

Engagement with gender atypical peers: An investigation of tolerance, gender attitudes and school ethos

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Submitted in partial fulfilment of the requirements of the Higher Diploma in Psychology at DBS School of Arts, Dublin

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March 2014
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Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women can deal critically and creatively with reality and discover how to participate in the transformation of their world.”

(Paulo Freire)

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Acknowledgements

First and foremost, I wish to thank and acknowledge the great lengths my parents, Harry and Ursula have gone to, in supporting my eagerness and commitment to study, to the detriment of the time I can spend returning home, to do chores “for Mammy”.

I wish to thank the schools involved in the research, for granting me access and giving me their time to gather data. I wish to thank the principal of my school who advised me through the data gathering process and the staff who dared to ask “what did you do at the weekend?”

I would also like to thank my supervisor Lucie who diligently responded to my confused emails and provided me with support throughout the research process. I would also like to thank my lecturers at DBS who over the course of the Diploma, provided materials that interested and challenged me, thus enabling the production of this piece of work.

Finally I would like to acknowledge myself, for the lost nights out and lack of socialising and sleep in the pursuit of my passion.

Abstract

Friendship is a crucial element to the healthy psychosocial development of children. Research has illustrated the negative attitudes and stressors gender atypical children can encounter due to displaying gender non-normative behaviour. Consequently the levels of engagement of boys with gender atypical peer's demands closer attention. Current research into the peer friendships of boys suggests stereotypes have a strong negative effect on gender atypical peers. A cross-sectional study was carried out with participant boys across two school types (Educate Together and Catholic schools). Two vignettes were presented in order to assess willingness to engage with gender typical and atypical peers. Results showed a significant difference between participants willingness to engage with a gender typical peer over an atypical peer. Participant responses were constant across both school types, suggesting primary school ethos does not play a significant altering role in levels of willingness to engage with gender atypical peers, but are mediated by other factors.

Chapter one

Peer relationships

A measure of the persuasiveness of the cumulative research on children's peer relationships is that it has become commonplace to claim peer experiences significantly shape the development of psychopathology (Parker, Rubin, Erath, Wojslawowics, & Buskirk, 2006). Cicchetti, Cummings, Greenberg, and Marvin (1990) contend that to understand these experiences - as with any class of complex behaviour- requires an appreciation of the child's developmental status and the dynamic organisation of the behaviour over time. Parker et al. (2006) suggest that normative gender differences in peer interaction begin to emerge during the preschool years; one such difference, as noted by Fabes, Martin, and Hanish, (2008) is the child's strong preference for interacting with same-sex peers. Maccoby (1998) emphasises play as the major element of social interaction among early same-sex peers, but among boys and girls this play is distinctly different. Benenson, Apostoleris, and Parnass (1997) elaborate on these differences; boys, for example, more often choose to interact with peers in larger groups that emphasise competition, hero and rescue themes, and rough-and-tumble play, whereas girls more often play in smaller groups and emphasise conversation, cooperation, and relationship themes. Entry into formal schooling greatly transforms peer experiences by increasing the sphere of the child's peer contacts. However in addition to an increase in the number of available peers, upon entering middle and later childhood, the child is more likely to encounter unprecedented variability in the ascribed characteristics and personalities of their peers (Parker et al., 2006). Perceptions of these characteristics and personalities, according to Hale, Dariotis, and Kauh (2003) contribute to discernible hierarchies of power and popularity. Such hierarchies are defined by salient similarities among friends (Kupersmidt, DeRosier, & Patterson, 1995) and are

rigidly segregated along various lines (Abrams, Rutland, & Cameron, 2003). According to Parker et al. (2006) sex segregation is the most noticeable divide, with friendships during middle childhood tending to be exclusively with same-sex peers (Sroufe, Bennett, Englund, Urban, & Shulman, 1993). In fact, at this age children who don't follow this trend and have friendships primarily with members of the opposite sex tend to be children who are less socially skilled, and less well liked by peers who form primarily same-sex friendships (Ladd, 1999). There is compelling evidence which links problematic peer experiences in childhood and the subsequent risk of mental health difficulties (Olweus, 1993). Therefore the rejection of peers on the basis of their perceptions and expectancies of gender is an area worthy of further investigation.

Social perception and expectancies

Expectations in social situations act as a cognitive framework, through which people evaluate, assimilate and integrate social information. Social perception is influenced by category-based expectancies, which are assumptions about broad social categories such as men, women, elderly people, or infants (Jones, 1990). Normative expectancies are most related to gender as they are guided by social rules and sanctions. These expectancies are influenced by stereotypes, and provide salient cues that may identify a person's underlying attributes (Jones, 1990).

Gender stereotypes

Gender stereotypes are a defined set of beliefs about what it means to be male or female (Golombok & Fivush 1994, p 17). Stereotypes contain information on attitudes, interests, psychological traits, social relations and occupations (Huston, 1985, 1983). Bascow (1992)

describes the negative way that an individual can be viewed when they deviate too much from stereotyped views of masculinity and femininity. Gender stereotypes are cognitive short cuts which are relatively stable and enduring (Hogg & Vaughan, 2010). Developmental intergroup theory posits that when environments make social-group membership salient, children will be particularly likely to apply categorisation processes to social groups, thereby increasing stereotypes and prejudices (Bigler & Liben, 2007). These stereotypes are fairly well developed by 5 years of age, and become rigidly defined between 5 and 7 years of age (Ruble & Martin, 1998), making the preschool years a critical period for the development of gender stereotypes. Stereotypes and sexism limit potential growth and development (Narahara, 1998) because internalising negative stereotypes impacts both academic performance and the child's self-esteem. Long-term gender bias effects become most apparent in students during adolescence (Carlson & Egelund, 2004). Furthermore, when confronted with counter-stereotypical information, the recipients are faced with resolving the difference between their expectations and the reality of the social contact (Hattie & Timperley, 2007).

Expectancy violation

Mendes, Blascovich, Hunter, Lickel, and Jost (2007) found an association between expectancy violations, uncertainty and threat responses. As a salient social category, a target's gender can readily tap into perceivers' expectations. People use gender to make social inferences as early as infancy (Martin, Ruble, & Szkrybalo, 2004). Gender role violations are important in understanding negative reactions and adherence of normative gender roles.

Role of gender

According to Lee and Troop-Gordon (2011) peer socialisation elicits gender norm adherence through reproach for exhibiting gender atypical characteristics. Gender role theorists have long emphasised the impact that peers have on the child's adoption of gendered characteristics and the internalisation of gender norms (Bussey & Bandura 1999). In their social cognitive theory of gender development, Bussey and Bandura (1999) ascribe multiple socialisation functions to peers including: reinforcement of gender typical behaviors; the modeling of gendered characteristics within same-sex peer groups; and disapproval of divergences from gender norms. Gender atypicality, that is, the extent to which a child adopts gender role characteristics viewed as primarily normative for the opposite sex, has an impact on the child's socialisation and friendship experiences. Gender roles, according to Whitely (1985) are multifaceted; encompassing personality traits, activity preferences, emotional dispositions, social interactive patterns, physical attributes, and mannerisms. Current research into the consequences for the child who exhibits gender atypical behaviour indicates that they receive more frequent negative reactions from peers and less positive reinforcement from age mates than peers whose behaviours are more gender normative (Sandberg, Meyer-Bahlburg, Ehrhardt & Yager, 1993). Research by Fagot (1977) demonstrated that children resist befriending peers whose behaviour is atypical. Fagot (1977) also observed that preschool children react negatively to non-normative gender behaviour in peers. Similarly, several studies have found that older children respond negatively to hypothetical children described as behaving in gender atypical ways, this, according to Carter and McCloskey (1984) suggests that gender atypicality places children at risk for being the target of more direct forms of bullying. In their research, Carter and McCloskey (1984) utilised hypothetical vignettes and over 55% of respondents indicated that

they would respond to peers' gender atypical behaviour with verbal or physical aggression. Similar results were found from recent research into gender atypical peers by Jewell and Brown (2014) who sought to examine whether gender atypicality was associated with rejection and teasing. They found that these relationships were, at times, mediated by experiences with gender-based teasing, suggesting that negative mental health outcomes may be a result of the social repercussions of being low in gender typicality (Jewell & Brown, 2014). These results suggest that socialisation mechanisms, such as teasing, contributed to poor mental health, as a consequence of atypicality. In an Irish context, comparable research into gender atypicality and its effects has been examined predominantly from an LGBT (Lesbian, gay, bisexual and transgender) perspective (Mayock, Bryan, Carr, & Kitching, 2008). Gender atypicality has often been associated with LGBT status (Ma'ayan, 2008) and as such, this research is useful in providing insight into gender atypicality. The crucial role of gender in socialisation experiences is evident; however, the question must be asked, why does the interplay of gender and socialisation have such a negative impact on the gender atypical child – most especially if they're male.

Hegemonic masculinities

Previous research has revealed that boys are hierarchically stratified according to a hegemonic mode of masculine dominance (Mac an Ghail 1994; Stoudt 2006). Here, boys are compelled to conform to conventional gender norms by exhibiting homophobic, misogynistic, and aggressive attitudes and behaviours (Nayak & Kehily 1996; Plummer 1999). The most prolific theory of masculinities has been Connell's (1987) hegemonic masculinity theory. Hegemonic masculinity theory according to McCormack (2011), articulates the social processes

by which a masculine hierarchy is created and legitimised. Connell and Messerschmidt (2005) describe mechanisms that produce this hegemony and argue that these processes combine to produce just one culturally esteemed form of masculinity. Although tomboys do report being marginalised and bullied by peers (Hall, 2008), boys receive more rebuke than girls in response to gender atypical behavior and perceive more social pressure to behave in gender-normative ways (Carter & McCloskey 1984 ; Fagot 1977). Hegemonic masculinities are exaggerated and compounded by heteronormative structures which exist in society.

Heteronormative structures

Farrell and Gupta (2004) describe heteronormativity as the practices through which social institutions and social policies reinforce the belief that human beings fall into two distinct gender categories: male and female. They develop this by saying that to describe a social institution as heteronormative means that it has visible or hidden norms, some of which are viewed as normal only for males and others which are seen as normal only for females. In relation to gender atypical males, the concept of heteronormativity has helped identify the practices through which individuals that do not appear to “fit” or who refuse to “fit” are made invisible and silenced (Farrell & Gupta, 2004). Heteronormativity must be explored in institutions where children especially, spend a significant portion of their time, during critical developmental periods of childhood.

Education

Education should be a transformative activity, as proposed by Paulo Freire (1970), and as such, should tackle gender-role stereotypes that serve to promote the rigid roles boys and girls

must adhere to. Mayock et al. (2008) recommended greater scope within the curriculum to teach about minority gender identity. It could be argued that this recommendation is somewhat lost in primary education in Ireland, which, as a result of the dominance of Catholic schools has allowed a privileged status to be awarded to gender typical pupils; consequently primary education has denied the representation of sexual minorities, which has relegated LGBT identities, their histories, aspirations and goals to a subtle murmur, and as such created a subordinated group within society. This sentiment is supported by Weil (1998) in his analysis of Freire's critical pedagogical approach to education. Schools that do not teach about LGBT identity and history, or tackle homophobic behaviour, allow the development of null and hidden curricula. What is not taught, according to Finnessy (2009) is as powerful as the active curriculum employed, and the silence has the power to influence, inform and instruct at a variety of levels. In the context of Irish primary education, part of the problem is the manner in which schools are structured, which compounds the issues faced by gender atypical identities.

Sex-segregation and its effects

Research has found that pre-school children who spend more time with same-sex peers demonstrate increased engagement in gender normative activities (Fabes, Martin, & Hanish, 2008). Sex segregation affects children's development by channeling their interests and experiences and by limiting the kinds of activities in which they engage (Serbin, Moller, Gulko, Powlishta, & Colburne, 1994). Furthermore, children whose primary friendships are with opposite-sex peers hold less gender stereotyped attitudes than children whose primary friendships are with same-sex peers (Maccoby, 1998). Nearly 36% of children in Ireland are educated in single sex classes (DES, 2007) with boys accounting for 16 % of this cohort (Mac an

Ghaill, Hanafin, & Conway, 2003). Over 95 % of schools are of a Catholic ethos (Commission for Education of the Irish Bishops' Conference, 2008) and are a dominant force in primary education. As a consequence, there are significant proportions of the population involved in education that has traditional structures and attitudes to gender. Irish based research into school structures demonstrate advantages of mixed sex schooling and positive educational outcomes for boys particularly in terms of self-concept and stress levels (Hannan, Smyth, McCullagh, O'Leary, & McMahan, 1994). This is of particular relevance to this research as it indicates that more progressive school types can correlate with better educational and social outcomes for boys. Prominent research findings over the last 20 years from studies on the social climate of schools, and students' attitudes, indicate that boys in single-sex schools have teachers, materials and media that pay little attention to issues of gender equality and hold more gender-stereotyped views than students in other school types (Hannan, Breen, Watson, Haddiman, & O'Higgins, 1983; Lynch & Lodge, 1999). This is supported by the research of Lynch and Lodge (2003) who found boys demonstrated higher levels of prejudice towards travellers and gay males.

Developmental intergroup theory posits that when environments make social-group membership salient, children will be particularly likely to apply categorisation processes to social groups, thereby increasing stereotypes and prejudices (Hillard & Liben, 2011). Thus segregation of school children on the basis of sex can make gender role beliefs more salient and represent a potentially powerful context for the socialisation of gender-typed behaviour (Maccoby, 1998).

Friendship and school

There exists a reciprocal relationship between friendship and schooling; friendships influence problem-solving, academic achievement and adjustment while school will affect the

children's opportunities to cultivate these healthy friendships (Gillford-Smith & Brownell, 2003). Pellegrini and Blatchford (2000) argue that certain characteristics of school, and indeed certain characteristics of classroom themselves, may influence a child's friendship choices. According to Lodge (2013) schools should foster opportunities for knowledge of, and respect for, a multitude of different identities. Parker et al. (2006) indicate that children who are liked by most members of a particular group enjoy acceptance in that group. If a group rejects a child, a consensus has formed among its members that that particular child is undesirable, unsuitable, or uninteresting (Parker et al., 2006). Friendship patterns and peer pressure contribute to gender stereotypes, especially among boys, who have the tendency to self-police peers, ridiculing those who show feminine traits (Morrow, 2006). With regard to gender atypicality, research has found that schools can be an unwelcome environment for those with gender non-normative behaviours and identities, and this is often assumed and institutionally enforced through rituals, daily interactions, and the curriculum (Chesir-Teran, 2003). Consequently the school environment plays a key role in the friendships fostered among children, and in an Irish context that environment is often dictated by the prevailing ethos of the school.

Role of ethos

The concept of ethos is rooted in the idea of habitat; a space of safety where creatures can live and make community, this concept of institutional ethos is both underpinned by, and also informs, specific values lived out in practice in a shared communal space (Lodge, 2013). In the context of Irish education, Lodge and Jackson (2013) argue that ethos has tended to be a tired paradigm, one that focuses on the preservation of segregated dualities. The concept of ethos has been used in an Irish service-provision context as a means of delineating and containing

difference, and this was actively supported by public policy (Lodge, 2013). Lodges (2013) study entitled *Valuing Visibility* was an action research project that set out to identify inclusive and positive practice in Irish post-primary schools; recognising the diversity of sexual identities that exist within a school community as well as identifying and exploring the perceived barriers to such practices (Lodge, 2013). The project found that there was limited evidence of positive practices in the participating schools which recognised and included the diversity of sexual identities and relationships. In the primary school context, 'Educate Together' schools, whose ethos is of co-educational, inclusive and diverse education (Educate Together, 2004), has brought a new emerging school based environment. It could be argued that their ethos could deconstruct gender stereotypes for the benefit of differing gender identities. It is hypothesised that the attitudinal outcomes in this school environment will be more progressive and positive than those in Catholic schools. However, the ethos of a school is only one contributing factor of a child's attitude, consequently a limitation of this research will be its inability to account for other variables, which may impact upon attitude development and friendship patterns.

Diversity

Gender atypicality (also described in the literature as gender non-conformity) and perceived LGBT identities are closely linked. Previous research by Ma'ayan (2003) documents the interaction between sexual orientation and gender atypicality in western culture. Gender has often been rooted in work on prejudice targeting LGBT populations (Balsam, Rothblum, & Beauchaine, 2005) and according to Grossman and D'Augelli (2006) peer reaction to gender atypical behaviour is often negative. Grossman and D'Augelli (2006) also found that individuals are expected to assume the roles and characteristics associated with their biological sex, which

indicates the pressure of conformity. Research on schools and adolescents clearly indicates the relationship between gender and sexuality (Wilkinson & Pearson, 2009). Research carried out by Toomy, Ryan and Diaz (2010) focused on the implications of gender atypicality on later life, and has established that those who do not assume the expected roles of the gender associated with their biological sex are open to a multitude of negative consequences because of their non-conformity to cultural rules. LGBT pupils in Ireland suffer a high level of verbal abuse based on their sexual identities (Mayock et al., 2008) and such prejudice is based in stereotypes of sexual orientation and gender. Gender atypicality has been associated with a lower sense of wellbeing in adolescence, due to the elevated exposure to stressors (Roberts, Rosario, Corliss, Koenen, & Austin, 2011). Though the term “heteronormativity” is gaining some currency in pedagogical theories and practices, the term is often left out of discussions about “diversity” (Farrell & Gupta, 2004). Improvement in general, and in particular in terms of LGBT equalities, needs to be on every school’s agenda, no matter what other educational, social, economic, and religious objectives it pursues (De Palma, 2010).

Attitudes

Unfavourable attitudes towards out-groups are at the heart of prejudice and conflict (Hogg & Vaughan, 2010). Attitudes and behaviour seem closely linked and according to Hogg and Vaughan (2010) attitudes simply do not influence action, as there are characteristics and situational factors which can promote or disrupt the connection between attitude and action. Negative peer attitudes are commonly considered to be a major barrier in social participation and inclusion (Godeau et al., 2010). If public attitudes are overly negative to LGBT identities, then those individuals can experience negative reactions and discrimination going to school (Kuyper,

Ledema, & Keuzenkamp, 2012). Ajzens (1985) theory of planned action suggests the best way of predicting behaviour is to ask the person what they intend to do. Measuring children's attitudes towards gender stereotypes is not sufficient in predicting their intention; a further measure of intentions must be used to ascertain the likelihood of their behaviour. Stereotypes become active automatically in the presence of relevant behaviour or stereotyped group features (Bargh, Chen, & Burrow, 1996). Stereotyped attitudes become so automatic that they are no longer apparent in certain structures and contexts (Bargh, 1989). It is reasoned that this is especially true of traditional and conservative structures such as schools. Previous research has indicated that males have more negative attitudes towards gay men and lesbians than women (Herek, 1994). Male gender role attitudes seem to be stronger than those of their female counterparts due to stronger gender role socialisation (Kerns & Fine, 1994). It is pertinent to investigate whether this is prevalent in an Irish context, as gender atypical boys are more likely to be the targets of bullying (Baker, 2002) with boys far more likely to experience physical aggression from other boys. Further research indicates boys are more likely to be victimised when they do not conform to their school's gender norms (Swearer, Turner, Givens, & Pollack, 2008). Males are also likely to hold more stereotyped views about gender than females (Golombok & Fivush 1994, p 19) and consequently it is important to investigate this effect on social relationships. This research intends to focus its sampling to male participants due to the greater negative impact of gender atypicality compared to their female counterparts.

Tolerance

The lack of policy on LGBT education has enabled the current situation whereby LGBT identities are the target of widespread negative attitudes and sexual prejudice (Herek, 2000). It

has emerged that while there are many factors that feed into these attitudes, conservative religious ideologies according to Herek (2000), play a contributing role. A lack of policy exacerbates the situation further - especially in Irish schools, where the ethos is predominantly religious. Recent National Bullying Guidelines (2013) have gone some way in demanding that schools deal with homophobic bullying in a meaningful way. Developing levels of tolerance and understanding towards gender atypicality will enable schools to fully address the role of sexuality in schools (Lodge, 2013). Changes in policy demand that schools address homophobic bullying; the assumption therein, is that such action will reduce its prevalence in school.

Norman (2004) argues that for schools a lack of awareness around homophobic bullying leads to their ignoring the matter thus exacerbating it further. Literature of relevance to the field has also indicated that boys, especially, are hierarchically stratified according to a hegemonic mode of masculine dominance (Stroudt, 2006) and according to Nayak and Kehily (1996) boys are somewhat compelled to conform to these norms by exhibiting homophobic attitudes and behaviours. Such behaviours were found in many educational institutions that were shown to be complicit in the reproduction of dominant gender norms (Plummer, 1999). In Ireland, the majority of new schools which have been established are Educate Together, whose ethos actively promotes equity and equality (Educate Together, 2004). Research supports the belief that as cultural homophobia decreases, a rise in multiple masculinities being esteemed can be achieved (Anderson, 2013). It must be noted too that much homophobic behaviour is aimed not just at LGBT identities, but at their gender atypical peers. Terms such as “gay” are no longer an exclusive reference to sexuality, but are intended to describe boys acting in a gender atypical fashion (Pearson & Wilkinson, 2009). Creating equality of gender and the esteeming of multiple masculinities is good for all in Irish primary schools.

Limitations of previous research

Since the 1960, research into gender atypicality has evolved significantly: from the assertion of its existence, to perceptions of atypicality, through to the forces which control gender atypicality among peers. Research by Carter and McCloskey (1984) revealed among child participants, negative attitudes towards gender atypicality using hypothetical peers, however this finding provides no indication of how children are likely to behave in interactive situations. Thus utilising Ajens' theory of reasoned action, research into boys' willingness to interact with atypical peers will add to the knowledge base surrounding negative effects of atypicality. Furthermore, such research will add a worthwhile progression to the attitudinal findings of Carter and McCloskey (1984); creating research into how negative attitudes toward gender atypicality will affect willingness to engage with gender atypical peers in social situations. However in an Irish context, the added dimension of school environment could play a crucial mediating role. Chesir-Teran (2003) described the unwelcome environment that institutional enforced rituals and curriculum can have on gender non-normative identities. This daily mediation of rituals and curriculums can be found at the heart of the ethos and culture of a school. Research in an Irish context is presently contained to second level education, in terms of the effects of bullying pupils with LGBT identities; other research is concerned with how gender relates to equality of opportunity and interest. However, such research neglects the role that school type can play in gender attitudes, mediated through the ethos, for LGBT pupils and gender atypical pupils. Current research indicates that the overt harassment faced by pupils that include name calling and physical aggression as a result of atypicality (Mayock et al., 2008). However, there is little research which investigates a relationship between the prevalence of these attitudes and the ethos permeating the school – the school type. Research by Nayak and

Kehily (1996) found that the subtle nature of heteronormative structures, perpetuated through pervasive heteronormative discourse, can be just as damaging as overt harassment. This is exemplified by exclusion from friendships and isolation from peer groups on the basis of unaccepted gender behaviour. Most research into gender atypicality has focused on the psychosocial implications for the individual, and the relationship between atypicality and negative treatment. Conservative gender role beliefs have been examined and research has found attitudes to LGBT individuals were linked to traditional gender role beliefs (Nierman, Thompson, Bryan, & Mahaffey, 2007). Further research has indicated that attitudes to gender roles were strongly associated with attitudes towards homosexuality (Hooge & Meeusan, 2012). This indicates that addressing homosexuality is an important element in dealing with gender role beliefs that affect the friendship patterns of children towards gender atypicality. Research by Olsen, Cage, and Harrison (2006) found that communities of religious institutions are permeated by higher levels of heteronormativity. It is hypothesised that individuals and school communities attached to religious institutions may display the same pattern. Research by O' Higgins – Norman (2008) led him to conclude that this is due to the role schools play in protecting the moral and religious feelings of the more conservative teachers and students –thus legitimising the disapproval of LGBT individuals; a conflict arises between the protection of religious sentiment and the welfare of gender atypical and LGBT students. This demonstrates the restrictive power that a schools' ethos can have over teachers and pupils. Consequently it can be argued that structures that reinforce normative expressions of gender behaviour are an aggregate of pupil and teachers learnt behaviour, and contribute to heteronormative structures. It is important to accept the centrality of school and that certain dimensions of heteronormativity are damaging to gender atypical children. With little research into which school types reinforce or

deconstruct these strongly embedded heteronormative patterns, and their relationship to attitudes and children's friendship patterns, there is a need to examine the varying school types to ascertain the impact they have and their predictive value for gender atypical boys in forming friendships.

Aims of the research

The aim of this study was to examine the willingness of boys to engage with gender atypical peers to assess the current situation for gender atypical identities in terms of friendship in a primary school context. This is to assess the current situation for gender atypical identities in terms of friendship in a primary school context. The role that school type plays will be investigated to determine if there are differences between school types. The role of gender stereotypes, and tolerance plays will be investigated to determine if there are relationships between these key aspects related to friendships with gender atypical peers.

Levels of engagement with gender atypical and typical peers

Such pressure to conform has clearly led to stress for LGBT individuals and research has indicated that the influence of stereotypes can contribute to this stress. Research by Mac an Ghail, Hanafin and Conway (2003) into gender in Irish schools has indicated poorer attitudes of tolerance in single sex schools, though there is not comparative research into attitudes in other contexts. It is argued gender atypicality has a negative impact on friendship intentions, and may have predictive values in terms of children forming friendships.

Hypothesis one. It is hypothesised that participants' scores on the Shared Activity Questionnaire-B (willingness to engage) will differ significantly in condition one (gender atypical peer) and condition two (gender typical peer).

School ethos and differences between engagement, tolerance and gender attitudes

There exists a wealth of research on how a schools' ethos can influence attitudes and values, research must now extend to stereotyped attitudes towards gender, and its possible correlations to willingness to engage with gender atypical children. The assumption is that a Catholic ethos represents more traditional values and attitudes, in comparison to an Educate Together ethos which represents more diverse values and attitudes.

Hypothesis two. It is hypothesised that there will be a significant difference between school ethos (Catholic and Educate Together) and willingness to engage in activities with gender atypical peers (Shared Activities Questionnaire – B, Condition one).

Hypothesis three. It is also hypothesised that there will be a significant difference between school ethos (Catholic and Educate Together) and participant's gender attitude scores (Gender Attitudes Scale for Children, GASC).

Hypothesis four. It is hypothesised that there will be a significant difference between school ethos (Catholic and Educate Together) and participant's tolerance scores (Tolerance Scale).

School type (co-education and single sex boy's school) difference between engagement, tolerance and gender attitudes

It has been demonstrated that sex- segregation has documented a variety of negative correlates for attitudes and tolerance of difference (Mac an Ghail, Hanafin, & Conway, 2003).

Hypothesis five. It is hypothesised that there will be a significant difference between school type (co-education and single sex boys' school) and participant's gender attitude scores (GASC).

Hypothesis six. It is hypothesised that there will be a significant difference between school type (co-educational and single sex boys' school) and willingness to engage with a gender atypical peer (Shared Activities Questionnaire – B, condition one).

Hypothesis seven. It is hypothesised that there will be a significant difference between school type (co-education and single sex boys' school) and participant's tolerance scores (The Tolerance Scale)

Relationships between engagement, tolerance and gender attitudes

Previous research has indicated that prejudice and conflict will wane if out-group stereotypes become less derogatory and polarised (Hogg & Vaughan, 2010), affirming the role school could play in esteeming multiple masculinities, contributing to better attitudes and intentions towards gender atypicality.

Hypothesis eight. It is hypothesised that there is a positive relationship between participants gender attitude scores (GASC) and willingness to engage with gender atypical peer (Shared Activities Questionnaire – B, condition one).

Hypothesis nine. It is also hypothesised that there will be a positive relationship between tolerance scores (The Tolerance Scale) and willingness to engage with gender atypical peer (Shared Activities Questionnaire – B, condition one).

Importance of this research

Friendship formation is a critical component in the social development of the child. Investigating friendship formation in relation to gender atypical children could provide valuable insight into whether the out-group status and negative attitudes that manifest in the bullying of gender atypical children in secondary school exist in exclusionary friendship patterns in primary school.

Chapter Two: Methodology

Participants

A sample of convenience was used due to the small scale nature of the research, and the researchers' relationships with schools that were suitable for this research. All schools in Ireland have a patron body which oversees the characteristic ethos of the school; with school type ranging from co-educational to single sex boys or girls. The sample includes the three major types of 'schooling' available in Ireland. The first are multi-denominational schools (Educate Together patron body) which represents 2% of Irish primary schools (Rowe, 2010) co-educational catholic schools (Catholic patron body) which represents 60% of schools and single sex boy's catholic schools (Catholic patron body) which represents 16% of schools (DES, 2007).

The school populations are drawn from three urban areas. The multi-denominational school cohort is predominantly international pupil's whose parents were not born in Ireland, and classified as a DEIS band two school. DEIS stands for Delivering Equality of Opportunity in Schools, and is an initiative to address educational disadvantage (DES, 2007). The second school is a co-educational catholic schools' cohort from a socially disadvantaged area. This school is categorised as a DEIS band one school. Schools designated a band one status, have higher levels of disadvantage than DEIS band two schools. The third school is a single sex boy's catholic school from an urban and established area. The participants were boys from each school and were selected on the basis that they were in the school for more than three years and that they were in 6th class. The gender split of the sample was elaborated on in the introduction. Participants were taken from 6th class to ensure they had an accumulative experience of the school, through all the various avenues of curriculum and ethos. The age range of participants

was from 11- 13, see table one for the breakdown of participants from each school. All the participants received each measure.

Table 1. Participant boys in each school

School Type	Number of Pupils	Accumulated 3 years in the school
Single Sex Catholic	27	27
Co-educational Catholic	23	23
Co-educational Educate Together	35	35

Instruments

The Gender Attitudes Scale for Children (GASC). The Gender Attitudes scale for Children (Appendix E) assessed participant's attitudes to gender stereotypes (Siggnorella & Liben, 1985). The individual items in the measure discriminated between children's high and low stereotyped attitudes. With the GASC each participant is presented with 32 items that they must respond to, with the instructions "who should do what"? After each statement participants must indicate a response; girls, both boys and girls or boys. The items include stereotypical masculine items "who would drive a truck", stereotypical feminine items "who should bake a cake", and neutral items "who should go to the cinema". To score the GASC each response receives a score, 0 for boys and girls and 1 for both boys and girls. Of the responses there are a possible 13 stereotypical male, 13 stereotypical female and 7 neutral items. Participant scores are totalled for the stereotyped male and female responses to give scores which indicate lower stereotyped attitudes, the greater the score.

When assessing validity of the scale Siggnorella and Liben (1985) found children tended to give stereotyped responses to the masculine and feminine items and did not stereotype the neutral items, indicating that children were able to use the "both" category correctly. Secondly, test validity was demonstrated by the finding that stereotyping classification on the GASC was positively related both to stereotyping classification on a trait measure of stereotyping, and to memory for gender-related pictures. The language of the scale was modified to suit an Irish context; however the focus of each action was not changed. For example “be an umpire” was modified to “be a referee”. See table 2 below for revisions. Special care was given to the font size and lay out, to maximise engagement and usability of the questionnaire with children.

Table 2. GASC originals and revisions

Item	Original	Revision
8	Be a telephone operator	Work in a call centre
22	Be an umpire	Be a referee
26	Collect garbage	Rubbish collector

The Shared Activities Questionnaire – B, (SAQ-B). The SAQ-B (Appendix G and I) measured the willingness of participants to engage in certain activities with a target person (Bell & Morgan, 2000). The SAQ-B covers three activity areas: General Social, Academic and Active Recreational with eight different questions for each area for a total of 24 questions. With the SAQ-B participants are presented with information about a target person through a vignette (Appendix F and H) and asked to respond by ticking the relevant box that shows participants own thinking. Responses include; maybe, yes, and no, to indicate willingness to engage in the

particular activity with the target student, scored 1, 2, and 0 respectively. Items include “ask X to come to my house to watch TV” (General Social), “sit next to X in class” (Academic) and “pick X to be on my soccer team” (Active Recreational). A total overall score is computed, with higher scores indicating greater willingness to engage in the activity.

Previous studies utilising the SAQ-B have assessed its concurrent validity by evaluating its relationship with a measure of cognitive attitudes, such as the Adjective Checklist (Siperstein & Bak, 1977). Correlations between the SAQ-B Overall score and the Adjective Checklist have ranged from .46 to .59 (Bell & Morgan, 2000; Law, Sinclair, & Fraser, 2007) supporting the concurrent validity of the SAQ-B. Furthermore, previous research with adults provides evidence that behavioral intentions are highly related to actual behavior (Ajzen, 2001). Therefore, the SAQ-B appears to be a valid measure of students’ behavioural intentions and behaviour.

The wording of some questions was changed to suit an Irish context, for example, “go to a ball game” was changed to “go to a game of soccer”. However revisions maintained the theme of the item (General Social, Academic or Active Recreational). See table 3 for revised items. Special care was given to the font size and lay out, to maximise engagement and usability of the questionnaire with children.

Table 3. SAQ-B original and revised items

Item	Original	Revised
1	Ask X to come to my house to watch TV	Ask X to come to my house to play x-box
2	Sit next to X in class	Sit beside X in class
3	Work in the school library with X	Work with X on a project in the Library
5	Work on a science project at school with X	Work on a project on your favourite country with X
6	Be in the same reading group as X	Do paired reading with X
7	Study spelling words with X at school	Ask X his spellings as you get reading for the Friday test
9	Ask X to go to a swimming party with me	Ask X to go to the swimming pool with me
10	Ask X to hike in the woods with me	Ask X to go on a day trip to town with me
15	Work arithmetic problems in class with X	Help X with his maths problems in class
20	Play with X outside during recess	Hang out with X during my free time
21	Pick X as my partner in a game with other children	Pick X when teacher says work in pairs
23	Go to a ball game with X	Go to a football game with X
24	Ride bikes with X	Go for a cycle with X

Vignettes for condition one and two. Two vignettes were developed for this study, one for a gender atypical peer, condition one (Appendix F) and one for a gender typical peer, condition two (Appendix H) to be used in conjunction with the SAQ-B. The SAQ-B followed each vignette to assess the participant's willingness to share activities with the student depicted.

Vignettes with behavioural descriptions of hypothetical peers are often utilised in studies of youth's perceptions (Hennessy, Swords, & Heary, 2008). The SAQ-B is used in the exact same way, but in measuring perceptions towards gender behaviour. Vignettes or short descriptions of behaviour are often preferred in this type of research compared to the use of labels, since participants may not understand certain terms such as gender atypicality or have a fully rounded understanding of how that translates. In previous studies, participants are typically presented with vignette describing a person exhibiting target behaviours and then asked a series of questions to tap the participant's perceptions of that fictional person.

For the present study, the first vignette describes a gender atypical peer "Kean" and the second describes a gender typical peer, Riaz. Both include a sentence telling the participants that Kean or Riaz will be in their class next year at secondary school. These vignettes are similar to Law, Sinclair and Fraser (2007) who utilised the SAQ-B with vignettes to explore attitudes towards a student with ADHD. Previously hypothetical peers had been used to illicit attitudes (Carter & McCloskey, 1984) towards gender atypical peers.

In order to construct the gender atypical vignette, the limitations of Law, Sinclair and Frasers (2007) research were consulted where they found the overly negative attributes used in their vignettes may have been a limitation of their study. The vignettes were then constructed using language determined by Liben and Biglers (2002) research on gender, to indicate levels of gender atypicality. Positive attributes were described using actions that can be perceived as gender atypical or characterised by actions carried out by the opposite sex. The vignettes were also constructed to allude to out-group status due to gender atypicality which is a common theme from the literature as a consequence of gender atypicality (Ruble, Martin, & Berenbaum, 1998). See table four for sentence breakdown.

Table 4. Vignette for atypical peer (condition one)

Gender atypical attribute	Description from Vignette
Attribute of non-conformity	Kean is quiet and sensitive and gets on well in school
Subtle non-conformity	He plays hockey and loves listening to music.
Out-group / non-conformity	His best friends are mostly girls
Feminine Attribute	He is part of a drama club and has danced in the cast of lots of plays
Out – group status	Some boys call him gay and do not hang out with him because he doesn't play soccer or talk about the premier league
Feminine Attribute	His best friends love hanging out with him as he gives them lots of advice on what to wear
Future non-conformity	When he grows up he wants to be performing in musicals

Readability was calculated with the Flesch-Kincaid Reading Ease Test to ensure that students who were 11 years old could read the vignettes. The Flesch – Kincaid Reading ease score for the gender atypical vignette was 91.8 which indicated that an average 11 year old could read the piece with ease. The Flesch – Kincaid Reading Ease score for the typical vignette was 90.9 (readability-score, n.d.).

The second vignette depicted Riaz as a typical peer. In order to replicate the structure of the first vignette it was broken down sentence by sentence, and then the typical student vignette was constructed writing a sentence to align with each sentence in the first gender atypical vignette. For this vignette the gender atypical, feminine attributes and out-group status were changed to gender typical, masculine attributes and in-group status. See table six for the vignette comparison. Special care was given to the font size and lay out to maximise engagement and usability of the questionnaire with children.

Table 5. Vignette comparison (condition one and two)

Sentence Number	Atypical peer vignette	Typical vignette
1	Quiet and sensitive and gets on well in school	Loud and funny and is always joking and messing in school
2	His best friends are mostly girls	His best friends are mostly boys
3	He plays hockey and loves listening to music	He plays football and loves listening to rap music
4	He is part of a drama club and has danced in the cast of lots of plays	He is part of his local GAA club and plays in goal
5	Some other boys call him gay and do not hang out with him, because he doesn't play soccer or talk about the premier league	Some boys call him racer and hang out with him down at the park, playing football and talking to girls
6	His best friends love hanging out with him as he gives them advice on what to wear	Riaz doesn't have a girlfriend
7	When he grows up he wants to be performing in musicals	When he grows up he wants to be a goalkeeper for a football team

The Tolerance Scale. The Tolerance Scale assessed participant's attitudes to difference (Appendix J) and was constructed for grade 5 students, aged 10 – 11, to measure tolerance for a variety of situations, and is part of The Psychosocial Maturity Scale (Greenberger, 2001). Tolerance is a measure of comfort and acceptance of ethnic and cultural diversity in people who are different than oneself. There are ten items on this questionnaire utilising a 4-point likert scale ranging from 4= Disagree Strongly to 1= Agree Strongly with children ticking the relevant responses. Reverse coding is necessary for questions 8 and 10. The resulting item scores are summed to create the total scale score. Higher scores reflect greater tolerance for difference. The questionnaire was introduced with an example of how to answer a question using negative statements using a likert scale.

Reliability for this measure showed alpha scores range from .67 to .89. This scale was used by the Centre for Applied Research on a group of youth ranging in age from 13-18 and produced an alpha of .67, (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004).

The language was modified to suit an Irish context. However in two cases the object of difference was modified for the purposes of this research. The object of poverty and disability were modified to measure tolerance of gender atypicality. These two changes did not change the theme of the measure but the object measured in each case. See table 6 for revisions, after revisions were made, question 8 no longer needed to be recoded. Special care was given to the font size and lay out, to maximise engagement and usability of the questionnaire with children.

Table 6. Original and revisions for tolerance scale

Item	Original	Revision
1	If a friend whose ideas about God are very different from mine gave me a religious magazine to read, I wouldn't read it.	If a friend whose ideas about God are very different from mine gave me a DVD about religion, I wouldn't watch it.
4.	I don't think I could be close friends with a disabled person	I don't think I could be close friends with a gay person
5	A person who takes charity even though he or she could work, shouldn't be allowed vote	A person who is on the dole, even though they could work, shouldn't be allowed to vote
7	I would not make friends with a person who had different manners and clothes from most of my friends	I would not make friends with a boy who didn't dress or act like how a boy usually would
8	People of different races or skin colour should get together at the same parties and dances	People of different races and skins colour should only hang out in places just for them

Ethics

Three primary schools located in urban areas of Ireland, were identified as sources for participation for this study. The researcher made contact with the chairperson of each board of management seeking permission to carry out research. A letter of introduction (Appendix M) which included detailed information on the research, a timeline to aid organisation and information on safeguards, such as materials being provided in case of emotional upset caused by the research was supplied to the chairperson of each board of management. The board was also provided with information outlining the research in a more user friendly manner for dissemination to board members (Appendix A). All this formed part of the initial contact to maximise approval. Approval was granted from each board of management in December 2013. Once this approval from the respective boards of management was granted, the principals liaised with the researcher and acted on behalf of the board of management. Class teachers received a copy of a letter of introduction (Appendix N) with information on lessons and materials to accompany the research, if any emotional upset was caused post administration of questionnaire. Following consultation with the principal and class teacher, recruitment of participants began. Parental opt – out forms (Appendix B) explaining the goals of the study were distributed to the participants boys of sixth class as well as an information leaflet (Appendix C). Contact information for the researcher remained with the class teacher and principal, if any parents had any concerns. No overt incentive was used, but all children inadvertently knew they would get an opportunity to miss curricular time in order to fill in the questionnaire, and chat with the researcher post data collection.

On the day of the data collection, child assent was sought from pupils who had parental consent. Anonymity was reiterated, and explained to participants. No names were collected or

recorded on the scripts. Participants had the opportunity to withdraw at any time up until the data was collected at the end of the session. Please see Appendix D for a copy of this assent request, with the briefing information distributed before administration of the questionnaires.

Procedure

The participant boys gathered in a central location, with desks positioned as if they were sitting a standardised test. Pupils were spaced apart at the end of each desk to ensure they could not see each other's response. All participants received all measures and conditions for the SAQ-B. The data collection began with a short introduction regarding the purpose of research (but not this research) and the use of questionnaires, in order to establish a rapport with the pupils. A briefing letter was read, which included participant assent request. Each measure was administered separately to avoid confusion or rushing of responses. Each measure and procedure was explained following the same script for each school (see Appendix L) before responses could be filled in. The researcher and a class teacher (not of the pupils) were present during administration for procedural assistance and to answer any questions. Data collection in each school occurred over a one hour period in the morning time, which as indicated by teachers was the optimum time for attention. A debriefing session occurred directly after data collection with information on support (Appendix K) and to explain the purpose of the research by answering questions. The procedure was strictly standardised across each school type by documenting the steps using a systematic approach (Appendix L).

Design

The dependant variables in this research are school type (Single sex and Co-educational) and school ethos (Catholic and Educate Together). The study utilised mixed methods because a) the sample was split on the basis of specific characteristic of school ethos or type, utilising a between subject design. The two vignettes acted as two conditions and were compared between the whole sample thus utilising a within subject design.

The study also utilised measures administered at the same point in time making this design a cross-sectional design. The independent variables of gender stereotyped attitudes, willingness to engage in activities with gender atypical peers, and levels of tolerance were examined to determine associations, utilising a correlational design. Finally the dependant variables were examined for difference on the independent variables, utilising a design seeking to examine significance.

Analysis

Pearson correlations. Correlation matrices will be examined to explore relationships between variables. Any interesting relationships will then be investigated with a Pearson correlation. The Pearson correlation generates a coefficient called the Pearson correlation coefficient, denoted as r . This coefficient measures the strength and direction of a linear relationship between two continuous variables. However firstly, the data will be examined to meet the following assumptions. The variables must be either interval or ratio measurements, normally distributed with no outliers. If the data meets these assumptions a Pearson's R correlation will be used to analyse the data.

Independent sample t-test. The Independent-samples t-test is used to determine if a difference exists between the means of two independent groups on a continuous dependent variable. More specifically, it will determine whether the difference between these two groups is statistically significant. Before an independent sample t-test is conducted, in order to ensure the correct test was being used, the assumptions for Independent t-tests will be investigated. The data must have two categorical, independent groups with the dependant variables continuous. The data must be independent of observations with no relationship between the groups. If the data met the assumptions, independents sample t- test will be used to analyse the data.

Paired sample t-test. The Paired-samples t-test is used to determine whether the mean difference between paired observations is significantly different from zero. Before a Paired sample t-test can be conducted, the data will be analysed. The participants should be the same individuals tested on two occasions, or under two different conditions, on the same dependent variable; (a) having a continuous dependent variable and (b) your independent variable being categorical with two related groups. There should be no significant outliers in the differences between the two related groups. The distribution of the differences in the dependent variable between the two related groups should be approximately normally distributed.

Chapter Three: Results

Data screening

All sixth class boys in their respective schools were given opt-out forms one week prior to data collection. No parent or guardian returned the opt-out form, which yielded a 100% return rate, School 1 n=35, School 2 n =23, School 3 n=27. Thus the final data set yielded 85 participants, which was a 100% of the total participants in all 6th classes of the three schools. On the days of the research which were conducted in January 2014, 85 boys were present and gave assent to participate in the study. Data was entered into a computer programme called Statistical Package for the Social Sciences or SPSS for analysis. To ensure accurate data entry, integrity checks were completed for 10% of complete surveys. When an error was found on one or more items, an additional survey was checked for accuracy. A total of 12% of surveys were checked for errors. Total scores were computed for The SAQ-B condition one and condition two, GASC, and Tolerance Scale.

Descriptive statistics

Descriptive analysis was conducted for the variables to check; (a) that data fell into expected ranges, (b) for normality by analysing skewness and kurtosis and (c) for outliers. All variables fell within expected ranges. See table 6 for descriptive statistics (e.g. means and standard deviations for the variables). This meant that paired sample t-tests, independent samples t-tests and Pearson correlations could be used to analyse the data.

Table 6. Descriptive statistics for gender attitudes scale, shared activity questionnaire and tolerance scale

	Mean	Standard Deviation	N
Gender Stereotyped Attitudes (GASC)			
Catholic	10.91	6.37	47
Educate Together	11.24	7.20	38
Co-Educational	10.16	6.80	59
Single Sex	13.08	6.16	26
(Condition two)Gender Typical Shared Activity Questionnaire B			
Catholic	37.06	8.30	47
Educate Together	38.34	8.89	38
Co-Educational	38.63	8.75	59
Single Sex	35.38	7.74	26
(Condition one)Gender atypical Shared Activity Questionnaire B			
Catholic	21.31	11.50	47
Educate Together	24.31	11.51	38
Co-educational	23.08	11.71	59
Single Sex	22.50	11.24	26
Tolerance Scale			
Catholic	31.38	3.38	47
Educate Together	32.07	4.43	38
Co-Educational	31.91	4.20	59
Single Sex	31.10	4.20	26

Table 6 shows that the mean scores and standard deviations for each group for gender attitudes scores (Higher scores indicating lower stereotyped attitudes), willingness to engage with a gender atypical or gender typical peer scores (higher scores indicating higher levels of willingness to engage) and tolerance scores (higher scores indicating higher levels of tolerance) Since some participants fall into at least two groups, we can only compare the groups where

participants are only represented once in the sample, e.g. Catholic and Educate Together, and co-educational and single sex schools. The means between both of these groups only vary slightly on each measure except on the SAQ-B condition one.

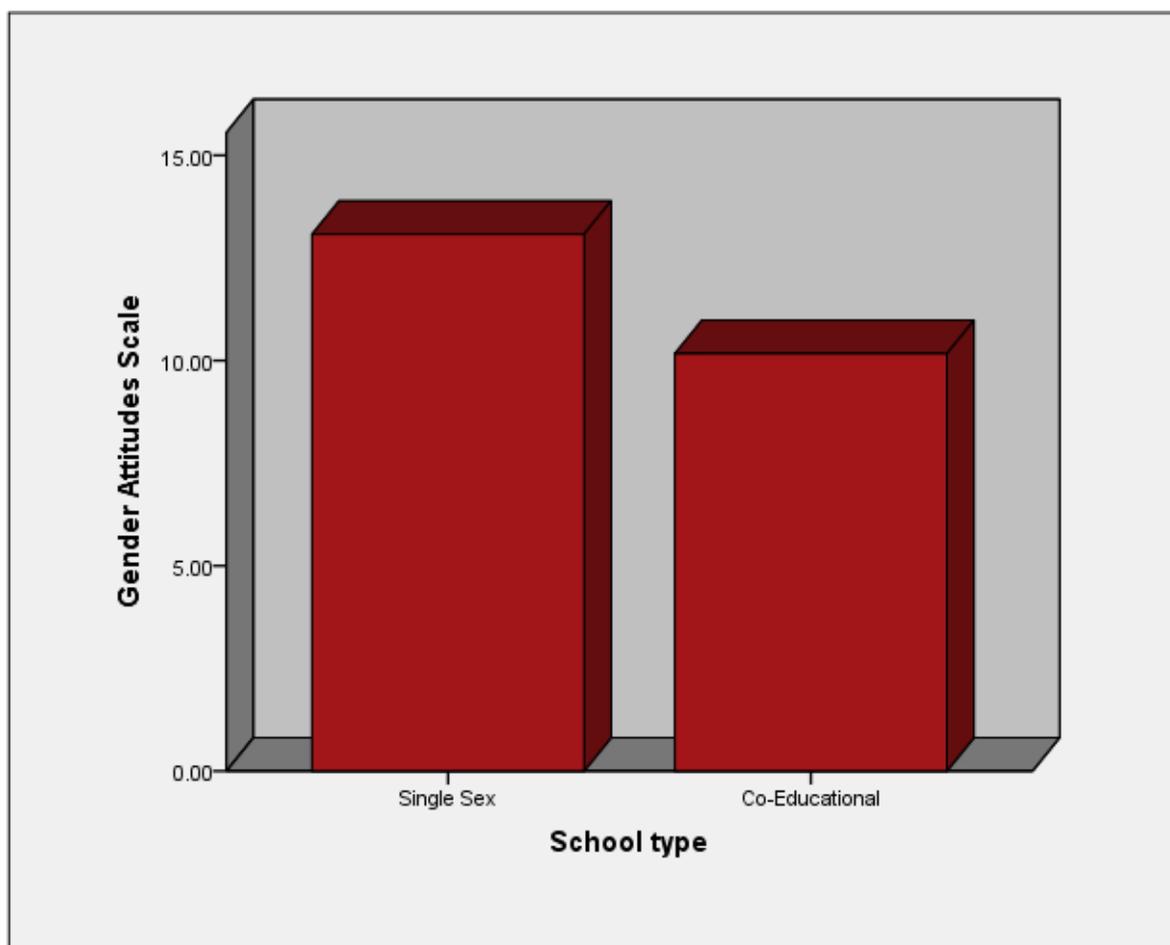


Figure 1. Bar chart illustrating the mean difference between co-educational and single sex boys school for participants GASC scores.

The biggest mean difference is between single sex schools and co-educational for low gender stereotyped attitudes. Mean scores for single sex schools were 13.08 (SD =6.16) which is

higher than co-educational scores of 10.16 (SD=6.80). This will be investigated further in inferential tests.

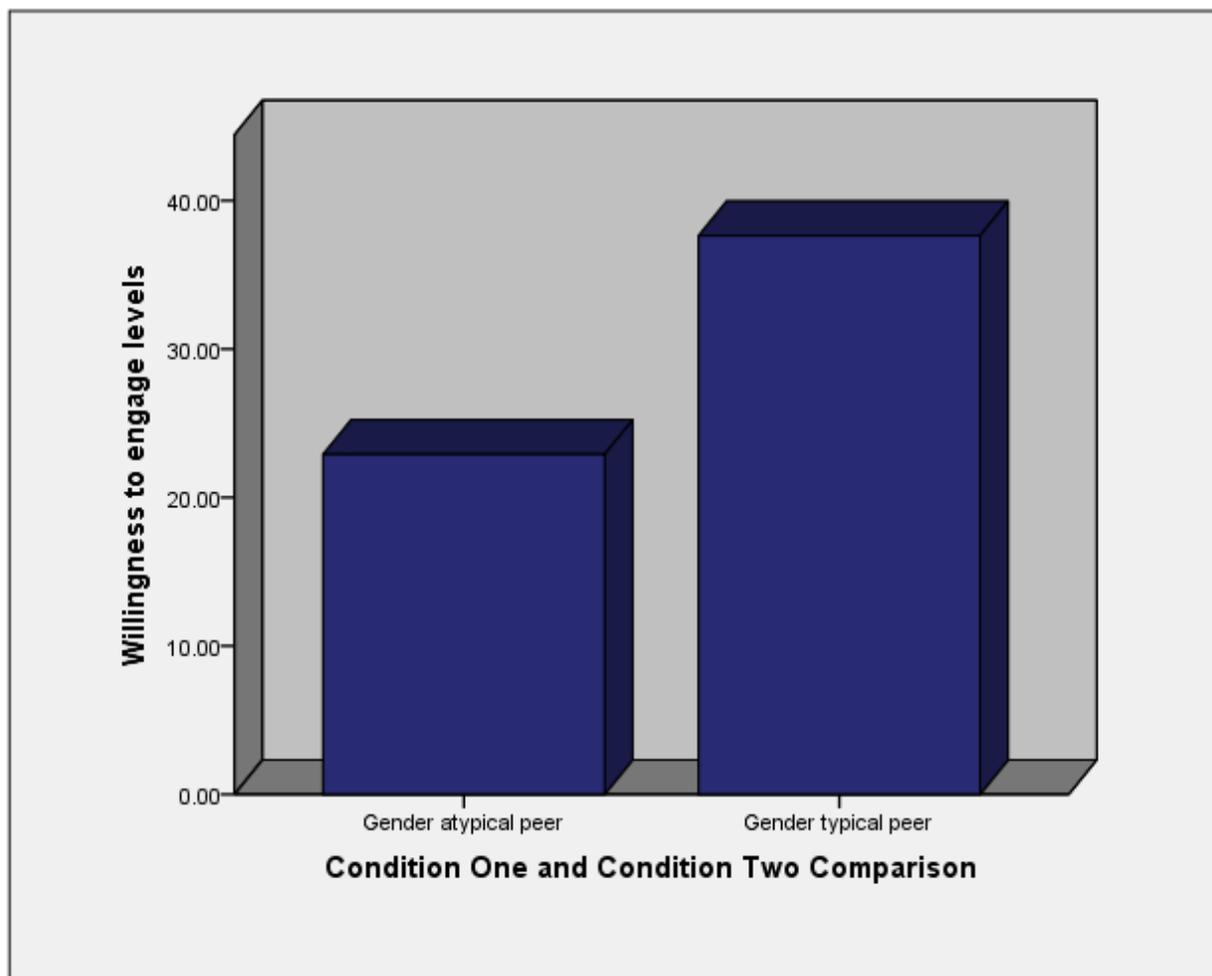


Figure 3. Bar chart illustrating willingness to engage with a gender atypical peer and typical peer

Both school types show a preference for engaging with typical over atypical peers (represented by higher mean scores for typical peers across both school types). Statistical analysis showed there was no significant difference between willingness to engage with a gender

atypical peer between both school types, however when analysed as a whole group, a significant difference between willingness to engage scores emerged.

Preliminary analyses

Preliminary analysis was conducted on the data which consisted of; (a) examining data to determine if the relevant tests can be used in analysis (b) the Cronbach's alphas for the GASC, SAQ-B, and The Tolerance Scale (c) examining the correlations between the key variables by utilising scatterplots.

Cronbach's alpha scores for the GASC showed reliability scores of .92 which demonstrate a high level of internal consistency. The gender typical SAQ-B had reliability scores of .93 which demonstrated high levels of internal consistency. The gender atypical SAQ-B had reliability scores of .90 which demonstrates high levels of internal consistency. The Tolerance Scale had reliability scores of .6, which demonstrates poor internal consistency. Previous administrations of this measure had higher levels of consistency. However during administration, this questionnaire posed the most challenging for inexperienced pupils of a Likert scale type response, and comprehending the use of negative phrasing. These may have been contributory reasons for poor internal consistency. According to George and Mallery (2003) above .9 is excellent internal consistency.

Inferential statistics

Hypothesis one. Participants scores on the Shared Activity Questionnaire B (willingness to engage) will differ significantly in condition one (gender atypical peer) and condition two

(gender typical peer). A Paired sample – test was run to determine if participant scores differed significantly in condition one (gender atypical peer) and condition two (gender typical peer). Analysis showed that boys have higher willingness to engage with an gender atypical peer ($M = 37.64$, $SD = 11.50$) as opposed to a gender typical peer ($M = 22.90$, $SD = 8.54$) with a statistically significant mean difference of 14.72, ($t(82) = 9.25$, $p < .001$). Therefore the null can be rejected and the alternative hypothesis accepted.

Hypothesis two. There will be a significant difference between school ethos (Catholic and Educate Together) and willingness to engage in activities with atypical peers (SAQ –B, condition one). An Independent sample t-test was run to determine if there were differences in willingness to engage scores for an atypical peer (condition one) between Catholic and Educate Together Schools. Analysis showed that the mean score for willingness to engage with an atypical peer was higher for Educate Together ($M = 24.3$, $SD = 11.51$) than Catholic schools ($M = 21.3$, $SD = 11.50$). However there was no statistically significant difference. ($t(83) = 1.01$, $p = .313$). Therefore the null can be accepted.

Hypothesis three. There will be a significant difference between school ethos (Catholic and Educate Together) and participant's gender attitude score (GASC). An Independent sample t-test was run to determine if there was a significant difference in participant's gender stereotyped attitudes between Catholic and Educate Together schools. Analysis showed the mean score for participants gender stereotyped attitudes were higher (indicating lower stereotyped attitudes) for Educate Together ($M = 11.23$, $SD = 7.20$) than Catholic schools ($M =$

10.91, $SD = 6.36$). However there was no statistically significant difference. ($t(83) = .218, p = .828$). Therefore the null can be accepted.

Hypothesis four. There will be a significant difference between school ethos (Catholic and Educate Together) and participants tolerance scores (The Tolerance Scale). An independent-sample t-test was run to determine if there were significant difference in participants tolerance scores between Catholic and Educate Together schools. Analysis showed the mean score for participant's tolerance scores were marginally higher for Educate Together ($M = 32.07, SD=3.40$) than Catholic schools ($M = 31.38, SD = 3.83$). However there was no statistically significant difference. ($t(83) = 1.86, p = .374$). Therefore the null can be accepted.

Hypothesis five. There will be a significant difference between school type (co-educational and single sex boy' schools) and participants gender attitude scores (GASC). An Independent sample t-test was run to determine if there were significant difference in participant's gender stereotyped attitudes between co-educational and single sex boy's schools. Analysis showed the mean score for participants gender stereotyped attitudes lower (indicating higher levels of serotyped attitudes) for co-educational ($M = 10.16, SD = 6.80$) than single sex boy's schools ($M = 13.07, SD = 6.15$). However there was no statistically significant difference. ($t(83) = 1.86, p = .066$). Therefore the null can be accepted. It also suggests there is a relationship between single sex schools and low gender stereotyped attitudes. This will be discussed in the results section.

Hypothesis six. There will be a significant difference between school type (co-educational and single sex boy's school) and willingness to engage in activities with gender atypical peers (SAQ-B, condition one). An Independent sample t-test was run to determine if there were significant difference in willingness to engage with gender atypical peers (SAQ-B, condition one) between co-educational and single sex boy's schools. Analysis showed the mean score for willingness to engage with gender atypical peers was higher for co-educational ($M = 23.08$, $SD = 11.71$) than single sex boy's schools ($M = 22.5$, $SD = 11.24$). However there was no statistically significant difference. ($t(83) = -.21$, $p = .831$). Therefore the null can be accepted.

Hypothesis seven. There will be a significant difference between school type (co-educational and single sex boy's school) and participant's tolerance scores (The Tolerance Scale). An Independent sample t-test was run to determine if there were significant difference in tolerance scores between co-educational and single sex boy's schools. Analysis showed the mean score for willingness to engage with gender atypical peers were slightly higher for co-educational ($M = 31.91$, $SD = 4.20$) than single sex boy's schools ($M = 31.19$, $SD = 3.87$). However there was no statistically significant difference. ($t(83) = -.77$, $p = .453$). Therefore the null can be accepted.

Hypothesis eight. There will be a positive relationship between participants gender attitude scores (higher scores indicate low gender stereotyped attitudes on the GASC) and willingness to engage with a gender atypical peer (SAQ-B, condition one). A Pearson's correlation was run to assess the relationship between GASC scores ($M = 11.05$, $SD = 6.71$) and willingness to engage with a gender atypical peer ($M = 22.90$, $SD = 11.50$). Analysis showed

that there was weak positive correlation between participants GASC scores and their willingness to engage with a gender atypical peer ($r(83) = .24, p = .027$). Therefore the null can be rejected and the alternative hypothesis accepted.

Hypothesis nine. There will be a positive relationship between tolerance scores (higher scores indicate high levels of tolerance) and higher willingness to engage with a gender atypical peer (SAQ-B, condition one). A Pearson's correlation was run to assess the relationship between tolerance levels ($M = 20.56, SD = 3.67$) and willingness to engage with a gender atypical peer ($M = 22.90, SD = 11.50$). There was a weak positive relationship between levels of tolerance and willingness to engage with an atypical peer ($r(83) = .29, p = .007$.) Therefore the null can be rejected and the alternative hypothesis accepted.

Chapter Four: Discussion

Aims

The aim of this study was to examine the willingness of boys to engage with gender atypical peers to assess the current situation for gender atypical identities in terms of friendship in a primary school context. Research has documented the consequences of gender atypicality in secondary school which manifests in isolation and bullying (Mayock et al.; Norman, 2004). Consequently the aim of the study was to determine what precedes this isolation and bullying for gender atypical identities and determine if a pattern emerges in relation to gender atypicality in primary school. In order to investigate this it was imperative to a) explore gender stereotyped attitudes among boys b) investigate participant's willingness to engage with gender typical and atypical peers c) to explore levels of tolerance d) determine whether school ethos or type contribute to any differences between the samples and e) examine if there was a relationship between the different variables measured. This chapter summarises the results of this study and discuss the, in the context of relative literature. Firstly, a discussion of results and significant findings in relation to the aim of this study followed by the implications of these results for schools and policy makers, ending with the limitations and directions for future research.

Levels of engagement with gender atypical and typical peers

It was hypothesised that participants' scores on the SAQ-B would differ significantly in condition one (gender atypical peer) and condition two (gender typical peer). In this study, gender attributes were manipulated between conditions to test whether such differences between gender normative and non-normative behaviour influences willingness to engage. After running

a paired sample t-test on the data, which compared the two conditions, there was found to be a significant difference between condition one and condition two. Participant's scores on the willingness to engage measure were significantly higher for the gender typical boy than for the gender atypical boy. This may demonstrate the difference in opportunities for friendship between gender atypical and gender typical peers in school because the scores illustrate that when choosing between hypothetical peers, the typical peer is a more attractive friendship choice. The research literature indicated that peers hold more negative attitudes towards gender atypical peers, and that gender atypical peers are subjected to teasing which contributes to lower levels of self-esteem (Jewell & Brown, 2014). Research has also revealed that these negative attitudes can be a consequence of rigid gender role beliefs with boys more likely to maintain gender role stereotypes through self-policing peers by ridiculing those who show feminine traits (Morrow, 2006). Due to the importance of friendship on children's psychosocial development (Parker et al., 2006), and the positive effects of friendship that buffer many maladaptive behaviours (Rubin et al., 2006), examination of the current situation is important for determining how to address the negative stressors that the child faces because of gender atypical behaviour (Roberts et al., 2011). It also supports research that gender atypical peers face more negative attitudes, mediated through lower levels of willingness to engage with them on a variety of activities (Jewell & Spears, 2013). Further research into the expectancy violation due to gender atypicality has indicated perceivers react negatively to gender norm violations (Carter & McCloskey, 1984) and are more pronounced for boys, thus providing a useful lens with which to interpret the differences found in this research.

School ethos differences between engagement, tolerance and gender attitudes

It was hypothesised that there would be a significant difference between school ethos (Catholic and Educate Together) and willingness to engage in activities with gender atypical peers (Shared Activities Questionnaire – B, condition one), participants gender attitude scores (GASC) and participant's tolerance scores (The Tolerance Scale). An independent sample t-test was run to determine if there was a significant difference between the groups and the variables measured. Analysis showed there was no significant difference between school ethos (Educate Together or Catholic schools) and any of the variables, in fact these group scores were similar. This indicates at least that across both school types' attitudes, willingness to engage with a gender atypical peers and tolerance are all stable. Suggesting school ethos does not play a significant role, and supporting Lodge (2013) assumption that ethos at least in relation to having a differing effect on schools is not quite evident, and supporting the her position that ethos can be redundant, in relation to the variables measured. There seems not to be a difference between school ethos type, demonstrating that traditional and moral values of Catholic ethos (O'Higgins-Norman, 2008) do not affect willingness to engage with atypical peers more detrimentally than that of the supposed progressive ethos of Educate Together.

School type differences between engagement, tolerance and gender attitudes

It was hypothesised that there will be a significant difference between school type (co-education and single sex boys' school) participants gender attitude scores (GASC), willingness to engage with a gender atypical peers (SAQ-B, condition one) and participants tolerance scores (The Tolerance Scale). Independent sample t-tests were run on the variables to determine if there was a significant relationship between them and school type. Analysis showed there was no

significant difference and in fact the relationship between school type and the variables were similar. Literature of relevance suggests that there are disadvantages to same-sex schools over co-educational schools. However these disadvantages were not evident from this research. The inclusion of the word “gay” in the vignette did not seem to evoke the negative attitudes towards gay males found by Lodge and Lodge (2002) in their research, as responses from the single sex school catholic school were much the same as the Educate Together co-educational school. Single sex boys school had higher mean scores on the GASC than co-educational, suggesting lower levels of stereotyped attitudes in single sex schools; however this result should be viewed with caution due to the small sample size. A one way –anova was carried out to investigate would this hold true if each school was compared on an individual basis. The analysis showed this not to be the case; with the Educate Together co-educational have lower gender stereotyped attitudes. However there was a significant difference between the co-education catholic school and the single sex catholic school on the GASC. This will be discussed further in future directions for research.

Relationships between engagement, tolerance and gender attitudes

It was hypothesised that there would be a positive relationship between participants gender attitude scores (GASC) and willingness to engage with gender atypical peer (SAQ-B, condition one). It is also hypothesised that there will be a positive relationship between participant’s tolerance scores (Tolerance Scale) and willingness to engage with gender atypical peer (SAQ-B, condition one). Pearson’s correlations were run to determine the relationship between the variables. There was a weak positive relationship between gender stereotyped attitudes and willingness to engage with a gender atypical peers, which suggests that as attitudes

become less stereotyped, willingness to engage with gender atypical peers increases. These results is supported by Hogg and Vaughan (2010) who determined that as attitudes become less polarised, stereotypes become less powerful in making inferences. This indicates the promoting positive attitudes to gender, and reducing stereotypical attitudes is beneficial to gender atypical children, as they are seen as a more attractive choice as a friend. There was a weak positive relationship between tolerance and willingness to engage with gender atypical peers.

Limitations of research

A few limitations potentially threaten the validity of this study's findings. These limitations include the use of self-report measures and lack of outcome or attribution measurement. The sample was a convenience sample, and for this reason there may be several limitations with the generalizability to other students. Secondly, the use of self-report measures could compromise the validity of participants' responses. The SAQ-B asked participants to indicate their willingness to engage with the students depicted in the vignette, but it is uncertain whether their behavioral intentions match what their actual behavior might be. However, previous studies utilising the SAQ-B have assessed its concurrent validity by evaluating its relationship with a measure of cognitive attitudes, such as the Adjective Checklist (Siperstein & Bak, 1977). Furthermore, previous research with adults provides evidence that behavioral intentions are highly related to actual behavior (Ajzen, 2001). Therefore, the SAQ-B appears to be attributions. While this information could have been valuable to the study findings, previous work in this area has mostly been with adults and rarely has focused on adolescents providing limited validated measures with which to use. The use of Liben and Biglers (2002) characteristics of boys and girls to construct the typical and atypical peer vignettes supports the

objectivity of their construction, and contributes to their reliability. In terms of their administration and reception, the positive attributes that were attached to gender atypicality make it far more likely that participants will engage with the vignettes in a meaningful manner and negative stereotypes will not be automatically elicited. However, previous literature suggests that individual attributions for the cause of atypicality and their interactions with individuals vary (Martin, Pescosolido, Olafsdottir, & McLeod, 2007). This was evident in the conversations with participants during the feedback sessions, and how children found it difficult to determine whether they would share in an activity with a hypothetical peer, many discussing how it would be impossible to say how they would behave unless they met the boys in question. Research into friendship choices also indicates that peers choose friends on the basis of similar traits and personality (Maccoby, 1998) and thus rejection or unwillingness to engage with gender atypical peers may not be based in negative attitudes but because atypical peers are not similar to them. The limitations of figuring out why willingness is lower are discussed as possible direction for future research.

The low reliability of The Tolerance Scale of .6 suggests that the results should be taken with caution. It was observed that the Likert scale proved difficult for some children to understand. Equally a higher portion of EAL (English as an additional language) children may have been confused by the wording of the scale.

The comparison of school ethos (Educate Together and Catholic) and an elaboration of the discussions on ethos by Lodge (2013) make an important contribution to scholarly research. Very little research has been conducted comparatively between the varying types of ethos in the Irish primary education, yet much has been discussed in the media, and at governmental level.

Implications

Schools need to do more to engage children in discussions and lessons that deconstruct gender stereotypes because they are affecting friendships to the detriment of gender atypical children. Repeated negative responses from peer groups often leads to negative feelings about one's self (Ellis & Eriksen, 2002). Not only does victimisation affect students emotionally at the time it occurs, victimisation also negatively affects future psychosocial adjustment (Olweus, 1993). Secondary schools are dealing with the manifestation of this exclusion in more extreme ways, but if gender stereotypes are deconstructed from an early age, and gender atypical children are included more, then the effects could be beneficial in early friendship formation, and lesson exclusion and bullying later in development. Rigid gender role beliefs do not benefit children and their friendships; as such beliefs play a role in maintaining friendships with peers who display normative gender behaviour and consequently excluding children with gender non-normative behaviours. Cumulative research has indicated that equity and equality is better for all, and this is true of gender. Schools need to actively promote equality of acceptance for gender behaviours in relation to normative or non-normative behaviour fostering a culture of esteem for all forms of masculinity.

These findings also provide an opportunity to expand the focus and language used in education about multiculturalism and diversity, specifically the diversity of gender attributes that can exist. Many resources on multiculturalism emphasise exploring one's own biases, beliefs and stereotypes about out-groups and how they influence social interactions and perceptions of out-groups. The language used to describe gender atypical children needs to be confronted, especially the use of terms like "gay" and "sissy". Research by Norman (2004) found teachers do not intervene in such name calling of children who act in a gender atypical fashion, and

consequently exacerbate the isolation and harassment they face by not addressing it. Diversity of gender is an important and relevant area to examine in teacher education.

Future directions for research

This line of research would benefit from a qualitative element, due to the subjective nature of friendship choice. Naturalistic observations would make more evident how children interact socially with gender atypical children, and would offer a greater case for the results than hypothetical vignettes have. Determining a level of contact with gender atypical peers might also offer more insight into why participants chose gender typical children over atypical children.

One of the major limitations of this research was the ability of the research to determine an explanation for lower levels of willingness to engage with a gender atypical child. By utilising measures of perceived self atypicality such as the methodology used by Martin et al. (2012) and then measuring intentions (to take into account children choosing similar play mates to them), would give an insight into the role similar characteristics play in children's social interaction.

Further investigating the influence that Cognitive Dissonance theory might have in relation to lower levels of willingness to engage with a gender atypical child, could provide an explanation of the results. The existence of dissonance motivates people to reduce it and achieve consonance, Festinger (1957) used this hypothesis to guide cognitive dissonance theory and interestingly enough he observed that dissonance may be influenced by a person's social or cultural expectations. This dissonance might explain the low levels of willingness to engage with atypical peers who create this dissonance, and this needs closer investigation.

Determining the belief systems that guide the decisions making processes in friendship formation would be an important area to investigate. Social perception is guided by lay theories that explain views and serve important cognitive, motivational and psychological functions (Levy, Chiu, & Hong, 2006). Essentialist beliefs are based on an assumed shared deep category – based characteristics (Yzerbyt, Corneille, & Estrada, 2001). People who hold strong essentialists beliefs focus on peoples perceived biological or genetic similarities rather than sociological or cultural expectations, to make social inferences (Medin & Ortony, 1989). Possessing essentialist beliefs about gender provide one lens through which process incoming information during interpersonal encounters. Consequently the degree to which these beliefs contribute to decisions making process in relation to friendship choices, need further analysis.

Finally the interesting finding where gender stereotyped attitudes were higher for the DEIS one school, merits further analysis and investigation, because comparatively the results are much lower compared to the other settings.

Conclusion

The aim of this study was to examine the willingness of boys to engage with gender atypical peers to assess the current situation for gender atypical identities in terms of friendship in a primary school context. The findings indicated that there is a significant difference between willingness to engage with gender typical children over gender atypical children. It could be argued this pattern continues into secondary school, and manifests as isolation and bullying. The implications of these findings suggest schools need to improve the curriculum and language around diversity of gender for the greater equitable and equal treatment of gender atypical peers.

Untimely friendships are an important element of healthy social development, and hopefully this research can promote the equal opportunity of it, regardless of gender behaviour. If schools are to promote in a real way the social and personal development of pupils, it is essential that they first ensure that all pupils are safe and free from harassment of any kind, and in particular that which is related to the gender spectrum. In sum, this study aimed to illuminate the current situation for gender atypical children, in order to address the inequalities so as they are not perpetuated in the system of education; in order to create freedom from the stereotypes that restrict their full actualisation as human beings. Education should be where old patterns are examined, evaluated, exposed and changed, so that in accordance with Freire (1970);

“...men and women can deal critically and creatively with reality and discover how to participate in the transformation of their world”.

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Appendix A

School of Arts, DBS Research Projects

Information Sheet for School

Purpose of the Study:

As part of Higher Diploma in Psychology in Dublin Business School, I have decided to conduct research into sixth class pupils, gender role stereotypes, their friendship intentions towards peers and their own gender self-concepts.

What will the study involve?

The study will initially involve a questionnaire for research participants from the fifth and sixth class. The first part of the questionnaire will focus on their gender role stereotypes, and the second will focus on their tolerance of difference. The final part will deal with their friendship intentions towards gender non-conforming peers.

Why has your school been asked to take part?

Your school has been chosen as it is one of a variety of school settings necessary for valid research.

Does your school have to take part?

Participation is completely voluntary. There is a written consent form for each school and needs to be filled out before questionnaires can be filled in by pupils. If consent is necessary from each child, this will be at the discretion of the principal. There is an accompanying version of the informed consent for each child, as well as a parental / pupil factsheet. The participant schools may withdraw from the study, either before it commences or during the research process.

Will your participation in the study be kept confidential?

Yes. All participation will be entirely anonymous and the only identifying information will be school type.

When will the research take place?

It is envisaged that the research will take place in early January. I will contact the schools involved to arrange a date, on which to carry out the research.

Is there any preparation involved?

No, a full briefing and debriefing session will be carried out by me with the classes in question.

How do we take part in this study?

Please return the informed consent in the stamp addressed envelope to participate in this research. The next step will be to arrange a meeting with the class teachers involved to brief them on the research. Please also forward the second copy of this form to the class teacher in

question.

What will happen to the information which you give?

The data collected will remain confidential for the duration of the study. On completion of the thesis, the data will be destroyed after the necessary period which is set out in the Data Protection Act.

What will happen to the results?

The results will be presented in a thesis. They will be seen by both my supervisors in Dublin Business School, by two other members of staff and an external examiner. The thesis will be available for consultation in the School Library if it reaches a 2.1 standard. It is envisaged that the findings will also be published in a series of research journals or in a monograph. All research participant schools will be invited to attend a feedback session where the results of the research will be presented to them.

What are the possible disadvantages of taking part?

Children filling in these questionnaires, may identify as gender non stereotypical and may be sensitive to the material, however the material will be very balanced, in its presentation, resources and support will also be provided to class teacher.

What if there is a problem?

At the end of the questionnaires, the children will be debriefed. It is encouraged that the classroom teacher covers lessons contained in Gender Matters, to develop or to answer any questions or thoughts that pupils might have after the research. A list of resources will be provided to each teacher, to promote gender quality and diversity, if issues arise from the types of questions children may wonder after the questionnaires are complete.

Who has reviewed this study?

Before the study can commence approval must be given by the Ethics Committee at Dublin Business School.

Any further queries

If you have any further queries you can contact me, Paul Knox on , and email

Appendix B



Dublin Business School
excellence through learning

Dear Parents / Guardians,

Your school and your child's class have been chosen to take part in a study of children's attitudes and being friends. This study takes the form of a questionnaire, which will be given out in class, and will take no more than an hour.



He is attending the School of Arts, at Dublin Business School. The Board of Management / School has approved this study.

The questionnaires are anonymous and no information in individual forms is shared with the school, college, class teacher or principal. No names or identifying information is sought. This study will be useful in helping understand what motivates pupils to be make friends.

However, your child does not need to take part. Please **only return** this if you **do not wish** for your child to fill in the questionnaire.

We **do not agree** for our child to fill in the questionnaires.

Child's Name:

Parent / Guardian

Appendix C

School of Arts, DBS Research Projects

Information Sheet for Parents

Purpose of the Study:

As part of Higher Diploma in Psychology in Dublin Business School, I have decided to conduct research into sixth class pupils, gender role stereotypes, their friendship intentions towards peers and their tolerance of difference.

What will the study involve?

The study will initially involve a questionnaire for research participants from the fifth and sixth class. The first part of the questionnaire will focus on their gender role stereotypes, and the second will focus on their tolerance of difference. The final part will deal with their friendship intentions towards gender non-conforming peers.

Why has your child been asked to take part?

Your school has been chosen as it is one of a variety of school settings necessary for valid research. Your child is part of the group (Fifth and Sixth class) that the research is focusing on.

Does your child have to take part?

Participation is completely voluntary. If you do not want your child to take part please fill in form and return to the class teacher. The participant children may withdraw from the study, either before it commences or during the research process.

Will your participation in the study be kept confidential?

Yes. All participation will be entirely anonymous and the only identifying information will be school type only.

When will the research take place?

It is envisaged that the research will take place in early January.

Is there any preparation involved?

No, a full briefing and debriefing session will be carried out by me with the classes in question.

How does my child take part in this study?

Please return noting if you want your child to take part.

What will happen to the information which your child gives?

The data collected will remain confidential for the duration of the study. On completion of the thesis the data will be destroyed after a period set out in the Data Protection Act.

What will happen to the results?

The results will be presented in a thesis. They will be seen by both my supervisors in Dublin Business School, by two other members of staff and an external examiner. The thesis will be available for consultation in the School Library if it reaches a 2.1 standard. It is envisaged that the findings will also be published in a series of research journals or in a monograph. All research participant schools will be invited to attend a feedback session where the results of the research will be presented to them. Parents who are interested will be provided with a link to the research or a copy of the final draft.

What are the possible disadvantages of taking part?

Children filling in these questionnaire may identify with the descriptions in the questionnaires, and may be sensitive to the material if children discuss responses later, however the material will be very balanced in its presentation. Teachers will also be provided with lessons on gender equality, friendship and attitudes, to support any questions or ideas that may evolve from the research.

What if there is a problem?

At the end of the questionnaires, the children will be debriefed. It is encouraged that the classroom teacher covers lessons contained in Gender Matters, to develop or to answer any questions or thoughts that pupils might have after the research, and a list of resources will be provided to each teacher, to promote gender quality and diversity, if issues arise from the types of questions children may wonder after the questionnaires are complete.

Who has reviewed this study?

Before the study can commence approval must be given by the Ethics Committee at Dublin Business School.

Any further queries

If you have any further queries you can contact me, Paul Knox through the class teacher.

Appendix D



This questionnaire will ask you about some activities that you think boys and girls should do, it will also ask you some questions about what you think about people with different ideas and that are different, and it will ask you to imagine there are two boys that you will come across in secondary school, and to think how likely you would be to do different activities with them.

After filling in this questionnaire, your anonymity will be protected. This means that your answers will not be shared with anyone (including other students, your teachers, principal or parents) and your name will not appear anywhere in any publication from the research. To give your consent to participate in this study please circle yes / no on the next page.

Many of the questions will offer a number of possible (tick the box) answers. In this case you should tick the box beside the answer you want to choose. However, in other cases you will be able to circle the answer. If there is anything that you are not sure about, please feel free to ask the researcher.

Thank you for your participation.

Please fill in this before we proceed. The researcher will read the introductions to each page after everyone has filled this in.

1. Please circle what age you are

10 11 12 13 14

2. Please circle how long you have been in this school

1 year 2 years 3 years or more

3. Please circle how long you have lived in Ireland

**1 year 2 years 3 years 4 or more
years**

4. Please indicate whether you wish to take part in this research by circling the following

Yes

No

Appendix E

Who should do what?

Who should?	Boys	Girls and Boys	Girls
Be a doctor			
Mow the lawn			
Work hard at a puzzle			
Cook in the kitchen			
Like to do things outside			
Set the table for dinner			
Fly a plane			
Work in a call centre			
Like to go to the beach			
Hug other people a lot			
Ride a bike			
Fix a car			
Play football			
Go fishing			
Bake cupcakes			
Act in a play			
Take care of children			

Shovel snow			
Clean the house			
Like to go to the movies			
Be a referee			
Fix a sink			
Be a ballet dancer			
Be a nurse			
Be a rubbish collector			
Be a teacher			
Play cards			
Race a car			
Be a secretary			
Drive a truck			
Use a sewing machine			
Carry their own suitcases on a trip			

Appendix F

Making Friends**Scenario One**

Please read / listen to the following information. On the next page are some questions you will answer about what you have read.

After each statement, tick the answer that matches how you think.

In secondary school, there will be lots of new boys and girls that you will meet. One of these boys is called Kean. Kean is quiet and sensitive, and gets on well in school. His best friends are mostly girls. He plays hockey and loves listening to music. He is part of a drama club, and has danced in the cast of lots of plays. Some other boys call him "gay" and do not hang out with him because he doesn't play soccer, or talk about the premier league. His best friends love hanging out with him as he gives them lots of advice on what to wear. When he grows up he wants to be performing in musicals.

Appendix G

Scenario One

Activity	Yes	Maybe	No
I would ask Kean to come to my house to play X-Box			
I would sit beside Kean in class			
I would work on a project in the library with Kean			
I would share my games or books with Kean			
I would work on a project of your favourite country with Kean			
I would do paired reading with Kean			
I would ask Kean his spellings as you get ready for the Friday test			
I would invite Kean to my birthday party			
I would ask Kean to go to the swimming pool with me			
I would ask Kean to go on a trip to town			
I would eat lunch next to Kean at school			
I would walk together with Kean in the hall at school			
I would do art with Kean in class			
I would pick Kean to be on my soccer team			
I would help Kean with his Maths problems in class			
I would write a story or report for school with Kean			
I would ask Kean to join my club			
I would do my homework with Kean at home after school			
I would go to the movies with Kean			
I would play with Kean during free time			
I would pick Kean when teacher says work in pairs			
I would become good friends with Kean			
I would go to a football match with Kean			
I would go for a cycle with Kean			

Appendix H

Making Friends**Scenario Two**

Please read / listen to the following information. On the next page are some questions you will answer about what you have read.

After each statement, tick the answer that matches how you think.

In secondary school, there will be lots of new boys and girls that you will meet. One of these boys is called Riaz. Riaz is loud and funny, and is always joking and messing with his friends. His best friends are mostly boys. He plays football and loves listening to rap music. He is part of his local GAA club and plays on goal. Some boys call him "Racer" and hang out with him down at the park, playing football and talking about girls. Riaz doesn't have a girlfriend. When he grows up he wants to be a goalkeeper for a football team.

Appendix I

Scenario Two

Activity	Yes	Maybe	No
I would ask Riaz to come to my house to play X-Box			
I would sit beside Riaz in class			
I would work on a project in the library with Riaz			
I would share my games or books with Riaz			
I would work on a project of your favourite country with Riaz			
I would do paired reading with Riaz			
I would ask Riaz his spellings as you get ready for the Friday test			
I would invite Riaz to my birthday party			
I would ask Riaz to go to the swimming pool with me			
I would ask Riaz to go on a trip to town			
I would eat lunch next to Riaz at school			
I would walk together with Riaz in the hall at school			
I would do art with Riaz in class			
I would pick Riaz to be on my soccer team			
I would help Riaz with his Maths problems in class			
I would write a story or report for school with Riaz			
I would ask Riaz to join my club			
I would do my homework with Riaz at home after school			
I would go to the movies with Riaz			
I would play with Riaz during free time			
I would pick Riaz when teacher says work in pairs			
I would become good friends with Riaz			
I would go to a football match with Riaz			
I would go for a cycle with Riaz			

Appendix J

Thinking about difference

Read the following statements and decide which answer best suits how you feel. Tick the box that matches how you think.

Statement	Disagree Strongly	Disagree	Agree	Agree Strongly
1. If a friend whose ideas about God are very different from mine gave me a DVD about religion, I wouldn't watch it				
2. Allowing people to speak their ideas freely can't really help us find ways to improve our country.				
3. Nothing very bad could happen to our government just because a group of people makes speeches to turn other people against it.				
4. I don't think I could be close friends with a gay person				
5. A person who is on the				

dole, even though they could work, shouldn't be allowed to vote				
6. It would bother me to work for a person whose skin colour is different from mine.				
7. I would not make friends with a boy who did not act or dress the same way as most other boys do				
8. People of different races or skin colour should only hang out at places just for them				
9. I would rather not live in a neighbourhood where there are people of different races or skin colour				
10. I would not mind working closely on a job with a person whose skin colour is different from mine				

Appendix K

1. Thank you for taking part in this questionnaire.

If you have any questions about what you filled in, please ask the researcher during the debriefing session.

2. Sometimes the way we think can upset us.

If you have thoughts or feelings about this afterwards, please approach your teacher, who can guide you to the right resources to address how you are feeling.

You might feel more comfortable talking to another teacher in the school

You might also feel comfortable talking to Childline who have lots of ways to contact them to talk about anything that is worrying you

Call 1800 66 66 66

Text Talk to 50101

Or you can access their website and chat online at www.childline.ie

Appendix L

Methodology for Questionnaire procedure

Make sure all children are sitting comfortable, facing the board.

1. Give out briefing page and reiterate anonymity – answer any questions on the procedures but nothing else
2. Give out initial page and explain how to fill the in– observe children fill it in – explain that after the finish each page to place it in a bundle which will be stapled together on collection
3. Give out GASC and explain how to fill the first one out, by demonstrating on the board.

Read each statement, and you must think who should do each activity, boys, girls and boys, or girls. Tick the box that shows how you think.

4. Give out scenario one questions before scenario story – and explain how they are answered.

You will hear a short story about an imaginary future event. After hearing the story, you have to think about the story and answer the questions based on it. Tick the answer that matches how you think

Read the story out – and direct the children to answer the questionnaires

5. Give out scenario two / and stories
Read the story and direct the children to answer the questions
6. Give out the difference questionnaires

Do two examples on the board

- i. Would you do a job for free, if the person, who asked you, was sick?
 - ii. I wouldn't eat food cooked by someone who was a different skin colour than me.
7. Give out debriefing sheet and read it
 8. Staple and collect each sheets

Finally explain what happens next.

These questionnaires will be corrected and coded – and then put into a computer programme that will compare your answers as a whole group to other groups that I am administering the questionnaire to.

Once I have done this, I can come back and explain how some of your answers compare, and what data these questionnaires have generated

Appendix M

Dear Teacher,

The Board of Management of your school has approved research to be carried out in your class. Please read the following letter, and shortly I will be in contact with you to elaborate on the structure and timing of this research. [REDACTED]

[REDACTED]. I am currently completing a Higher Diploma in Psychology with Dublin Business School. As part of our final year, we are tasked with carrying out research to develop our own research skills and add to the body of knowledge in the area of our choice.

My research is concerned with the gender attitudes of boys, and how these attitudes might influence behaviour towards non-conforming peers. This is especially important at the moment, as there are links between children's attitudes to gender non-conformity and sexual bullying or homophobic bullying. This is even more important with new anti-bullying procedures which must include how schools tackle such issues. With that in mind, I wish to determine if there is

- A) a relationship between attitudes to gender stereotypes and behavioural intentions (friendship intentions) to gender non-conforming peers (peers who do not stereotypically act in the same way as the majority of their peers)
- B) a relationship between their levels of tolerance and these attitudes or intentions

Hopefully I will establish, correlates between the results, and school type. I am comparing three school settings – co-educational multi-denominational, single sex denominational and co-educational denominational

This research is important because in secondary schools, over 57% of LGBT children face homophobic bullying, and increased minority stress. Primary school is where the attitudes are created and fostered through the hidden, null and active curriculums and these attitudes need to be challenged, if real progress is to be made for our LGBT youth, in relation to homophobic and transphobic bullying. Ultimately my goal, if my results are significant, is to create a dialogue for educators and policy makers in relation to traditional structures which are not developing children that support diverse identities, and encourage their engagement with them.

This research is completely confidential and there will be no naming / identifying features in the publication. The only feature which will be used is school type. No names will be gathered on the data during the research.

The general outline of this research is as follows and will be communicated with you during our In the event that these questionnaires have a negative, positive or even a questioning effect on the class, here are some resources that I will provide, to the class teacher. You may decide on the basis of the reaction which will suit best.

- Gender Attitudes – Equal Measures Lesson 17 and 18 “Giant steps towards equality – Games and Discussions”, (Enclosed) Reading ‘Amazing Grace’ (and establishing a discussion) available on request
- Tolerance –Lesson on “Everyone has the right to Marry” Amnesty International Human Rights lesson (enclosed)
- Behaviour Intentions (acceptance of diversity) Intercultural Education in Primary School Exemplar 18 Poem–All the Ones They Do Call Lowly (Enclosed) Generating discussion and discussing how attitudes influence actions and how they can be hurtful to isolated and different identities.

Also any general incidental discussions can fall under the SPHE curriculum
Myself and the Wider World

- i. Media Education (How do we develop these stereotypes and attitudes)
- ii. Developing citizenship (discussing importance of tolerance and acceptance of all)

Further work can be done by using the following resources

- The Story of Harvey Milk (available on request)
- Further lessons from Equal Measures (online
<http://www.education.ie/en/Publications/Policy-Reports/Equal-Measures.pdf>)
- Further Amnesty International lessons
(<http://www.amnestyusa.org/resources/educators/lesson-plans>)
- Further lessons (modified if necessary) from Intercultural Education in Primary School
<http://www.ncca.ie/uploadedfiles/Publications/Intercultural.pdf>

If you have any questions do not hesitate to contact me Paul Knox through my address above, and mobile [REDACTED]

Yours Sincerely

(Paul Knox)

Appendix N



Dear Chairperson and Board of Management,



. I am currently completing a Higher Diploma in Psychology with Dublin Business School. As part of our final year, we are tasked with carrying out research to develop our own research skills and add to the body of knowledge in the area of our choice.

My research is concerned with the gender attitudes of boys, and how these attitudes might influence behaviour towards non-conforming peers. This is especially important at the moment, as there are links between children's attitudes to gender non-conformity and sexual bullying or homophobic bullying. This is even more important with new anti-bullying procedures which must include how schools tackle such issues. With that in mind, I wish to determine if there is

- A) a relationship between attitudes to gender stereotypes and behavioural intentions (friendship intentions) to gender non-conforming peers (peers who do not stereotypically act in the same way as the majority of their peers)
- B) a relationship between their levels of tolerance and these attitudes or intentions

Hopefully I will establish correlates between the results, and school type. I am comparing three school settings – co-educational multi-denominational, single sex denominational and co-educational denominational. This school was chosen as the co-educational denominational school.

This research is important because, in secondary schools, over 57% of LGBT children face homophobic bullying and increased minority stress. Primary school is where the attitudes are created and fostered through the hidden, null and active curriculums and these attitudes need to be challenged, if real progress is to be made for our LGBT youth in relation to homophobic and transphobic bullying. Ultimately my goal, if my results are significant, is to create a dialogue for educators and policy makers in Ireland. I hope that the research will indicate that in traditional structures there is a discriminatory bias, which is not developing children that support diverse identities, and encourages engagement non-conforming peers. Through this process, I hope to examine the effects of inclusive education practices and how they mediate through into action. Consequently my goal is to mirror that of international best practice where an approach of, where greater equity encourages greater student success.

This research is completely confidential and there will be no naming / identifying features in the publication. The only feature which will be used is school type. No names will be gathered on the data during the research.

If your school approves my research, this is an outline of what the steps will involve;

1. The Board of Management will decide whether to give consent for this research. If consent is not approved, please forward a letter stating such, in the stamped addressed envelope provided.
2. If the research is approved and the BOM can give informed consent on behalf of the children, the consent form enclosed must be signed, and it noted that parental / guardian consent will not be sought. This should be returned in the stamped address envelope provided, and the copy of the “teacher” letter, can be forwarded to the class teachers, which is enclosed, which gives information in relation to this research.
3. If the board is to seek ‘opt out’ consent from parents or guardians, the informed consent must still be filled in, indicating that parental consent will also be sought. In this incidence the “teacher’ letter copies and of the ‘opt out’ forms for the boys can be forwarded to the class teachers. (It will be explained in this letter what to do with the ‘opt out forms’.)
4. On return of the consent forms giving approval to carry out research, I will arrange and meet with class teachers, in relation to times and dates suitable to them, to carry out research. This will more than likely be in December or January. Research would be carried out **in school time and would take one session of approximately 1 hour**
5. The amount of boys present in sixth class on the given day (as agreed with the teacher), will be the amount used in the research.
6. The questionnaires that will be administered are the Gender Attitudes Stereotype Scale, The Tolerance Scale, and The Shared Activity Questionnaire, which are all attached. These are valid instruments used in previous research modified slightly to suit the Irish context.
7. These questionnaires may bring up ethical considerations. As part of our proposals, our research must receive ethical approval from Dublin Business School Ethics Board, outlining our risk assessment, and contingency to deal with possible negative outcomes from our research. This is especially important when working with vulnerable groups. This research has not been approved yet, however, without approval it will not be going ahead as outlined here. Please find below my outline of due diligence in relation to the care of the children taking the questionnaires. A statutory declaration is also enclosed.
8. The questionnaires will be administered by me, in a classroom environment with the class teacher present. (contingency will be arranged locally for the girls to be located elsewhere during the questionnaire) The class teacher may brief the class on this element, as it will not affect the validity of the research.
9. There will be a briefing with the children before the questionnaire is administered. This will involve an explanation in relation to research, and why it is important and how it helps further knowledge and understanding. I will also outline how to answer the questions and to think carefully about the responses and vignettes supplied. I cannot

explain the motivations behind this research before the administration of the questionnaire as this might invalidate their responses.

10. The debriefing will conclude their filling in of the questionnaires, where I will answer any questions the children may have. I will then explain why I have used the three questionnaires, and explain that I am investigating attitudes, behaviour and tolerance, to see if there is a link, and this is to help me figure out what types of programme and policies are needed to help children in school get on better with everyone.
11. Finally after the research is complete and analysed, a copy will be supplied to the Board, and the class teacher. The actual results, will also be communicated in a child friendly manner to the children, and through a simple poster (with a graph) supplied to the teacher. These results will be simply a child friendly and appropriate analysis of the variables indicating what the results might say or help me with for future research.

As with all research there are ethical considerations. Here is how I plan to deal with those.

In the event that these questionnaires have a negative, positive or even a questioning effect on the class, here are some resources that I will provide, to the class teacher. The class teacher will decide on the basis of the reaction which will suit best. Since the three questionnaires are measuring three different variables, the resources below are provided in relation to each variable.

- Gender Attitudes – Equal Measures Lesson 17 and 18 “Giant steps towards equality – Games and Discussions”, (Enclosed) Reading ‘Amazing Grace’ (and establishing a discussion)
- Tolerance –Lesson on “Everyone has the right to Marry” Amnesty International Human Rights lesson (enclosed)
- Behaviour Intentions (acceptance of diversity) Intercultural Education in Primary School Exemplar 18 Poem–All the Ones They Do Call Lowly (Enclosed) Generating discussion and discussing how attitudes influence actions and how they can be hurtful to isolated and different identities.

Also any general incidental discussions can fall under the SPHE curriculum
Myself and the Wider World

- Media Education (How do we develop these stereotypes and attitudes)
- Developing citizenship (discussing importance of tolerance and acceptance of all)

If classes want to do further work, deemed necessary by their class teacher, due to attitudes that need to be addressed by the teacher but not related to the effects of the research but the information or assessment the class teacher gathers from the research. The following list of examples of work will be left for teachers as a means to support diverse identities in school and community.

- The Story of Harvey Milk
- Further lessons from Equal Measures
- Further Amnesty International lessons (links provided)
- Further lessons (modified if necessary) from Intercultural Education in Primary School.

In the event that my variables change, or the structure or questions in my questionnaire change, after my supervisor / ethics committee review and work with me on this research, I request the board's permission to liaise with the principal / class teacher in these matters. The research and its direction, in principle will not change. I am also working closely with my own school principal who is assisting in ensuring the highest standards.

If you have any questions do not hesitate to contact me Paul Knox through my address above, and mobile [REDACTED].

If you have questions, the head of research projects in DBS is [REDACTED] however once my supervisor has been appointed I will notify the principal and class teacher with these details.

Yours Sincerely

(Paul Knox)