. Coeducation benefits girls	155	2.13	74	2.43	78	2.14	285	1.38
	Mixed ≠ Boys, Girls, Girls/Mixed Infants							

1 $F = 28.22$; $df: 3,591$; $p \leq .001$

2 $F = 41.00$; $df: 3,591$; $p \leq .001$

3 $F = 38.65$; $df: 3,593$; $p \leq .001$

4 $F = 51.32$; $df: 3,588$; $p \leq .001$

Scale : 1 = strongly agree; 5 = strongly disagree

Table 7.3: Means and F-ratios for principals' perceptions of the benefits of single-sex education, by gender of principal, gender of pupil, and sex category of school

Perception : Single-sex education benefits boys/girls

	Male	Means Female	F	p
<u>Main effects</u>				
Principal gender	3.72	3.58	1.06	N.S.
Sex category of school	Single 3.25	Mixed 4.04	100.02	≤.001
Pupil gender	Boys 3.72	Girls 3.59	34.81	≤.001
<u>Interactions</u>				
Principal gender x sex category of school	Male	Single 3.40	7.49	≤.01
	Female	Mixed 4.12		
Principal gender x pupil gender	Male	Boys 3.75	8.74	≤.01
	Female	Girls 3.47		
Sex category of school x pupil gender	Single	Boys 3.35	9.14	≤.01
	Mixed	Girls 4.01		
Principal gender x pupil gender x sex category of school	Male	Single	6.87	≤.01
	Boys	Mixed 4.01		
	Girls	3.36		
	Female	3.95		
	Boys	3.26		
	Girls	4.16		

Scale : 1 = strongly agree; 5 = strongly disagree
df : 1,566

Table 7.4: Means and F-ratios for principals' perceptions of the benefits of mixed education, by gender of principal, gender of pupil, and sex category of school

Perception : Coeducation benefits boys/girls

	Male	Means Female	F	p
<u>Main effects</u>				
Principal gender	1.67	1.77	.41	N.S.
Sex category of school	Single 2.08	Mixed 1.35	147.00	≤.001
Pupil gender	Boys 1.64	Girls 1.79	50.85	≤.001
<u>Interactions</u>				
Principal gender x sex category of school	Male	Single 2.02	2.01	N.S.
	Female	Mixed 1.37 1.32		
Principal gender x pupil gender	Male	Boys 1.61	1.66	N.S.
	Female	Girls 1.73 1.87		
Sex category of school x pupil gender	Single	Boys 1.96	20.55	≤.001
	Mixed	Girls 2.20 1.38		
Principal gender x pupil gender x sex category of school	Male	Single	7.16	≤.01
	Boys	Mixed 1.32		
	Girls	1.94		
	Girls	2.10		
	Female	1.31		
	Boys	1.98		
	Girls	2.31		

Scale : 1 = strongly agree; 5 = strongly disagree
df : 1,566

Table 7.5: Means and standard deviations for principals' and teachers' perceptions of pupils' access to sex-stereotyped subjects

Perception: Boys in single-sex classes are less likely than boys in mixed classes to have access to subject areas associated with girls (e.g., cooking, sewing)

			Teachers								
Principals			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
605	1.93	.82	476	2.06	.79	554	1.98	.85	561	1.97	.84

Perception: Girls in single-sex classes are less likely than girls in mixed classes to have access to subject areas associated with boys (e.g., science, computers)

			Teachers								
Principals			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
601	3.24	1.11	473	3.12	1.10	554	3.10	1.11	559	3.18	1.09

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.6: Means and F-ratios for principals' and teachers' perceptions of pupils' access to sex-stereotyped subjects, by sex category of school

Perception: Boys in single-sex classes are less likely than boys in mixed classes to have access to subject areas associated with girls (e.g., cooking, sewing)

		Sex Category of School							
Grade		Boys		Girls		Girls/Mixed Infants		Mixed	
		N	M	N	M	N	M	N	M
1	Principal	158	1.58	74	2.08	80	1.86	291	2.09
Boys ≠ Girls, Mixed									
2	Senior Infant	73	1.78	54	1.76	72	2.18	277	2.16
3	Third Class	139	1.97	66	1.97	77	1.86	272	2.20
Boys ≠ Mixed									
4	Sixth Class	147	1.58	67	1.96	77	1.82	270	2.21
Boys ≠ Mixed									

1 $F = 15.27$; $df: 3,599$; $p \leq .001$

2 $F = 8.05$; $df: 3,472$; $p \leq .001$

3 $F = 15.52$; $df: 3,550$; $p \leq .001$

4 $F = 21.50$; $df: 3,557$; $p \leq .001$

(table continues)

Perception: Girls in single-sex classes are less likely than girls in mixed classes to have access to subject areas associated with boys (e.g., science, computers)

Sex Category of School

Grade	Boys		Girls		Girls/Mixed Infants		Mixed	
	N	M	N	M	N	M	N	M
1 Principal	154	3.11	74	3.73	81	3.86	290	3.01

Boys, Mixed ≠ Girls, Girls/Mixed Infants

2 Senior Infant	72	3.26	54	3.44	71	3.32	276	2.97
3 Third Class	137	2.97	68	3.34	77	3.32	272	3.04
4 Sixth Class	141	3.10	69	3.55	78	3.50	271	3.04

1 $F = 19.93$; $df: 3,595$; $p \leq .001$

2 $F = 4.64$; $df: 3,469$; $p \leq .01$

3 $F = 3.07$; $df: 3,550$; N.S.

4 $F = 6.81$; $df: 3,555$; $p \leq .001$

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.7: Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' access to sex-stereotyped subjects, by gender of teacher and gender of pupil

Perception: Boys/girls in single-sex classes are less likely than boys/girls in mixed classes to have access to subject areas associated with the opposite sex

	Means		F	p
	Male	Female		
<u>Main effects</u>				
Teacher gender	2.62	2.65	.09	N.S.
Pupil gender	2.22	3.05	150.88	≤.001
<u>Interaction</u>				
Teacher x pupil	Male	Female		
Boys	2.28	2.13		
Girls	2.96	3.17	6.80	≤.001

Scale: 1 = strongly agree; 5 = strongly disagree
df : 1,268

Table 7.8: Means and F-ratios for principals' perceptions of pupils' access to sex-stereotyped subjects, by gender of principal, gender of pupil, and sex category of school

Perception: Boys/girls in single-sex classes are less likely than boys/girls in mixed classes to have access to subject areas associated with the opposite sex

	Male	Means Female	F	p
<u>Main effects</u>				
Principal gender	2.45	2.73	20.07	≤.001
Sex category of school	Single 2.61	Mixed 2.54	.86	N.S.
Pupil gender	Boys 1.93	Girls 3.22	697.83	≤.001
<u>Interactions</u>				
Principal gender x sex category of school	Male Female	Single 2.32 2.88	Mixed 2.55 2.54	20.87 ≤.001
Principal gender x pupil gender	Male Female	Boys 1.88 1.99	Girls 3.01 3.46	7.34 ≤.01
Sex category of school x pupil gender	Single Mixed	Boys 1.78 2.08	Girls 3.43 3.01	53.01 ≤.001
Principal gender x pupil gender x sex category of school	Male Boys Girls Female Boys Girls	Single 1.59 3.06 1.96 3.80	Mixed 2.12 2.98 2.03 3.05	1.21 N.S.

Scale : 1 = strongly agree; 5 = strongly disagree
df : 1,576

Table 7.9: Means and standard deviations for principals' and teachers' perceptions of pupils' academic performance

Perception: Boys do better academically in single-sex than in mixed classes

Teachers											
Principals			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
599	3.63	.89	477	3.65	.87	553	3.67	.84	560	3.59	.89

Perception: Girls do better academically in single-sex than in mixed classes

Teachers											
Principals			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
603	3.37	1.05	479	3.46	.99	553	3.56	.92	557	3.42	.99

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.10: Means and F-ratios for principals' and teachers' perceptions of pupils' academic performance, by sex category of school

Perception: Boys do better academically in single-sex than in mixed classes

		Sex Category of School							
Grade		Boys		Girls		Girls/Mixed Infants		Mixed	
		N	M	N	M	N	M	N	M
1	Principal	156	3.39	74	3.35	79	3.46	288	3.89
Mixed ≠ Boys, Girls									
2	Senior Infant	72	3.33	54	3.63	73	3.64	278	3.73
3	Third Class	139	3.53	65	3.40	77	3.45	272	3.87
Mixed ≠ Girls									
4	Sixth Class	144	3.34	68	3.41	77	3.32	271	3.84
Mixed ≠ Boys, Girls/Mixed Infants									

1 $F = 16.37$; $df: 3,593$; $p \leq .001$

2 $F = 4.18$; $df: 3,473$; $p \leq .01$

3 $F = 10.93$; $df: 3,549$; $p \leq .001$

4 $F = 21.50$; $df: 3,557$; $p \leq .001$

(table continues)

Perception: Girls do better academically in single-sex than in mixed schools

Sex Category of School

Grade	Boys		Girls		Girls/Mixed Infants		Mixed	
	N	M	N	M	N	M	N	M
1 Principal	156	3.19	74	2.69	81	3.07	290	3.73

Mixed ≠ Boys, Girls, Girls/Mixed Infants

2 Senior Infant	73	3.08	54	3.22	73	3.41	279	3.62
-----------------	----	------	----	------	----	------	-----	------

Mixed ≠ Boys

3 Third Class	137	3.47	66	3.29	77	3.19	273	3.77
---------------	-----	------	----	------	----	------	-----	------

Mixed ≠ Girls/Mixed Infants

4 Sixth Class	140	3.21	69	3.03	77	3.05	271	3.72
---------------	-----	------	----	------	----	------	-----	------

Mixed ≠ Boys, Girls, Girls/Mixed Infants

1 $F = 9.33$; $df: 3,598$; $p \leq .001$

2 $F = 7.30$; $df: 3,475$; $p \leq .001$

3 $F = 11.74$; $df: 3,549$; $p \leq .001$

4 $F = 20.52$; $df: 3,553$; $p \leq .001$

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.11: Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' academic performance, by gender of teacher and gender of pupil

Perception: Boys/girls do better academically in single-sex classes than in mixed classes

	Means			
	Male	Female	F	p
<u>Main effects</u>				
Teacher gender	3.75	3.82	1.48	N.S.
Pupil gender	3.84	3.72	11.05	≤.001
<u>Interaction</u>				
Teacher x pupil			.75	N.S.

Scale: 1 = strongly agree; 5 = strongly disagree
df : 1,269

Table 7.12: Means and F-ratios for principals' perceptions of pupils' academic performance, by gender of principal, gender of pupil, and sex category of school

Perception: Boys/girls do better academically in single-sex classes than in mixed classes

	Male	Means Female	F	p
<u>Main effects</u>				
Principal gender	3.59	3.42	2.35	N.S.
Sex category of school	Single 3.22	Mixed 3.81	68.33	≤.001
Pupil gender	Boys 3.64	Girls 3.38	73.69	≤.001
<u>Interactions</u>				
Principal gender x sex category of school	Male Female	Single 3.29 3.15	Mixed 3.84 3.76	.22 N.S.
Principal gender x pupil gender	Male Female	Boys 3.68 3.60	Girls 3.50 3.24	6.62 ≤.01.
Sex category of school x pupil gender	Single Mixed	Boys 3.40 3.89	Girls 3.03 3.73	11.89 ≤.001
Principal gender x pupil gender x sex category of school	Male Boys Girls Female Boys Girls	Single 3.39 3.18 3.41 2.88	Mixed 3.92 3.76 3.84 3.69	7.16 ≤.01

Scale : 1 = strongly agree; 5 = strongly disagree
df : 1,572

Table 7.13: Means and standard deviations for principals' and teachers' perceptions of pupils' academic confidence

Perception: Boys in single-sex classes are less confident academically than boys in mixed classes

Principals			Teachers								
			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
603	3.45	.90	478	3.60	.79	533	3.45	.88	560	3.46	.87

Perception: Girls in single-sex classes are less confident academically than girls in mixed classes

Principals			Teachers								
			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
603	3.52	.91	475	3.66	.78	554	3.51	.86	556	3.52	.89

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.14: Means and F-ratios for principals' and teachers' perceptions of pupils' academic confidence, by sex category of school

Perception: Boys in single-sex classes are less confident academically than boys in mixed classes

Grade		Sex Category of School							
		Boys		Girls		Girls/Mixed Infants		Mixed	
		N	M	N	M	N	M	N	M
1	Principal	157	3.61	73	3.41	80	3.43	291	3.39
2	Senior Infant	72	3.63	54	3.78	74	3.69	278	3.52
3	Third Class	140	3.41	65	3.52	77	3.45	271	3.48
4	Sixth Class	145	3.62	68	3.25	76	3.39	271	3.44

1 $F = 2.06$; df: 3,597; N.S.

2 $F = 2.21$; df: 3,474; N.S.

3 $F = .23$; df: 3,549; N.S.

4 $F = 3.21$; df: 3,556; N.S.

(table continues)

Perception: Girls in single-sex classes are less confident academically than girls in mixed classes

Sex Category of School

Grade	Boys		Girls		Girls/Mixed Infants		Mixed	
	N	M	N	M	N	M	N	M
1 Principal	156	3.56	74	3.69	80	3.78	291	3.37
2 Senior Infant	71	3.68	54	3.94	73	3.79	277	3.56
3 Third Class	138	3.41	67	3.72	77	3.61	272	3.49
4 Sixth Class	140	3.60	68	3.54	77	3.65	271	3.44

1 $F = 5.73$; $df: 3,597$; $p \leq .001$

2 $F = 4.93$; $df: 3,471$; $p \leq .01$

3 $F = 2.34$; $df: 3,550$; N.S.

4 $F = 1.71$; $df: 3,552$; N.S.

Scale: 1 = strongly agree; 5 = strongly disagree

**Table 7.15: Means and F-ratios for teachers' perceptions
(sixth class, mixed schools) of pupils' academic
confidence, by gender of teacher and gender
of pupil**

Perception: **Boys/girls in single-sex classes are less confident academically
than boys/girls in mixed classes**

	Means		F	p
	Male	Female		
<u>Main effects</u>				
Teacher gender	3.39	3.51	.90	N.S.
Pupil gender	3.44	3.44	.00	N.S.
<u>Interaction</u>				
Teacher x pupil			4.70	N.S.

Scale: 1 = strongly agree; 5 = strongly disagree
df : 1,269

Table 7.16: Means and F-ratios for principals' perceptions of pupils' academic confidence, by gender of principal, gender of pupil, and sex category of school

Perception: Boys/girls in single-sex classes are less confident academically than boys/girls in mixed classes

	Male	Means Female	F	p
<u>Main effects</u>				
Principal gender	3.47	3.46	.20	N.S.
Sex category of school	Single 3.55	Mixed 3.38	6.42	≤.01
Pupil gender	Boys 3.44	Girls 3.50	6.17	≤.01
<u>Interactions</u>				
Principal gender x sex category of school	Male Female	Single 3.55 3.56	Mixed 3.41 3.34	.32 N.S.
Principal gender x pupil gender	Male Female	Boys 3.49 3.37	Girls 3.45 3.55	15.40 ≤.001
Sex category of school x pupil gender	Single Mixed	Boys 3.48 3.39	Girls 3.63 3.37	8.42 ≤.01
Principal gender x pupil gender x sex category of school	Male Boys Girls Female Boys Girls	Single 3.56 3.54 3.40 3.71	Mixed 3.43 3.39 3.33 3.35	6.47 ≤.01

Scale : 1 = strongly agree; 5 = strongly disagree
df : 1,575

Table 7.17: Means and standard deviations for principals' and teachers' perceptions of pupils' willingness to demonstrate knowledge

Perception: Boys in single-sex classes are less inhibited showing what they know than boys in mixed classes

			Teachers								
Principals			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
605	3.44	.93	476	3.50	.92	555	3.50	.86	557	3.43	.86

Perception: Girls in single-sex classes are less inhibited showing what they know than girls in mixed classes

			Teachers								
Principals			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
604	3.45	.94	476	3.48	.95	552	3.49	.89	558	3.40	.92

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.18: Means and F-ratios for principals' and teachers' perceptions of pupils' willingness to demonstrate knowledge, by sex category of school

Perception: Boys in single-sex classes are less inhibited showing what they know than boys in mixed classes

		Sex Category of School							
Grade		Boys		Girls		Girls/Mixed Infants		Mixed	
		N	M	N	M	N	M	N	M
1	Principal	157	3.06	75	3.23	80	3.20	291	3.77
Mixed ≠ Boys, Girls, Girls/Mixed Infants									
2	Senior Infant	72	3.10	54	3.37	74	3.46	276	3.63
Mixed ≠ Boys									
3	Third Class	140	3.16	65	3.37	77	3.32	273	3.75
Mixed ≠ Boys									
4	Sixth Class	145	3.10	66	3.05	76	3.28	270	3.74
Mixed ≠ Boys, Girls									

1 $F = 27.40$; $df: 3,599$; $p \leq .001$

2 $F = 7.06$; $df: 3,472$; $p \leq .001$

3 $F = 17.52$; $df: 3,551$; $p \leq .001$

4 $F = 27.38$; $df: 3,553$; $p \leq .001$

(table continues)

Perception: Girls in single-sex classes are less inhibited showing what they know than girls in mixed classes

Sex Category of School

Grade	Boys		Girls		Girls/Mixed Infants		Mixed	
	N	M	N	M	N	M	N	M
1 Principal	156	3.09	74	3.18	81	3.81	291	3.74

Mixed ≠ Boys, Girls

2 Senior Infant	72	2.97	54	3.24	74	3.59	276	3.62
-----------------	----	------	----	------	----	------	-----	------

Mixed, Girls/Mixed Infants ≠ Boys

3 Third Class	138	3.20	67	3.33	76	3.21	271	3.75
---------------	-----	------	----	------	----	------	-----	------

Mixed ≠ Boys, Girls/Mixed Infants

4 Sixth Class	141	3.09	69	3.10	77	3.23	271	3.68
---------------	-----	------	----	------	----	------	-----	------

Mixed ≠ Boys, Girls

1 $F = 21.97$; $df: 3,598$; $p \leq .001$

2 $F = 11.11$; $df: 3,472$; $p \leq .001$

3 $F = 17.80$; $df: 3,548$; $p \leq .001$

4 $F = 18.05$; $df: 3,554$; $p \leq .001$

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.19: Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' willingness to demonstrate knowledge, by gender of teacher and gender of pupil

Perception: Boys/girls in single-sex classes are less inhibited showing what they know than boys/girls in mixed classes

	Means		F	p
	Male	Female		
<u>Main effects</u>				
Teacher gender	3.67	3.77	1.08	N.S.
Pupil gender	3.74	3.68	3.39	N.S.
<u>Interaction</u>				
Teacher x pupil			.02	N.S.

Scale: 1 = strongly agree; 5 = strongly disagree
df : 1,268

Table 7.20: Means and F-ratios for principals' perceptions of pupils' willingness to demonstrate knowledge by gender of principal, gender of pupil, and sex category of school

Perception: Boys/girls in single-sex classes are less inhibited in showing what they know than boys/girls in mixed classes

<u>Main effects</u>		Means		F	p
		Male	Female		
Principal gender		3.46	3.48	1.35	N.S.
Sex category of school	Single	3.17	Mixed	73.18	≤.001
			3.76		
Pupil gender	Boys	3.47	Girls	.00	N.S.
			3.47		
<u>Interactions</u>					
Principal gender x sex category of school	Male	Single	Mixed	.70	N.S.
	Female	3.10	3.75		
		3.24	3.77	.06	N.S.
Principal gender x pupil gender	Male	Boys	Girls	.06	N.S.
	Female	3.46	3.45		
		3.47	3.48	1.46	N.S.
Sex category of school x pupil gender	Single	Boys	Girls	1.46	N.S.
	Mixed	3.16	3.19		
		3.77	3.74	.00	N.S.
Principal gender x pupil gender x sex category of school	Male	Single	Mixed	.00	N.S.
	Boys	3.09	3.77		
	Girls	3.11	3.73	.00	N.S.
	Female				
	Boys	3.22	3.78	.00	N.S.
	Girls	3.26	3.76		

Scale : 1 = strongly agree; 5 = strongly disagree
df : 1,577

Table 7.21: Means and standard deviations for principals' and teachers' perceptions of pupils' participation in discussion

Perception: Boys in single-sex classes are more likely to participate in discussion than boys in mixed classes

Principals			Teachers								
			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
604	3.56	.96	478	3.71	.86	554	3.57	.90	560	3.52	.90

Perception: Girls in single-sex classes are more likely to participate in discussion than girls in mixed classes

Principals			Teachers								
			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
601	3.56	.97	477	3.66	.91	552	3.59	.90	558	3.48	.93

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.22: Means and F-ratios for principals' and teachers' perceptions of pupils' participation in discussion, by sex category of school

Perception: Boys in single-sex classes are more likely to participate in discussion than boys in mixed classes

		Sex Category of School							
Grade		Boys		Girls		Girls/Mixed Infants		Mixed	
		N	M	N	M	N	M	N	M
1	Principal	157	3.25	74	3.15	80	3.31	291	3.88
Mixed ≠ Boys, Girls, Girls/Mixed Infants									
2	Senior Infant	72	3.38	54	3.67	73	3.63	279	3.82
3	Third Class	140	3.33	65	3.46	77	3.27	272	3.81
Mixed ≠ Boys, Girls/Mixed Infants									
4	Sixth Class	145	3.18	68	3.22	76	3.13	271	3.89
Mixed ≠ Boys, Girls, Girls/Mixed Infants									

1 $F = 25.37$; $df: 3,598$; $p \leq .001$

2 $F = 5.46$; $df: 3,474$; $p \leq .001$

3 $F = 13.69$; $df: 3,550$; $p \leq .001$

4 $F = 35.01$; $df: 3,556$; $p \leq .001$

(table continues)

Perception: Girls in single-sex classes are more likely to participate in discussion than girls in mixed classes

Sex Category of School

Grade	Boys		Girls		Girls/Mixed Infants		Mixed	
	N	M	N	M	N	M	N	M
1 Principal	156	3.26	74	3.15	81	3.48	288	3.84

Mixed ≠ Boys, Girls

2 Senior Infant	72	3.35	54	3.46	73	3.64	278	3.78
3 Third Class	136	3.36	67	3.43	77	3.19	272	3.84

Mixed ≠ Boys, Girls/Mixed Infants

4 Sixth Class	141	3.21	69	3.23	77	3.08	271	3.80
---------------	-----	------	----	------	----	------	-----	------

Mixed ≠ Boys, Girls, Girls/Mixed Infants

1 $F = 19.77$; $df: 3,595$; $p \leq .001$

2 $F = 5.56$; $df: 3,473$; $p \leq .001$

3 $F = 17.48$; $df: 3,548$; $p \leq .001$

4 $F = 24.23$; $df: 3,554$; $p \leq .001$

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.23: Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' participation in discussion, by gender of teacher and gender of pupil

Perception: Boys/girls in single-sex classes are more likely to participate in discussion than boys/girls in mixed classes

	Means			
	Male	Female	F	p
<u>Main effects</u>				
Teacher gender	3.77	3.96	3.48	N.S.
Pupil gender	3.89	3.80	8.47	N.S.
<u>Interaction</u>				
Teacher x pupil			1.63	N.S.

Scale: 1 = strongly agree; 5 = strongly disagree
df : 1,269

Table 7.24: Means and F-ratios for principals' perceptions of pupils' participation in discussion, by gender of principal, gender of pupil, and sex category of school

Perception: Boys/girls in single-sex classes are more likely to participate in discussion than boys/girls in mixed classes

		Means			
	Male		Female	F	p
<u>Main effects</u>					
Principal gender	3.54		3.59	2.85	N.S.
	Single		Mixed		
Sex category of school	3.27		3.86	74.37	≤.001
	Boys		Girls		
Pupil gender	3.58		3.56	.14	N.S.
<u>Interactions</u>					
		Single	Mixed		
Principal gender x	Male	3.25	3.78		
sex category of school	Female	3.29	3.98	1.47	N.S.
		Boys	Girls		
Principal gender x	Male	3.55	3.53		
pupil gender	Female	3.59	3.59	.03	N.S.
		Boys	Girls		
Sex category of school x	Single	3.26	3.28		
pupil gender	Mixed	3.88	3.84	1.61	N.S.
		Single	Mixed		
Principal gender x	Male				
pupil gender x	Boys	3.27	3.78		
sex category of school	Girls	3.24	3.78		
	Female				
	Boys	3.25	4.02		
	Girls	3.32	3.94	3.28	N.S.

Scale: 1 = strongly agree; 5 = strongly disagree
df : 1,574

Table 7.25: Means and standard deviations for principals' and teachers' perceptions of pupils' relations with the opposite sex

Perception: Boys in single-sex classes find it more difficult to relate to girls than boys in mixed classes

Principals			Teachers								
			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
600	2.23	.91	473	2.23	.81	554	2.25	.84	556	2.25	.88

Perception: Girls in single-sex classes find it more difficult to relate to boys than girls in mixed classes

Principals			Teachers								
			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
602	2.31	.94	476	2.22	.82	551	2.26	.86	556	2.28	.88

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.26: Means and F-ratios for principals' and teachers' perceptions of pupils' relations with the opposite sex, by sex category of school

Perception: Boys in single-sex classes find it more difficult to relate to girls than boys in mixed classes

		Sex Category of School							
Grade		Boys		Girls		Girls/Mixed Infants		Mixed	
		N	M	N	M	N	M	N	M
1	Principal	155	2.26	75	2.47	80	2.16	288	2.17
2	Senior Infant	73	2.15	53	2.08	73	2.37	274	2.24
3	Third Class	140	2.19	66	2.33	76	2.22	272	2.26
4	Sixth Class	144	2.25	68	2.26	76	2.29	268	2.23

1 $F = 2.34$; $df: 3,594$; N.S.

2 $F = 1.62$; $df: 3,469$; N.S.

3 $F = .47$; $df: 3,550$; N.S.

4 $F = .11$; $df: 3,552$; N.S.

(table continues)

Perception: Girls in single-sex classes find it more difficult to relate to boys than girls in mixed classes

Sex Category of School

Grade	Boys		Girls		Girls/Mixed Infants		Mixed	
	N	M	N	M	N	M	N	M
1 Principal	155	2.41	75	2.64	81	2.26	289	2.20
2 Senior Infant	73	2.08	54	2.04	73	2.42	276	2.24
3 Third Class	137	2.28	67	2.34	76	2.21	271	2.25
4 Sixth Class	142	2.36	68	2.32	77	2.31	269	2.22

1 $F = 5.21$ df: 3,596; N.S.

2 $F = 3.22$; df: 3,472; N.S.

3 $F = .33$; df: 3,547; N.S.

4 $F = .90$; df: 3,552; N.S.

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.27: Means and F-ratios for teachers' perceptions (sixth class, mixed schools) of pupils' relations with the opposite sex, by gender of teacher and gender of pupil

Perception: Boys/girls in single-sex classes find it more difficult to relate to the opposite sex than boys/girls in mixed classes

	Means		F	p
	Male	Female		
<u>Main effects</u>				
Teacher gender	2.28	2.15	1.62	N.S.
Pupil gender	2.23	2.22	.14	N.S.
<u>Interaction</u>				
Teacher x pupil			.10	N.S.

Scale: 1 = strongly agree; 5 = strongly disagree
df : 1,265

Table 7.28: Means and F-ratios for principals' perceptions of pupils' relations with the opposite sex, by gender of principal, gender of pupil, and sex category of school

Perception: Boys/girls in single-sex classes find it more difficult to relate to the opposite sex than boys/girls in mixed classes

	Male	Means Female	F	p
<u>Main effects</u>				
Principal gender	2.29	2.27	.22	N.S.
Sex category of school	Single 2.37	Mixed 2.19	6.25	≤.01
Pupil gender	Boys 2.24	Girls 2.32	29.22	≤.001
<u>Interactions</u>				
Principal gender x sex category of school	Male	Single 2.38	.09	N.S.
	Female	Mixed 2.21 2.15		
Principal gender x pupil gender	Male	Boys 2.25	.03	N.S.
	Female	Girls 2.32 2.31		
Sex category of school x pupil gender	Single	Boys 2.30	10.63	≤.001
	Mixed	Girls 2.43 2.20		
Principal gender x pupil gender x sex category of school	Male	Single	.11	N.S.
	Boys	Mixed 2.31		
	Girls	2.20		
	Female	2.23		
	Boys	2.44		
	Girls	2.30		
	Boys	2.14		
	Girls	2.17		

Scale: 1 = strongly agree; 5 = strongly disagree
df : 1,572

Table 7.29: Means and standard deviations for principals' and teachers' perceptions of pupils' controllability

Perception: Boys in single-sex classes are easier to control than boys in mixed classes

Principals			Teachers								
			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
604	3.60	1.00	478	3.60	.87	552	3.61	.89	560	3.56	.95

Perception: Girls in single-sex classes are easier to control than girls in mixed classes

Principals			Teachers								
			Senior Infant			Third Class			Sixth Class		
N	M	SD	N	M	SD	N	M	SD	N	M	SD
602	3.34	1.06	477	3.34	.98	554	3.38	.98	557	3.37	.98

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.30: Means and F-ratios for principals' and teachers' perceptions of pupils' controllability, by sex category of school

Perception: Boys in single-sex classes are easier to control than boys in mixed classes

		Sex Category of School							
Grade		Boys		Girls		Girls/Mixed Infants		Mixed	
		N	M	N	M	N	M	N	M
1	Principal	157	3.47	74	3.24	79	3.56	291	3.77
Mixed ≠ Girls									
2	Senior Infant	73	3.56	54	3.56	74	3.61	277	3.63
3	Third Class	140	3.61	65	3.51	76	3.45	271	3.69
4	Sixth Class	146	3.53	68	3.13	75	3.25	271	3.77

Mixed ≠ Girls, Girls/Mixed Infants

1 $F = 6.94$; $df: 3,598$; $p \leq .001$

2 $F = .18$; $df: 3,474$; N.S.

3 $F = 1.81$; $df: 3,548$; N.S.

4 $F = 12.33$; $df: 3,556$; $p \leq .001$

(table continues)

Perception: Girls in single-sex classes are easier to control than girls in mixed classes

Sex Category of School

Grade	Boys		Girls		Girls/Mixed Infants		Mixed	
	N	M	N	M	N	M	N	M
1 Principal	155	3.25	74	2.73	80	3.13	291	3.60
Mixed ≠ Girls								
2 Senior Infant	73	3.41	54	3.09	74	3.08	276	3.44
3 Third Class	138	3.41	67	3.10	77	3.22	272	3.47
4 Sixth C lass	141	3.26	69	2.81	76	2.99	271	3.67

1 $F = 16.66$; $df: 3,596$; $p \leq .001$

2 $F = 4.03$; $df: 3,473$; $p \leq .01$

3 $F = 3.36$; $df: 3,550$; N.S.

4 $F = 22.81$; $df: 3,553$; $p \leq .001$

Scale: 1 = strongly agree; 5 = strongly disagree

Table 7.31: Means and F-ratios for teachers' perceptions
(sixth class, mixed schools) of pupils' controllability,
by gender of teacher and gender of pupil

Perception: Boys/girls in single-sex classes are easier to control than
boys/girls in mixed classes

	Means		F	p
	Male	Female		
<u>Main effects</u>				
Teacher gender	3.66	3.80	1.78	N.S.
Pupil gender	3.77	3.67	6.25	N.S.
<u>Interaction</u>				
Teacher x pupil			.27	N.S.

Scale: 1 = strongly agree; 5 = strongly disagree
df : 1,269

Table 7.32: Means and F-ratios for principals' perceptions of pupils' controllability, by gender of principal, gender of pupil, and sex category of school

Perception: Boys/girls in single-sex classes are easier to control than boys/girls in mixed classes

<u>Main effects</u>	Means		F	p
	Male	Female		
Principal gender	3.52	3.42	.65	N.S.
Sex category of school	Single	Mixed	31.26	≤.001
	3.27	3.68		
Pupil gender	Boys	Girls	53.33	≤.001
	3.61	3.35		

Interactions

Principal gender x sex category of school	Male	Single	Mixed	3.00	N.S.
	Female	3.17	3.73		
Principal gender x pupil gender	Male	Boys	Girls	2.38	N.S.
	Female	3.58	3.26		
Sex category of school x pupil gender	Single	Boys	Girls	7.32	≤.01
	Mixed	3.76	3.60		
Principal gender x pupil gender x sex category of school	Male	Single	Mixed	3.62	N.S.
	Boys	3.48	3.74		
	Girls	3.25	3.57		
	Female				
	Boys	3.41	3.80		
	Girls	2.93	3.65		

Scale : 1 = strongly agree; 5 = strongly disagree
df : 1,576

Table 7.33: Means and F-ratios for teachers' perceptions of boys' and girls' performance in mixed settings (sixth class, mixed schools), by gender of teacher and gender of pupil

Perception: The presence of girls/boys tends to lower boys'/girls' achievement levels

	Means			
	Male	Female	F	p
<u>Main effects</u>				
Teacher gender	4.27	4.32	2.57	N.S.
Pupil gender	4.25	4.33		
<u>Interaction</u>				
Teacher x pupil			.04	N.S.
df : 1,270:				

Perception: Girls/boys tend to get in the way of boys'/girls' access to learning materials

	Means			
	Male	Female	F	p
<u>Main effects</u>				
Teacher gender	4.33	4.32	.00	N.S.
Pupil gender	4.30	4.36	2.79	N.S.
<u>Interaction</u>				
Teacher x pupil			.84	N.S.
df : 1,267				

(table continues)

Perception: The presence of girls/boys tends to inhibit boys'/girls' participation in discussion

	Means		F	p
	Male	Female		
<u>Main effects</u>				
Teacher gender	4.29	4.28	.00	N.S.
Pupil gender	4.26	4.31	1.60	N.S.
<u>Interaction</u>				
Teacher x pupil			1.92	N.S.
df : 1,268				

Perception: The presence of girls/boys tends to inhibit boys/girls showing what they know

	Means		F	p
	Male	Female		
<u>Main effects</u>				
Teacher gender	4.28	4.35	.78	N.S.
Pupil gender	4.26	4.36	5.61	N.S.
<u>Interaction</u>				
Teacher x pupil			.04	N.S.
df : 1,267				

Scale: 1 = strongly agree; 5 = strongly disagree

Table 8.1: Numbers (and percentages) of schools in which principals indicated that gender equality was discussed in selected contexts, by sex category of school

Context of Discussion		Sex Category of School				Total N (%)
		Boys N (%)	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	
1.	At a formal staff meeting	33 (21.7)	12 (16.0)	28 (34.1)	56 (19.1)	129 (21.4)
	Total	152	75	82	293	602
2.	Informally in the staffroom	116 (73.4)	62 (82.7)	69 (84.1)	229 (78.2)	476 (78.3)
	Total	158	75	82	292	607
3.	With parents at a parent-teacher meeting	11 (7.4)	4 (5.3)	10 (12.2)	31 (10.6)	56 (9.3)
	Total	149	75	82	292	598
4.	In a once-off review of school practices	8 (5.4)	8 (10.7)	11 (13.4)	23 (7.8)	50 (8.4)
	Total	148	76	82	293	598
5.	In on-going review of school practices	10 (6.7)	9 (12.0)	5 (6.1)	65 (22.2)	89 (14.9)
	Total	149	75	82	293	599
6.	At pupil level	24 (16.1)	17 (22.7)	17 (20.7)	107 (36.5)	165 (27.5)
	Total	149	75	82	293	599
7.	In some 'other' context	1 (0.7)	3 (4.0)	5 (6.1)	5 (1.7)	14 (2.3)
	Total	149	75	82	291	597

1 $\chi^2 = 10.13$; df = 3; N.S.

2 $\chi^2 = 4.71$; df = 3; N.S.

3 $\chi^2 = 3.41$; df = 3; N.S.

4 $\chi^2 = 5.10$; df = 3; N.S.

5 $\chi^2 = 25.71$; df = 3; $p \leq .001$

6 $\chi^2 = 24.39$; df = 3; $p \leq .001$

7 $\chi^2 = 2.80$; df = 3; N.S.

Table 8.2: Numbers (and percentages) of schools in which principals indicated that gender equality was discussed in selected contexts, by gender of principal

Context of Discussion	Principal Gender		
	Male N (%)	Female N (%)	Total N (%)
1. At a formal staff meeting	70 (21.9)	58 (20.6)	128 (21.3)
Total	319	281	600
2. Informally in the staffroom	251 (78.0)	223 (78.5)	474 (78.2)
Total	322	284	606
3. With parents at a parent-teacher meeting	28 (8.8)	28 (10.0)	56 (9.4)
Total	318	279	597
4. In a once-off review of school practices	20 (6.3)	30 (10.7)	50 (8.4)
Total	318	279	597
5. In on-going review of school practices	46 (14.5)	43 (15.4)	89 (14.9)
Total	318	279	597
6. At pupil level	81 (25.5)	83 (29.7)	164 (27.5)
Total	318	279	597
7. In some 'other' context	7 (2.2)	7 (2.5)	14 (2.3)
Total	318	279	597

1 $\chi^2 = .08$; df = 1; N.S.

5 $\chi^2 = .04$; df = 1; N.S.

2 $\chi^2 = .00$; df = 1; N.S.

6 $\chi^2 = 1.16$; df = 1; N.S.

3 $\chi^2 = .14$; df = 1; N.S.

7 $\chi^2 = 0.0$; df = 1; N.S.

4 $\chi^2 = 3.30$; df = 1; N.S.

Table 8.3: Numbers (and percentages) of schools in which principals indicated that gender equality was discussed in selected contexts, by number of years teaching and management experience

		Number of Years Experience					
Context of Discussion		0-9	10-19	20-29	30-39	40-45	Total
		N	N	N	N	N	N
		(%)	(%)	(%)	(%)	(%)	(%)
1.	At a formal staff meeting	5	21	61	36	6	129
		(18.5)	(17.1)	(26.6)	(19.1)	(17.1)	(21.4)
	Total	27	123	229	188	35	602
2.	Informally in the staffroom	17	102	175	154	28	476
		(63.0)	(82.3)	(75.1)	(81.5)	(80.0)	(78.3)
	Total	27	124	233	189	35	608
3.	With parents at a parent-teacher meeting	3	12	26	12	3	56
		(11.1)	(9.8)	(11.4)	(6.4)	(8.8)	(9.3)
	Total	27	122	228	188	34	599
4.	In a once-off review of school practices	1	10	21	12	6	50
		(3.7)	(8.2)	(9.2)	(6.4)	(17.6)	(8.3)
	Total	27	122	228	188	34	599
5.	In on-going review of school practices	9	10	48	19	3	89
		(33.3)	(8.2)	(21.0)	(10.1)	(8.8)	(14.8)
	Total	27	122	228	188	34	599
6.	At pupil level	8	41	72	39	5	165
		(29.6)	(33.6)	(31.6)	(20.7)	(14.7)	(27.5)
	Total	27	122	228	188	34	599
7.	In some 'other' context	0	2	8	5	0	15
		(0.0)	(1.6)	(3.5)	(2.7)	(0.0)	(2.5)
	Total	27	122	228	188	34	599

1 $\chi^2 = 6.17$; df = 4; N.S.

2 $\chi^2 = 7.46$; df = 4; N.S.

3 $\chi^2 = 3.23$; df = 4; N.S.

4 $\chi^2 = 5.78$; df = 4; N.S.

5 $\chi^2 = 22.81$; df = 4; $p \leq .001$

6 $\chi^2 = 11.33$; df = 4; N.S.

7 $\chi^2 = 2.90$; df = 4; N.S.

Table 8.4: Numbers (and percentages) of schools in which senior-infant teachers indicated that gender and teaching materials were discussed in selected contexts, by sex category of school

Context of Discussion		Sex Category of School				Total
		Boys	Girls	Girls/Mixed	Mixed	
Total N		75	55	75	282	487
		N	N	N	N	N
		(%)	(%)	(%)	(%)	(%)
1.	At a formal staff meeting	15 (20.0)	10 (18.2)	13 (17.3)	33 (11.7)	71 (14.6)
2.	Informally in the staffroom	54 (72.0)	46 (83.6)	67 (89.3)	214 (75.9)	381 (78.2)
3.	With parents at a parent-teacher meeting	1 (1.3)	1 (1.8)	5 (6.7)	8 (2.8)	15 (3.1)
4.	With pupils in class	16 (21.3)	7 (12.7)	15 (20.0)	50 (17.7)	88 (18.1)
5.	In some 'other' context	3 (4.0)	1 (1.8)	3 (4.0)	9 (3.2)	16 (3.3)

1 $\chi^2 = 4.67$; df = 3; N.S.

2 $\chi^2 = 8.99$; df = 3; N.S.

3 $\chi^2 = 4.35$; df = 3; N.S.

4 $\chi^2 = 1.81$; df = 3; N.S.

5 $\chi^2 = 0.62$; df = 3; N.S.

Table 8.5: Numbers (and percentages) of schools in which third-class teachers indicated that gender and teaching materials were discussed in selected contexts, by sex category of school

Context of Discussion		Sex Category of School				Total
		Total N	Boys	Girls	Girls/Mixed Infants	
			141 N (%)	68 N (%)	79 N (%)	274 N (%)
1.	At a formal staff meeting		20 (14.2)	14 (20.6)	10 (12.7)	36 (13.1)
2.	Informally in the staffroom		104 (73.8)	49 (72.1)	63 (79.7)	203 (74.1)
3.	With parents at a parent-teacher meeting		1 (0.7)	1 (1.5)	0 (0.0)	13 (4.7)
4.	With pupils in class		31 (22.0)	22 (32.4)	21 (26.6)	75 (27.4)
5.	In some 'other' context		3 (2.1)	1 (1.5)	0 (0.0)	10 (3.6)
						14 (2.5)

1 $\chi^2 = 2.68$; df = 3; N.S.

2 $\chi^2 = 1.42$; df = 3; N.S.

3 $\chi^2 = 9.17$; df = 3; N.S.

4 $\chi^2 = 2.78$; df = 3; N.S.

5 $\chi^2 = 3.90$; df = 3; N.S.

Table 8.6: Numbers (and percentages) of schools in which sixth-class teachers indicated that gender and teaching materials were discussed in selected contexts, by sex category of school

Context of Discussion		Sex Category of School					
		Total N	Boys	Girls	Girls/Mixed Infants	Mixed	Total
			N (%)	N (%)	N (%)	N (%)	N (%)
1.	At a formal staff meeting		22 (15.0)	16 (22.5)	18 (22.8)	45 (16.3)	101 (17.6)
2.	Informally in the staffroom		117 (79.6)	59 (83.1)	62 (78.5)	203 (73.6)	441 (77.0)
3.	With parents at a parent-teacher meeting		5 (3.4)	2 (2.8)	2 (2.5)	18 (6.5)	27 (4.7)
4.	With pupils in class		47 (32.0)	33 (46.5)	38 (48.1)	109 (39.5)	227 (39.6)
5.	In some 'other' context		7 (4.8)	3 (4.2)	0 (0.0)	4 (1.4)	14 (2.4)

1 $\chi^2 = 3.67$; df = 3; N.S.

2 $\chi^2 = 3.99$; df = 3; N.S.

3 $\chi^2 = 3.98$; df = 3; N.S.

4 $\chi^2 = 7.37$; df = 3; N.S.

5 $\chi^2 = 7.38$; df = 3; N.S.

Table 8.7: Numbers (and percentages) of schools in which sixth-class teachers indicated that gender and teaching materials were discussed in selected contexts, by number of years teaching experience

Context of Discussion		Number of Years Experience						
		Total N	0-9	10-19	20-29	30-39	40-45	Total
			66	175	170	112	21	544
			N	N	N	N	N	N
		(%)	(%)	(%)	(%)	(%)	(%)	
1.	At a formal staff meeting	8 (12.1)	31 (17.7)	33 (19.4)	20 (17.9)	4 (19.1)	96 (17.6)	
2.	Informally in the staffroom	50 (75.8)	140 (80.0)	128 (75.3)	85 (75.9)	15 (71.4)	418 (76.8)	
3.	With parents at a parent-teacher meeting	0 (0.0)	9 (5.1)	9 (5.3)	5 (4.5)	2 (9.5)	25 (4.6)	
4.	With pupils in your class	29 (43.9)	71 (40.6)	75 (44.1)	35 (31.2)	6 (28.6)	216 (39.7)	
5.	In some 'other' context	1 (1.5)	4 (2.3)	4 (2.3)	4 (3.6)	0 (0.0)	13 (2.4)	

1 $\chi^2 = 1.78$; df = 4; N.S.

2 $\chi^2 = 1.66$; df = 4; N.S.

3 $\chi^2 = 4.66$; df = 4; N.S.

4 $\chi^2 = 6.36$; df = 4; N.S.

5 $\chi^2 = 1.41$; df = 4; N.S.

Table 8.8: Numbers (and percentages) of schools in which sixth-class teachers indicated that gender and teaching materials were discussed in selected contexts, by gender of teacher

Context of Discussion		Teacher Gender		
		Male	Female	Total
	Total N	293	258	551
		N	N	N
		(%)	(%)	(%)
1. At a formal staff meeting		49 (16.7)	49 (19.0)	98 (17.8)
2. Informally in the staffroom		226 (77.1)	195 (75.6)	421 (76.4)
3. With parents at a parent-teacher meeting		14 (4.8)	12 (4.6)	26 (4.7)
4. With pupils in your class		99 (33.8)	118 (45.7)	217 (39.4)
5. In some 'other' context		10 (3.4)	3 (1.16)	13 (2.4)

1 $\chi^2 = .34$; $df = 1$; N.S.

2 $\chi^2 = .11$; $df = 1$; N.S.

3 $\chi^2 = 0.00$; $df = 1$; N.S.

4 $\chi^2 = 7.71$; $df = 1$; $p \leq .01$

5 $\chi^2 = 2.12$; $df = 1$; N.S.

Table 8.9: Numbers (and percentages) of schools in which teachers reported that action followed discussion about gender and teaching materials, by selected grades and sex category of school

Grade	Sex Category of School				Total N (%)
	Boys N (%)	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	
1. Senior Infant	9 (14.3)	7 (15.6)	16 (23.2)	41 (18.2)	73 (18.2)
Total	63	45	69	225	402
2. Third Class	10 (8.8)	7 (14.0)	10 (15.9)	44 (19.4)	71 (15.6)
Total	114	50	63	227	454
3. Sixth Class	17 (13.5)	10 (14.9)	13 (20.6)	53 (23.1)	93 (19.2)
Total	126	67	63	229	485

1 $\chi^2 = 2.02$; df = 3; N.S.

2 $\chi^2 = 6.59$; df = 3; N.S.

3 $\chi^2 = 5.82$; df = 3; N.S.

Table 8.10: Numbers (and percentages) of teachers who reported that action followed discussion about gender and teaching materials, by type of action and sex category of school

Action	Sex Category of School				Total
	Boys	Girls	Girls/Mixed Infants	Mixed	
No. of teachers	547	270	340	946	2,103
	N	N	N	N	N
	(%)	(%)	(%)	(%)	(%)
Class discussion	8 (20.5)	4 (19.0)	6 (13.9)	16 (10.8)	34 (13.5)
Role play/reversal task sharing	0 (0.0)	0 (0.0)	4 (9.3)	18 (12.2)	22 (8.8)
More emphasis on equal treatment	1 (2.6)	0 (0.0)	2 (4.6)	26 (17.6)	29 (11.5)
More emphasis on integration	0 (0.0)	0 (0.0)	0 (0.0)	8 (5.4)	8 (3.2)
Adaptation of lesson content	11 (28.2)	4 (19.0)	12 (27.9)	14 (9.4)	41 (16.3)
Introduction of new textbooks	11 (28.2)	9 (42.8)	11 (25.6)	43 (29.0)	74 (29.5)
Complaints to textbook publishers	2 (5.1)	1 (4.8)	1 (2.3)	2 (1.3)	6 (2.4)
Heightened awareness but action unspecified	6 (15.4)	3 (14.3)	7 (16.3)	21 (14.2)	37 (14.7)
Total	39 (7.1)	21 (7.8)	43 (12.6)	148 (15.6)	251 (11.9)

Table 8.11: Means and standard deviations for principals' perceptions of the degree of awareness of gender issues among teachers, pupils, and parents

Awareness Reflected in	Principals		
	N	M	SD
Teacher attitudes	591	2.29	1.14
practice	589	2.41	1.17
Pupil attitudes	587	2.66	1.16
behaviour	585	2.62	1.14
Parental attitudes	590	2.70	1.38

Scale: 1 = a lot; 5 = none

Table 8.12: Means and F-ratios for principals' perceptions of the degree of awareness of gender issues among teachers, pupils, and parents, by sex category of school

Awareness Reflected in		Sex Category of School										
		Boys		Girls		Girls/Mixed Infants		Mixed		F	df	p
		N	M	N	M	N	M	N	M			
Teacher attitudes	153	2.49	74	2.20	77	2.43	287	2.17	3.09	3,590	N.S.	
practice	152	2.64	74	2.43	77	2.60	286	2.24	4.89	3,588	≤.01	
Pupil attitudes	151	2.76	74	2.78	75	2.71	287	2.55	1.50	3,586	N.S.	
behaviour	151	2.71	74	2.78	76	2.59	284	2.54	1.32	3,584	N.S.	
Parental attitudes	152	2.64	74	2.69	77	2.87	287	2.69	.50	3,589	N.S.	

Scale: 1 = a lot; 5 = none

Table 8.13: Means and standard deviations for principals' perceptions of the degree of awareness of gender issues among teachers, pupils, and parents, by gender of principal

Awareness Reflected in	Gender of Principal						t	df	p
	N	Male M	SD	N	Female M	SD			
Teacher attitudes	316	2.32	1.13	273	2.27	1.17	.48	587	N.S.
practice	315	2.39	1.17	272	2.45	1.17	-.60	585	N.S.
Pupil attitudes	313	2.66	1.18	272	2.66	1.13	-.04	583	N.S.
behaviour	314	2.62	1.17	269	2.63	1.10	-.04	581	N.S.
Parental attitudes	314	2.69	1.36	274	2.71	1.40	-.12	587	N.S.

Scale: 1 = a lot; 5 = none

Table 8.14: Means and F-ratios for principals' perceptions of the degree of awareness of gender issues among teachers, pupils, and parents, by number of years teaching and management experience

Awareness reflected in	Number of Years Experience									
	0-9		10-19		20-29		30-39		40-45	
	N	M	N	M	N	M	N	M	N	M
Teacher										
1 attitudes	27	2.37	122	2.23	222	2.25	185	2.35	35	2.40
2 practice	27	2.41	122	2.29	222	2.34	184	2.55	34	2.53
Pupil										
3 attitudes	27	2.52	121	2.51	224	2.70	180	2.65	35	3.00
4 behaviour	26	2.54	122	2.58	221	2.61	181	2.63	35	2.91
Parental										
5 attitudes	26	2.92	121	2.47	224	2.66	184	2.76	35	3.26

1 $F = .30$; $df = 4,590$, N.S.

2 $F = 1.25$; $df = 4,588$, N.S.

3 $F = 1.40$; $df = 4,586$; N.S.

4 $F = .66$; $df = 4,584$; N.S.

5 $F = 2.60$; $df = 4,589$; N.S.

Scale: 1 = a lot; 5 = none

Table 8.15: Numbers (and percentages) of schools in which principals perceived interest in a school-based gender review among selected proportions of staff members, by sex category of school

Proportion of Staff	Sex Category of School				Total N (%)
	Boys N (%)	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	
All	18 (11.8)	8 (11.0)	7 (8.9)	98 (35.3)	131 (22.5)
Most	33 (21.7)	13 (17.8)	18 (22.8)	37 (13.3)	101 (17.4)
Some	29 (19.1)	11 (15.1)	20 (25.3)	32 (11.5)	92 (15.8)
A few	20 (13.2)	16 (21.9)	11 (13.9)	12 (4.3)	59 (10.1)
None	20 (13.2)	11 (15.1)	4 (5.1)	49 (17.6)	84 (14.4)
Unsure	32 (21.1)	14 (19.2)	19 (4.1)	50 (18.0)	115 (19.8)
Total	152	73	79	278	582

$\chi^2 = 83.11$; $df = 15$; $p \leq .001$

Table A8.16: Numbers (and percentages) of schools in which principals perceived interest in a school-based gender review among selected proportions of staff members, by gender of principal

Proportion of Staff	Principal Gender		Total N (%)
	Male N (%)	Female N (%)	
All	70 (22.4)	60 (22.4)	130 (22.4)
Most	57 (18.3)	43 (16.0)	100 (17.2)
Some	54 (17.3)	38 (14.2)	92 (15.9)
A few	24 (7.7)	35 (13.1)	59 (10.2)
None	43 (13.8)	41 (15.3)	84 (14.5)
Unsure	64 (20.5)	51 (19.0)	115 (19.8)
Total	312	268	580

$\chi^2 = 5.77$; df = 1; N.S.

Table 8.17: Numbers (and percentages) of schools in which principals perceived interest in a school-based gender review among selected proportions of staff, by number of years teaching and management experience

Proportion of Staff	Number of Years Experience					Total
	0-9 N (%)	10-19 N (%)	20-29 N (%)	30-39 N (%)	40-45 N (%)	
All	5 (20.0)	34 (28.3)	46 (20.4)	38 (21.2)	8 (24.2)	131 (22.5)
Most	2 (8.0)	19 (15.8)	50 (22.2)	27 (15.1)	3 (9.1)	101 (17.3)
Some	4 (16.0)	12 (10.0)	40 (17.8)	30 (16.7)	6 (18.2)	92 (15.8)
A few	3 (12.0)	12 (10.0)	24 (10.7)	18 (10.1)	2 (6.1)	59 (10.1)
None	5 (20.0)	14 (11.7)	31 (13.8)	27 (15.1)	7 (21.2)	84 (14.4)
Unsure	6 (24.0)	29 (24.2)	34 (15.1)	39 (21.8)	7 (21.2)	115 (19.7)
Total	25	120	225	179	33	582

$\chi^2 = 8.16$; df = 4; N.S.

Table 8.18: Numbers (and percentages) of schools in which principals indicated support for a school-based gender review, by sex category of school

Indication of Support	Sex Category of School				Total N (%)
	Boys N (%)	Girls N (%)	Girls/Mixed Infants N (%)	Mixed N (%)	
Yes	100 (65.4)	44 (60.3)	52 (65.0)	190 (66.4)	386 (65.2)
No	21 (13.7)	17 (23.3)	11 (13.8)	39 (13.6)	88 (14.9)
Unsure	32 (20.9)	12 (16.4)	17 (21.3)	57 (19.9)	118 (19.9)
Total	153	73	80	286	592

$\chi^2 = 4.90$; df = 6; N.S.

Table 8.19: Numbers (and percentages) of schools in which principals indicated support for a school-based gender review, by gender of principal

Indication of Support	Principal Gender		Total N (%)
	Male N (%)	Female N (%)	
Yes	206 (65.4)	178 (64.7)	384 (65.1)
No	43 (13.6)	45 (16.4)	88 (14.9)
Unsure	66 (20.9)	52 (18.9)	118 (20.0)
Total	315	275	590

$\chi^2 = 1.04$; df = 1; N.S.

Table 8.20: Numbers (and percentages) of schools in which principals indicated support for a school-based review of gender, by number of years teaching and management experience

Indication of Support	Number of Years Experience					Total N (%)
	0-9	10-19	20-29	30-39	40-45	
	N (%)	N (%)	N (%)	N (%)	N (%)	
Yes	15 (57.7)	81 (67.5)	159 (68.8)	113 (62.4)	18 (52.9)	386 (65.2)
No	5 (19.2)	13 (10.8)	31 (13.4)	30 (16.6)	9 (26.5)	88 (14.9)
Unsure	6 (23.1)	26 (21.7)	41 (17.7)	38 (21.0)	7 (20.6)	118 (19.6)
Total	26	120	231	181	34	592

$\chi^2 = 8.16$; $df = 4$; N.S.