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## ORIGINAL

### **GENDER GAP IN PHYSICAL EDUCATION: TEACHERS' ATTITUDES TOWARDS EQUALITY**

### **BRECHA DE GÉNERO EN EDUCACIÓN FÍSICA: ACTITUDES DEL PROFESORADO HACIA LA IGUALDAD**

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## **ABSTRACT**

The aim of this paper is to analyse the Physical Education teachers' attitudes towards gender equality, and compare attitudinal differences between male and female teachers.

This study follows a survey-type quantitative descriptive methodology in which 526 Spanish PE teachers have taken part. Data were collected using the Likert-type Scale SDG/t (School Doing Gender /teachers), made up of 30 items separated in three subscales.

PE teachers mainly showed an adaptive attitude towards gender changes. Nevertheless, differences were observed with regard to the participants' attitude towards gender issues depending on their sex. More specifically, female teachers achieved higher scores than males. This result suggests a better training in gender issues should be carried out in order to raise awareness and update the PE teachers' knowledge, especially in the case of male teachers.

**KEY WORDS:** Gender; Physical Education; Teachers; Attitudes

## **RESUMEN**

Este trabajo busca analizar las actitudes del profesorado de Educación Física hacia la igualdad de género y comparar las diferencias actitudinales entre ambos sexos.

Se emplea una metodología tipo encuesta en la que participan 526 docentes de Educación Física. Los datos se obtienen aplicando la Escala School Doing Gender/teacher (SDG/t), compuesta por 30 ítems separados en tres subescalas.

La mayoría de docentes estudiados adoptan una actitud adaptativa hacia los cambios relacionados con el género, y encontramos diferencias en las actitudes de este profesorado en función del género, obteniendo las profesoras puntuaciones más altas que los hombres. Necesitamos mejorar la formación en materia de igualdad con el objeto de concienciar más al profesorado y aumentar el conocimiento de los docentes, especialmente en el caso de los hombres.

**PALABRAS CLAVE:** Género, Educación Física, Profesorado, Actitudes

## **1. INTRODUCTION**

In the last decade, the Spanish estate has approved several legislative measures within the framework equality of opportunities. The most important of these is Law on Effective Equality between Men and Women, 2007. One of the frameworks of action of this law is schools. Education centres will integrate the equality principle, will eliminate stereotypes, will enhance women's participation and will lead projects on the promotion and dissemination of the equality principle.

Likewise, at a national scale, the Education Act of 2006 includes the equality principle as one of its action pillars, fostering coeducation in classrooms and even modifying the syllabus of the compulsory education in order to include a subject in which the equality topics are dealt with directly.

Within this legal framework, teachers play an important role in the cultural change at school regarding gender equality. Many of the proposed measures are aimed at current and future teachers' training and awareness regarding gender equality, by means of a continuous training or specific training for Physical Education teachers. However, from training centres in Spain, there are awareness initiatives promoted and these do not take into consideration teachers' features that can influence their own beliefs and attitudes; such as gender, culture, school, religion ... As Brown and Rich (2002) and Vázquez, Fernández-García and Ferro (2000) claim that men and women position their practices in a different way, women's is more critical and linked to feminist proposals. Therefore, gender establishes as a key variant for teachers' attitudes towards gender equality.

Hence, the purpose of this paper is to find out if there is a gender gap (Rossi, 1982) in Spanish Physical Education teachers' positions regarding gender equality. Knowing their positions will allow us to assess current proposals (Scraton, 1992) and establish new training proposals that are suited to teachers' features and so, they are more effective in progress towards a new gender culture. So we propose to know PE teachers' attitudes towards equality, bringing up as hypothesis the existence of different teachers' attitudes towards equality depending on gender and type of teacher (active and training).

### **1.1. Concepts and literature to study Physical Education and Gender**

One of the aims of Physical Education at school must be helping to integrate people in society, promoting, through school and proper measures, a body culture with benefits such as psychophysical balance, personal development, free time enjoyment or better health, as well as development of personal autonomy against manipulations and pressures that the new social myths impose through the media and the Internet.

All of this leads to a new concept of Physical Education, both from the point of view of its aims and from its contents and methods, which brings in new approaches to the traditional development of skills (Vázquez, 2001). Body and movement experiences make up the main working tool in Physical Education. Therefore, this is

a privileged school subject to assess gender stereotypes, roles and beliefs which are shown in daily life at school and in teaching practices.

PE teachers, as an agent involved in students' education, have the responsibility of acting in education for gender equality. Accepting their responsibility as educational agents, teachers must work to reach equality of opportunities, even unlearning what they learnt in order to confront their own beliefs and prejudices against their performance as teachers (Talbot, 1993).

Gender research in the educational field is currently a fruitful source of publications and international research (Gender and Education, Journal of Gender Studies, Journal of Teaching in Physical Education, Sport, Education and Society, etc.). Physical Education is one of educational areas pioneer in the inclusion of gender perspective in its studies and researches (García & Asins, 1994; Scraton, 1992; Vázquez & Álvarez, 1990). As a result, today we count on innumerable contributions, especially from the 80s.

The progresses that have taken place in the last decades regarding acknowledgement of gender as a social construction have allowed to ensure the importance of society, not of biological differences, developing a more critical and proper view of inequalities between genders in Physical Education (Scraton, 1992). Ultimately, it is important to include gender perspective in the study of Physical Education as a reinforcing field of the stereotypes of the own body and physical activity (Vázquez, Fernández-García y Ferro, 2000).

The viewing of the latest studies about gender and Physical Education (Cheypator-Thomson, You & Hardin, 2000; Davis, 2003) shows a wide range of research topics that we can classify in three big groups following the classification made by Flintoff and Scraton (2006): Syllabus, Students and Teachers. However, several sources (Clarke, 1998; 2006a; 2006b; Gorely, Holroyd & Kirk, 2003) make us establish a fourth group, specific but transversal to the previous ones, about different identities in Physical Education.

On teachers theme, addressed in this manuscript, researchs at the last years have focused on study of teachers' training in equity (Benn, 2002; Flintoff, Fitzgerald & Scraton, 2008; Fernández-García & Piedra, 2010; Rich, 2001), in the role of teachers as perpetuators or change agents (Dowling, 2006; Webb & MacDonald, 2007a, 2007b; Wright, 2002) and the way of work coeducation with boys and girls (Evans, Davies & Penney, 1996; Nicaise, Cogérino, Fairclough, Bois & Davis, 2007; Shimon, 2005).

As Scraton (1992: 115) declares, research on attitudes and ideas contributes relevantly to understanding how important gender is in Physical Education. This can be proved by the large number of researches that analyse, from the gender point of view, the actions and beliefs of PE teachers (Dowling, 2006; 2008; Evans, Davies & Penney, 1996; Vázquez, Fernández-García & Ferro, 2000; Waddington, Malcolm & Cobb, 1998; Wright, 2002), since it is one of the most prolific and prone areas for the development of co-educative activities. The works in Spain of Vázquez, Fernández-García and Ferro (2000) and in England of Waddington, Malcolm and Cobb (1998)

confirm the reproduction of sexist stereotypes by Physical Education teachers. As Shimon (2005) asserts, these gender stereotypes make teachers treat, in many occasions unconsciously, differently their male and female pupils. In the Norwegian context, Dowling (2008a; 2008b) establishes the difference among PE teachers, from a negative emotional response to gender topic due to the predominant socialization manner in PE regarding gender.

However, there are few studies (Brown & Rich, 2002; Rich, 2001) and none in the Spanish context focused on analysing the positioning of these teachers or students in the process of building a gender culture at schools. British researchers Brown and Rich (2002) acknowledge the predominance of heteronormative speech that influences gender positioning of trainee Physical Education teachers, who come to accept, in most of the cases, established order. Emma Rich (2001) concludes that a person's positioning is influenced by local and structural structures apart from individual factors. The lack of knowledge observed in this regard leads us to study these tendencies in two Spanish regions PE teachers.

## **1.2. *Doing Gender* in Physical Education**

This paper has as one of its main sources *Doing Gender* theory. This theory, developed from American Sociology (West & Zimmerman, 1987), argues that gender cannot be understood nor as a collection of features or as a variable or an attribute of a person, but it is born as a product of social interactions directed to the production of the gender social order.

Gender is a way of giving sense to actions, it is a system of meanings that organises interactions and gives them a directional sense. The power of this theory lays on the capacity of pointing that micro-possessions make up the daily experience of the sexist discriminations and support the social structure which perpetuates them (Kitzinger, 2009).

Gender does not exist within the individual but within the interactions among people (Crawford & Chaffin, 1997). This theory understands gender building, on one side, as an individual task of every person and, on the other side, as a social construct made in interpersonal relationships (West & Zimmerman, 1987).

According to Crawford (1997; 2006), although at first feminism defined gender as a socialized part of the self and identity (personality features, roles, etc), understanding of gender is currently broader, so it is necessary to analyze gender as a social system that works in three levels:

- **Sociocultural level:** gender governs the access to resources and to the power, controlling social positions and relationship patterns between men and women. Beliefs and traditions that are created, are kept and develop in practice communities. They are being progressively acquired while the beginner takes a central place (Daniels, 2001). Due to the prevailing patriarchal tradition, gender construction is not the same for women and for men, since they do not have the same social consideration.

- **Relational or Interactive Level:** Gender as a dynamic process of representing what being a woman or a man means is built in face to face interactions in daily life situations. Within this level, we can analyse the privileged gender roles in current society, which prevent that boys and girls build their identity with freedom, since going out of the pre-established behaviours for each gender may mean reject and social exclusion, and even the possibility of suffering episodes of violence.
  
- **Individual or Personal level:** men and women come to accept the distinctions between genders as part of themselves, linking them with features, conducts and roles which are a norm for people of their sex in their culture. In this level, gender is expressed as a feature of personal identity (expectations, interests, fantasies, desires, etc). This subjective representation of gender is normally, in practice, a more or less automatic answer to social pressures: each person behaves in the way established by patriarchal social background (Crawford & Chaffin, 1997).

*Doing Gender* theory, which is our basis for this study, shares with Sociocultural theory, initiated by Vygotsky, the idea that a person builds reality by means of interacting with context. Internalization, appropriation and privilege constructs are key in study of teachers' attitudes towards gender equality. In andocentric society, most young people internalize male chauvinist attitudes of dominant culture and make them its own. However, some people are not influenced by sexist speeches and object them by actions of resistance, giving privileges to other different speeches.

Physical Education teachers' position can vary between the reproduction of hegemonic pattern and resistance towards that model (Chepyator-Thomson & Ennis, 1997; Soler, 2009; Wright, 2002). Rebollo, García-Pérez, Piedra and Vega (2011) refer to the existence of three kinds of positioning for teachers towards gender equality. A low score means a "*blocker*" attitude of adscription and legitimization of the proposed context by the dominant institution and which attempts to block gender construction by means of actions of resistance against different social model. A medium score implies an "*adaptive*" attitude, which adheres and legitimizes the dominant context but adapting itself to situations provoked by normative regime. Last, the highest scores which correspond to a "*co-educative*" attitude, teachers resist against socially proposed principles, questioning gender reality and looping for other explanations, which are coherent with gender perception. Cut-off points which classify teachers are included below in table 2.

## 2. MATERIAL AND METHOD

Our basic idea is that qualitative ethnographic analysis brings the keys for the analysis of specific cases in order to carry out a study with broad samples that allows to extrapolate conclusions and to compare results between both regions. However, this study starts from a broad research project grants for the *Junta de Andalucía* where it follows a positivist approach; therefore we have opted for a quantitative approach, using a survey-type ex post facto comparative study with instrumentalized surveying techniques on Likert-type scales.

### 2.1. Participants

The study was carried out during school year 2008/2009 in the autonomous communities of Madrid and Andalusia, in which a total of 526 PE teachers and trainee teachers between 18 and 58 years old took part. In this study PE trainee teachers (58%) and active PE teachers (42%) took part. Within this group, 80% works in public schools and 30% in private schools. As well, this group teaches different compulsory educative levels: Primary Education (70%), Secondary Education (20%) and Pre-University Education (10%).

### 2.2. Instruments

The instrument used in the research is the Likert-type Scale SDG/t (School Doing Gender /teachers), made up of 30 items separated in three subscales: sociocultural (items 1-10), relational (items 11-20) and personal (items 21-30). Answers range between 1 (strongly disagree) and 5 (strongly agree). The sociocultural subscale includes contents referred to the acceptance of equality policies and the inclusion of gender policies in school organization (e.g. "The current laws in force related to co-education harm boys"). The relational subscale includes questions about educational practice, expectations and gender relations in the education field (e.g. "I usually spend more time to explain a concept to girls than to boys"). Finally, the personal subscale observes the acceptance or the reject of gender beliefs, values and stereotypes (e.g. "Leadership and command are more innate in boys than in girls").

The scale's reliability analysis shows that this reaches a high measurement reliability (ALPHA=.920). Following this method, it is achieved a high reliability of each of the subscales: sociocultural subscale .806; relational subscale 1.000; personal subscale, .868. As well, the validity of the instrument is verified when a components saturation above .350 is obtained for each item, with an average saturation of .543 and a typical deviation of .075.



**Table 1.**Components saturation of the SDGt items

Item1	.490	Item11	.481	Item21	.652
Item2	.515	Item12	.406	Item22	.526
Item3	.496	Item13	.461	Item23	.577
Item4	.531	Item14	.531	Item24	.500
Item5	.479	Item15	.482	Item25	.697
Item6	.575	Item16	.510	Item26	.646
Item7	.559	Item17	.556	Item27	.576
Item8	.553	Item18	.600	Item28	.662
Item9	.540	Item19	.599	Item29	.665
Item10	.551	Item20	.367	Item30	.506

### **2.3. Procedure**

The processes followed for collecting information has been anonymous and voluntary through incidental sampling. In Andalusia, the survey is provided to teachers online ([www.teonxxi.es](http://www.teonxxi.es)) within the First Equality Plan in education centres during the first four-month period of the year 2008/2009. In Madrid, the survey is distributed printed and collecting in their schools.

In both cases, survey is filled in by teachers without pollster presence.

### **2.4. Analysis**

The previous data analyses included the hypothesis Kolmogorov-Smirnov contrast test for normal distributions. Results suggest that the sample does not follow a normal distribution ( $<.05$ ); therefore, we applied contrast nonparametric tests in the subsequent analysis.

At statistical study, SPSS 17 was employed. Descriptive and frequency studies were carried out, as well as contrast tests (Mann–Whitney U test) of the differences in averages. We've calculated the effect size following the criteria established by Grissom (1994).

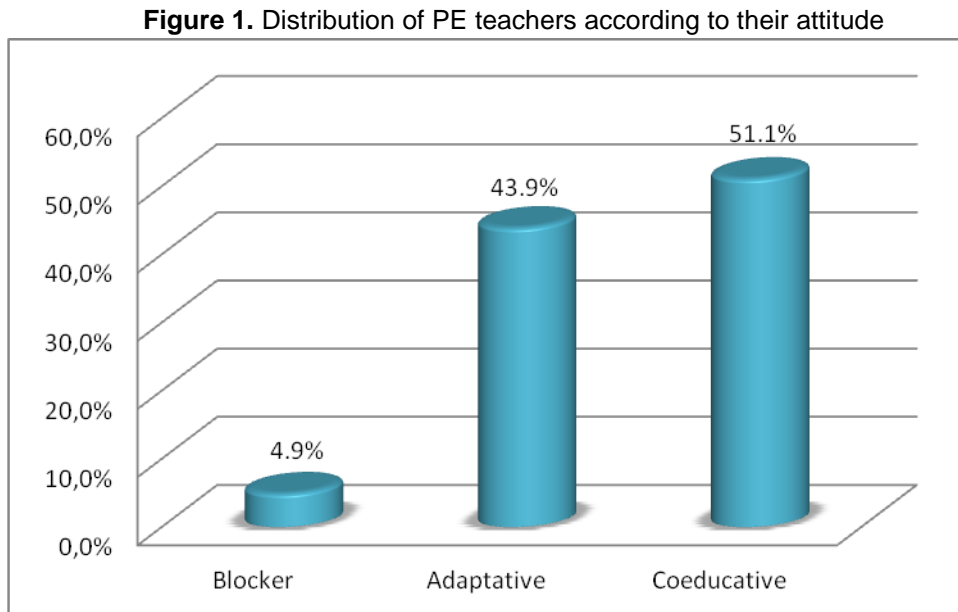
**Table 2.** Scores interpreting criteria in the SDG scale

		<b>Sociocultural</b>	<b>Relational</b>	<b>Personal</b>	<b>Global Scale</b>
	# Items	10	10	10	30
<b>Empirical Scores</b>	Value	10-50	10-50	10-50	30-150
	Median	42	38.5	42	122
<b>Cut-off Points</b>	Blocker	≤ 89	≤89	≤89	≤89
	Adaptive	30-39	30-39	30-39	90-119
	Coeducative	≥40	≥40	≥40	≥120

From the theory where this paper is approached (Rebollo, García-Pérez, Piedra, and Vega, 2011), three cut-off points are presented in Table 2, for the scores reached at the scale. With this, three types of teachers positioning towards building of a gender culture at school are obtained: blocker, adaptive and co-educative.

### 3. RESULTS

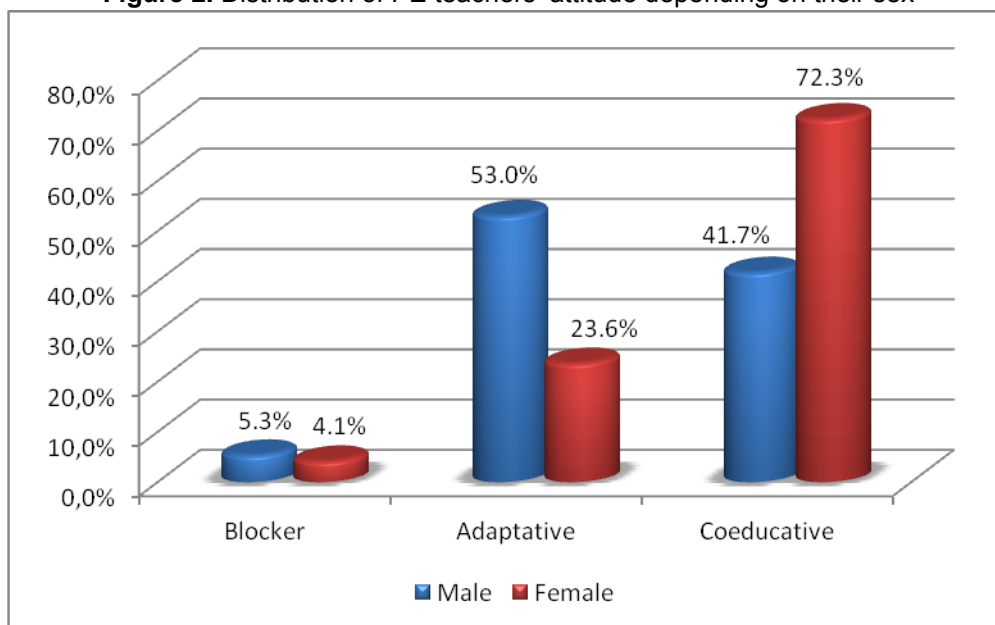
Firstly, global scores obtained by Spanish PE teachers offer as a result an average of 117.66. This score positions them as a group with an adaptive attitude but close to the co-educative position. However, as we can appreciate in the distribution of the Figure 1, the broader teachers group is that which shows more co-educative attitudes.



There is also a small teachers group (4.9%) which is more explicitly opposed to a change in school culture with gender perspective. The cultural change occurred in Spanish society regarding gender equality makes that being openly opposed to change is frowned upon; these cultural limits about what can be done, said or thought (Dowling, 2006) is only transgressed by a minority of Physical Education teachers.

Secondly, we show the distributions of the PE teachers depending on their sex (Figure 2). Among female teachers, the largest group is that with co-educative attitudes, while within male teachers the biggest group is that with adaptive attitudes.

**Figure 2.** Distribution of PE teachers' attitude depending on their sex



These clear differences between both groups are confirmed by nonparametric contrast hypothesis analysis carried out in attitude scores derived from the Likert scale and shown in Table 3. Significant differences ( $p \leq .05$ ) have been obtained between female ( $\bar{X} = 124.62$ ;  $SD = 18.468$ ) and male teachers ( $\bar{X} = 114.56$ ;  $SD = 18.375$ ). The value of effect size in this case ( $-.50$ ) indicates a moderately strong tendency for female PE teachers to obtain a better attitude towards SDG than male PE teachers.

**Table 3.** Mann-Whitney test for the teachers sex variable

	Score
Mann-Whitney U test	14585.500
Wilcoxon W	71876.500
Z	-7.320
Asynt. sign.(bilateral)	.000
Effect size	-.50

If we analyse data more carefully, it is observed that there are significant differences ( $p \leq .05$ ) among male and female teachers in each of the three subscales. As it can be seen in table 4, the scores obtained by male Physical Education teachers in each of them describe them as teachers with adaptative attitudes towards gender equality. For female teachers, they get scores in the sociocultural and personal subscale which position them as co-educative teachers and in the relational subscale, they are placed as adaptative teachers. It is in these items of the relational subscale where, men and women get the lowest scores. On the contrary, PE teachers get the best scores in the sociocultural scales.

**Table 4.** Scores of males and females PE teachers with regard three subscales

	Male	Female	Mean	Z	Sig.
Sociocultural	39.93	43.48	41.05	-7.311	.000
Relational	36.73	39.62	37.64	-5.342	.000
Personal	37.86	41.84	39.09	-6.295	.000

If we analyse the results following each of the items, rotated if they are negative, we can observe (table 5) that in all the cases, female teachers get higher scores than male teachers. If we check differences by gender by means of a non-parametrical test, it can be pointed out that only in item 17 (“In my work documents, I try to use non-sexist language”) there are no relevant differences among women and men and there are relevant differences in all the rest.

It is also to be highlighted that in item 12 (“When I teach, I use masculine to refer to boys and girls because this is correct”) that refers to sexist language use, the lowest scores are in both groups.

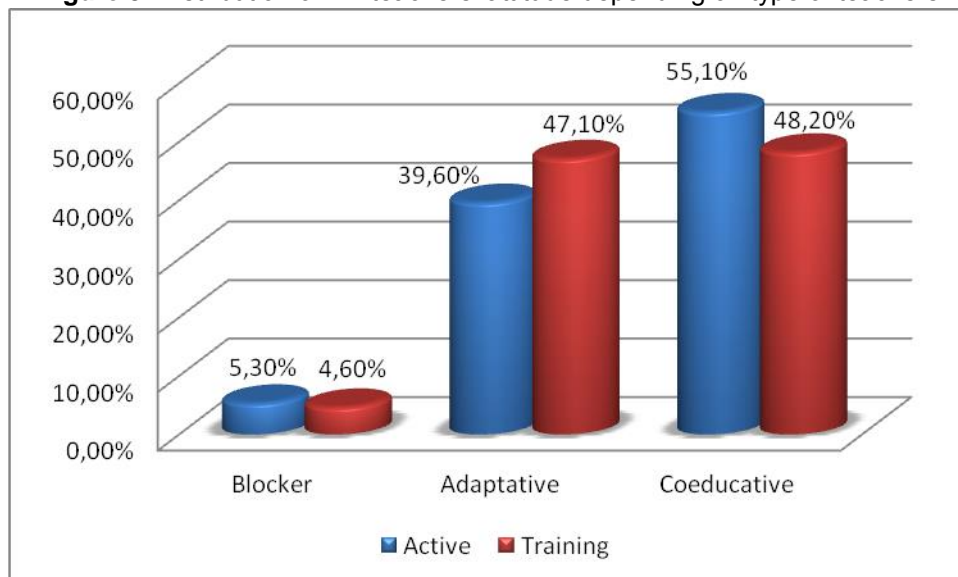
**Table 5.** Scores of males and females PE teachers with regard 30 items

	Male	Female	Mean	Z	Sig.
Item1	3.33	3.88	3.50	-5.524	.000
Item2	3.59	4.19	3.78	-6.821	.000
Item3	3.96	4.42	4.11	-4.334	.000
Item4	4.36	4.59	4.43	-3.623	.000
Item5	3.70	3.99	3.80	-3.605	.000
Item6	3.85	4.34	4.00	-5.853	.000
Item7	4.15	4.49	4.25	-3.701	.000
Item8	4.25	4.45	4.31	-2.421	.015
Item9	4.33	4.51	4.39	-2.344	.019
Item10	4.42	4.66	4.49	-3.547	.000
Item11	3.80	4.12	3.90	-3.477	.001
Item12	2.89	3.32	3.03	-3.238	.001
Item13	3.18	3.57	3.31	-3.582	.000
Item14	3.29	3.68	3.41	-3.392	.001
Item15	3.60	3.90	3.70	-3.101	.002
Item16	3.91	4.17	3.99	-2.814	.005
Item17	4.17	4.28	4.20	-1.495	<b>.135</b>
Item18	4.37	4.76	4.49	-4.676	.000
Item19	4.32	4.61	4.40	-3.823	.000
Item20	3.21	3.44	3.28	-2.187	.029
Item21	3.98	4.49	4.13	-5.232	.000
Item22	3.60	3.86	3.68	-2.231	.026
Item23	3.66	3.92	3.74	-2.438	.015
Item24	3.34	3.72	3.46	-3.661	.000
Item25	4.26	4.73	4.41	-6.401	.000

Item26	3.68	4.40	3.90	-6.250	.000
Item27	3.70	3.89	3.76	-2.306	.021
Item28	3.93	4.43	4.08	-5.496	.000
Item29	4.32	4.58	4.40	-3.961	.000
Item30	3.39	3.87	3.53	-4.589	.000

Keep variable type of teacher in mind, results show that active teachers get a score (121.73) which position them as co-educative teachers, whereas training teachers currently get a score (117.12) which placed them as teachers with adaptative attitudes towards equality. In Figure 3, we can see the distribution of attitudes among PE teachers depending on type of teachers. We can check in both cases there's a small teachers proportion with blocker attitudes towards equality. Besides, both samples distinguishing themselves because on training teachers there're similar proportions of adaptative and co-educative teachers, while on active teachers, there's a teachers majority with co-educative attitudes towards equality.

**Figure 3.** Distribution of PE teachers' attitude depending on type of teachers



These differences between both groups are confirmed by by nonparametric contrast hypothesis analysis carried out in attitude scores derived from the Likert scale and shown in Table 6. Significant differences ( $p \leq .05$ ) have been obtained between active teachers ( $\bar{X}=121.63$ ;  $SD=22.172$ ) and training teachers ( $\bar{X}=117.126$ ;  $SD=15.483$ ). The value of effect size in this case (.11) indicates a low tendency for active PE teachers to obtain a better attitude towards SDG than training PE teachers.

**Table 6.** Mann-Whitney test for the type of teachers

	Score
Mann-Whitney U test	24375.500
Wilcoxon W	63715.500
Z	-3.000
Asynt. sign.(bilateral)	.003
Effect size	.11

#### 4. DISCUSSION AND CONCLUSIONS

The main aim of this research is the analysis of Spanish group PE teachers' attitudes regarding building of a gender culture at school. The results of the survey prove that this group of teachers shows adaptive attitudes towards inequality issues. As well, similar to Fintoff's results (1993), there is still a small group of teachers hostile towards changes in favour of a more equal school. As Shimon (2005) states, non-sexist education is still a challenge for many PE teachers, especially for male teachers. These results make us conclude that there is a need of reviewing and improving formal and continuous education which, regarding gender, is being received by PE teachers. In that sense, researches by Fernández-García and Piedra (2010) and Wright (1999) certify the benefits of gender training for teachers.

The *gender gap* found within male and female PE teachers in favour of the female group coincide with the results obtained within general teachers in Rebollo et al. (2011). Male teachers' awareness and training are, therefore, a priority due to their lower scores that position them as the least sensitized and co-educative teachers. The fact of viewing a gender breach among attitudes towards PE teachers implies adaptation of awareness, training and empowerment measures that are done from the different administrations towards different positions of men and women. This magnify if we have in mind, as Piedra, García-Pérez, Rebollo and Ries (2011) suggest, that PE teachers gets worse results than rest of teachers. Even though, the differences between areas couldn't be explained simply through results of this survey, these differences can be owe to the low percentage of female PE teachers nowadays (mostly if is compared with other areas), which entail less high scores for males as we saw.

In a more detailed analysis of the results of the scale regarding teacher gender, it has been found out that in all cases, female teachers get better results. However, it is in the relational subscale, this is, the one referred to teaching practice itself where men and women show a less defined position. This seems to suggest that Physical Education teachers lack an established opinion as in the personal and relational subscales. It is precisely to this subscale that items referred to the use non sexist language belong and that cause major problems for male and females teachers. Teachers' need to care for classroom language from a gender equality point of view to avoid discrimination does not seem to be still assumed (Wright, 1995; 1997; 2006; Wright & King, 1991), specially in Latin culture in which language has a defined male bias.

Differences found between active and training teachers reveal Physical Education Teacher Education (PETE) needs in this topic. Training oriented to interaction, curricular level, all related to educational practices, which is especially necessary in light of achieved results on relational subscale. In this way, Anguita and Torrego (2009) appoint the opportunity that represent the new syllabus in PETE in gender competence and the necessity of include coeducational contents and subjects. To sum up, we agree with other authors that a specific gender training is necessary among PE teachers (García & Asins, 1994; Scraton, 1993; Vázquez, Fernández & Ferro, 2000), although this training should not be only focused on broadening the theoretical knowledge, but also on internalizing a broad range of practices, activities and ways of communication that take teachers to a more flexible position for developing their students identities and change gender culture at school (Brown & Rich, 2002). Teachers, as a change agent, should play a very important role in building of a gender culture at school (Flintoff, 1993). With this training, teachers should acquire gender entrepreneurship skills that take them to stimulate school culture, turning their knowledge, aptitudes and skills into a tool to reach this objective.

It is also necessary to carry out studies that deepen into the effects of gender training programs of active or trainee teachers. Teachers' obligation of going beyond being mere knowledge transmitters makes us look for the acquisition of gender empowerment competences. All of this requires a redesign of new training strategies in the interest of a critical training (Wright, 2000) with personal initiative and that keep in mind emotions to which gender culture is inextricably linked (Dowling, 2008a).

Sharing Sheila Scraton's opinion (1992) that teacher attitude research only covers just a part of gender problem and being conscious that methodological limits of quantitative research for gender equality study in PE classroom, some studies as that from Vázquez, Fernández-García and Ferro (2000), which foreground the difference between what teachers say and what they do in the classroom. That is the reason why we propose to work with qualitative methodologies that allow us to know teaching practices regarding men and women equality. Finally, we should highlight that this study should be sinergically completed with the rest of participating agents in School Doing Gender, such as parents, pupils or school itself so that we can offer more general and real explanations about gender equality situation in Physical Education lessons.



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## ANEXO I

<b>ESCALA DE ACTITUDES DEL PROFESORADO HACIA LA COEDUCACIÓN</b>		CD	D	¿?	A	CA
-2= Completamente en desacuerdo; -1 = En Desacuerdo; 0 = Indiferente; 1 = De Acuerdo; 2 = Completamente de acuerdo						
1	La actual legislación sobre coeducación beneficia y promociona a la mujer por encima del hombre	-2	-1	0	1	2
2	La actual legislación sobre coeducación perjudica a los chicos	-2	-1	0	1	2
3	Si el material didáctico es bueno, no importa que tenga elementos sexistas	-2	-1	0	1	2
4	Leyes de igualdad eran necesarias desde hace ya mucho tiempo	-2	-1	0	1	2
5	La actual legislación sobre género en la escuela puede beneficiar no solo a las mujeres	-2	-1	0	1	2
6	Las leyes referente al género en la escuela tratan un problema inexistente	-2	-1	0	1	2
7	Es indiferente que un profesor o profesora sea homosexual	-2	-1	0	1	2
8	Cuando se cambió a la escuela mixta empezaron los problemas de disciplina	-2	-1	0	1	2
9	La escuela mixta genera más problemas de los que resuelve	-2	-1	0	1	2
10	Parece lógico que el cuidado del material de laboratorio de ciencias sea una responsabilidad que asuman fundamentalmente los profesores hombres	-2	-1	0	1	2
11	Un criterio que uso a la hora de seleccionar un material didáctico es que el lenguaje no sea sexista	-2	-1	0	1	2
12	En clase utilizo siempre el masculino para referirme a los chicos y a las chicas porque es correcto	-2	-1	0	1	2
13	Cuando en un cartel o documento público del centro se ha utilizado un lenguaje sexista me preocupo de hacerlo saber a la equipo docente y/o directivo	-2	-1	0	1	2
14	Solo me fijo si un texto tiene lenguaje sexista cuando me hacen fijarme en ello	-2	-1	0	1	2
15	Cuando tengo que poner un ejemplo para explicar un concepto, evito utilizar la imagen tradicional de hombres y mujeres	-2	-1	0	1	2
16	El género no es algo que se trabaje en mi programación	-2	-1	0	1	2
17	En los documentos de trabajo (programaciones, memorias,...) procuro utilizar un lenguaje no sexista	-2	-1	0	1	2
18	Suelo tardar más tiempo en explicar un concepto a las chicas que a los chicos	-2	-1	0	1	2
19	No me relaciono bien con las profesoras lesbianas porque son más agresivas	-2	-1	0	1	2
20	En las charlas del profesorado me avergüenza especialmente las bromas y chistes machista que ridiculizan a las mujeres y/o homosexuales	-2	-1	0	1	2
21	Creo que los chicos resuelven los problemas y actividades prácticas antes que las chicas	-2	-1	0	1	2

22	Me gusta más trabajar con las niñas porque son más estudiosas	-2	-1	0	1	2
23	Me gusta más trabajar con los niños porque son más dinámicos	-2	-1	0	1	2
24	Es una exageración crear la figura de coordinador/a de coeducación en los centros de Educación Primaria	-2	-1	0	1	2
25	Los hombres están más capacitados para puestos directivos	-2	-1	0	1	2
26	Los chicos están más preparados para algunas materias que las chicas	-2	-1	0	1	2
27	Rellenar encuestas sobre sexismo en las aulas no sirve para nada	-2	-1	0	1	2
28	La dirección y el mando son más innatos en los chicos que en las chicas	-2	-1	0	1	2
29	El trabajo con chicas es más complicado porque se distraen con facilidad	-2	-1	0	1	2
30	No sé por qué se ha creado la figura de coordinador/a de coeducación	-2	-1	0	1	2