

# THE 'GENDER JIGSAW'<sup>1</sup>

## Convener's statement

The equal opportunities policies of the Institute reflect our commitment to the promotion of equality for teachers and lecturers in Scotland, for all young and adult learners, and in educational policies and practice. There is a commitment to review and monitor our policies, which have changed and developed over many years, as knowledge and understanding of equality issues have improved. Successive policy documents state unequivocally that equality is integral to the work of the Institute.

These policies are central to our commitment to a comprehensive system of education as the best means of improving education and opportunities for all, regardless of background. They have allowed the Institute to be proactive, to contribute to debate about equality of opportunity in education and employment. This new document in the series of *Breaking Down The Barriers* will continue our determination to influence the debate on gender with credibility amongst members, others involved in education, in trade unionism and in the wider political community.

## Acknowledgements

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Linda Croxford, Centre for Educational Sociology, The University of Edinburgh

Jean Kane, Faculty of Education, University of Glasgow

### **Members of Gender Issues Sub Committee 2002-03**

Jack Barnett, Elizabeth Fairley, Mary Matheson, June McCulloch, Elizabeth Morriss, Margaret Nicol, Sheena Wardhaugh

### **Members of Gender Issues Sub Committee 2003-04**

Elizabeth Fairley, Sonia Kordiak, Mary Matheson, June McCulloch, Elizabeth Morriss, Margaret Nicol, Bill Ramsay, Sheena Wardhaugh

Servicing Official, Veronica Rankin, National Officer (Education and Equalities)



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<sup>1</sup>Term used in *Factors influencing the Educational Performance of Males and Females in School and their Initial Destinations after Leaving School*, Collins, Kenway and McLeod, Deakin University, University of South Australia



## Introduction

The comprehensive system of education has been undoubtedly successful in raising standards and improving educational attainment and achievement for a great many young people. As knowledge of teaching and learning improves, it is accompanied by changes in organisation, teaching methods, assessment and curricula, and a greater awareness and understanding of the barriers to education and learning. It is now possible to have a more open and responsive debate about continuing barriers to equality.

However, the issue of gender in relation to achievement and attainment remains perplexing. The 'gender gap' is not an adequate description for the differences between boys and girls as many factors influence them; it's a multi-faceted 'jigsaw' of many pieces.<sup>2</sup> There is a wealth of information and research available which points to the same problems and issues relating to the influence of gender on education recurring over time and place. EIS experience and knowledge of gender issues is mirrored in published research and data not only in the UK but also in other countries. For example, research commissioned by the Australian education department, the PISA Report and work on behalf of the Scottish Executive undertaken by the Centre for Educational Sociology, University of Edinburgh, and by the Scottish Centre for Research in Education (SCRE) all point to a complex picture of gender issues in education. Studies commissioned by local authorities in Scotland also point to gender as a key influence in educational attainment and achievement.

Some key issues are considered to be -

- the 'feminisation' of the teaching profession
- the achievement and attainment of boys and girls
- subject segregation between boys and girls and its influence on career patterns.

*In Scotland, over 90% of teachers in nursery, primary and special schools are women; in secondary schools, for the first time, women are in the majority. However, this has been set as a problem to be resolved rather than linked to the sustained improvement in attainment and achievement in Scottish education over the past years. The large number of women teachers should not be seen as the reason for boys' apparent underachievement compared to that of girls.*

## The 'feminisation' of the teaching profession

In most western European countries the teaching profession is attracting more women than men to its ranks. In Scotland, over 90% of teachers in nursery, primary and special schools are women; in secondary schools, for the first time, women are in the majority. However, this has been set as a problem to be resolved rather than linked to the sustained improvement in

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<sup>2</sup> *Factors influencing the Educational Performance of Males and Females in Schools and their Initial Destinations after Leaving School*, Collins, Kenway and McLeod, Deakin University, University of South Australia

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There is no clear reason why teaching has become a profession that is attracting more women than men: it may be because of the influence of 'mainstreaming' equality in education, or because of a more acute focus on child protection with its attendant stereotypes and prejudices. Other important considerations are perceptions of salaries, conditions of service and status and the relative importance to men and women of work-life balance. Employees who work in areas of educational support, e.g. auxiliaries, secretaries, classroom assistants, catering and cleaning staff are predominantly female.

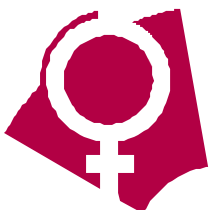
Campaigns to attract men into primary and nursery education have occurred as there is a concern that boys need male role models in schools, in some cases to replace the lack of male role models in their lives, 'the absent father'. There was also a concerted effort to attract men to the post of classroom assistant.

*Being a 'good' teacher is not about gender but rather about a range of knowledge and skills acquired by committed men and women professionals.*

The fact that teaching does not attract men is a legitimate concern. In the year 2002-03 the General Teaching Council for Scotland released figures showing a further decline in the numbers of males entering the teaching profession. Of the 2,286 new probationer entrants, 92% in the primary sector and 65% in the secondary sector were women. The concern about lack of male role models can in itself perpetuate stereotypes about teachers. Being a 'good' teacher is not about gender but rather about a range of knowledge and skills acquired by committed men and women professionals.

Certainly, for some boys, male role models are either negative or non-existent. It is often forgotten in this argument that it is also important for boys and girls to have good role models of both genders. A lack of positive role models is damaging to all young people. However, it is important to examine critically the effect or influence role models have at different ages and stages and what we consider to be a 'good' role model. The concept of a 'good' role model can be gender, age or culturally defined. There are some very stereotypical notions of what constitutes a 'good' role model and, therefore, the purpose of a role model. It can either reinforce society's 'norms' of the roles of women and men or challenge them.

Men may be prevented from opting to enter early years education as such a job can be seen as a 'nurturing' woman's job. This type of career choice may bring into question their sexuality and their motivation. Stereotyping of men in this way presents contradictions not least in what we expect of male primary teachers. An EIS survey (2003) of 12 male primary teachers from different parts of Scotland provides an insight into their experiences of teaching in this sector. (Appendix A)





It is reported in the Scottish Executive's social research paper, *Attitudes to Discrimination in Scotland*, that over a quarter (28%) of those surveyed believe women are more suited to primary school teaching than men. However, the survey also shows that 67% believe women would make very suitable primary teachers, with 21% stating they are 'fairly suitable'. Compare this with the view that 41% of men are 'very suitable' and 37% 'fairly suitable'. These views are not reflected in the number of male and female teachers currently working in this sector.

The notion that male teachers by their nature do not possess the communication, caring or nurturing skills required by the Standards for Full Registration or Chartered Teacher is manifestly untrue. Both sets of standards refer to values, ethos, relationships, respect, trust and communication skills, all of which are the hallmark of a good teacher. Recognising and responding to difference, eradicating barriers to learning and promoting the 'principles and practices of social justice, inclusion, equality and democracy, and strategies to counter discrimination' underpin the Standards for Chartered Teacher. Such qualities are seen as developing a highly skilled reflective profession and are not gender specific.

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A stereotypical perception of female attributes is that they do not equip women for the 'hard edge' of education i.e. management and decision making. However, there is no evidence that men rather than women are by nature better equipped to be educational leaders. Nevertheless, women teachers do not hold many higher level management posts in the secondary sector (15.3% in September 2002); or at directorate level (18.75%). There is a disproportionate number of men who hold management posts in the primary sector (20.6% from a workforce of 7.2%, in September 2002). In nursery schools 99% of teachers are women. The figures for those in head teacher posts are difficult to ascertain because of the range of establishments in the pre-five provision. In special schools, 81.9% of teachers are women but only 78.1% are HTs; 21.9% of men are HTs out of workforce of 19.1%. In further and higher education, except where there are part time or temporary posts, women are in the minority with men holding the majority of senior promoted posts. In further education in academic session 2001-02, 10 out of a possible 46 college principals were women. In higher education there is only one woman principal. The glass ceiling exists for women in all occupations. It accounts for a persistent pay gap even in a profession where men and women have the same qualifications and the same pay scales.

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It is as yet too early to judge any changes as a result of the provisions contained in *A Teaching Profession for the 21<sup>st</sup> Century*, particularly whether the Chartered Teacher or the Leadership Pathway will prove more attractive to female or male teachers. Interestingly, only 22% of the successful candidates at the SQH Headship awards (2002) were men. This qualification will be mandatory by 2005.

## The achievement and attainment of boys and girls at school

*Assumptions about men and women, their roles in society, behaviour and abilities are difficult to break through despite an increased awareness of equality issues.*

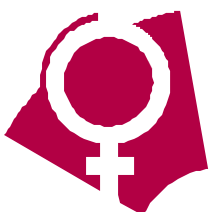
Assumptions about men and women, their roles in society, behaviour and abilities are difficult to break through despite an increased awareness of equality issues. Sexist assumptions still affect parental ambitions and expectations for their children and indeed young people's own ambitions at various stages in their lives.

Research carried out in Scottish schools by Wilkinson *et al*, 1999, found that teachers of 4 to 5 year olds in a national pilot rated more girls than boys better in terms of personal, social and emotional development, physical co-ordination, expressive communication, listening and talking, reading and writing, mathematics and understanding the environment. This was not down to subjective judgements but application of the criteria laid out.

In respect of formal qualifications, in 1970 slightly more males than females had three or more Highers but by 1981 this position had been reversed and Higher Grade attainment by females has exceeded that of males ever since.<sup>3</sup> Additionally girls' achievement in other school examinations and in levels of attainment for reading and writing at 5-14 appear to indicate the current assessment system within Scottish schools is conducive to the learning success of girls. From S4 onwards girls outperform boys in almost every subject (Appendix B). According to the PISA report 2003, this pattern of achievement is common to developed countries.

The Scottish Executive has voiced concerns at the underachievement of boys in secondary school examinations and their disaffection with education, particularly in 'disadvantaged' areas. The underachievement of boys, particularly in areas of social deprivation, is a serious educational issue. However, it is important to note that the 'problem' with boys is not a new one. There have been many studies since 1945 identifying certain boys' attitude towards education as problematic. A study by the Joseph Rowntree Foundation, *Young men's attitude to gender and work* (1999), concluded that 'perceptions of masculinity affected their views of the male role, career decision making, attitudes towards school and teachers, and their reluctance to seek help and advice.' What this particular study also identified was that pay was the biggest factor for young men in choosing a career. Other studies into career choice suggest that boys may be reluctant to express a willingness to work with children at the point in their school career when they are asked to consider careers.

Socio-economic factors, peer group pressure, parental and cultural influences, including expectations of young boys by the media, teaching



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<sup>3</sup> Tinklin, Croxford, Ducklin and Frame, *Gender and Pupil Performance*, Interchange 70, SEED, 2001



and learning styles, curriculum content, methods of assessment, wider school ethos all have an impact on gender performance. There are gender differences at all ages and stages. The 2001 Programme for International Student Assessment Report made the point that schools and societies must tackle stereotypes and promote interest and motivation in different subject areas. It remains to be seen whether a more flexible curriculum could affect pupil interest and therefore pupil attainment.

The Scottish Executive commissioned study, *Gender and Pupil Performance in Scotland's Schools* conducted by the University of Edinburgh, looks at a more complex picture of the interaction of social class, ethnicity, gender and sexuality and considers how they differ between and within the class structure. The study concluded that factors influencing gender differences are complex and that there is no one simple explanation but social class remains the most important determinant of educational attainment. PISA concluded that in respect of reading (a key factor in learning) the 'better' the job of the parents, the higher on average the ability of the student.

The current collection of raw data about attainment leads to media headlines and turns examination results into a contest between girls and boys in the same way as they have led to contests between schools. Much attention is paid by politicians and the media to the apparent failure of boys to achieve in school. A number of factors may play a role in such outcomes. For example, there are more boys than girls in learning/behavioural support. There are more boys than girls attending special schools (2001 Scottish Social Statistics). More boys than girls are excluded from school for behavioural reasons. A study into the exclusion of girls by the Joseph Rowntree Foundation and National Children's Bureau (2002) identified a clear difference in the approach of schools to girls and boys. Girls' exclusion, it found, is not targeted in the same way as that of boys, the nature of help on offer to girls was less than that to boys; there is a widespread view amongst the profession that girls 'are defensive, resistant to help and tend to adopt coping strategies which involve a sense of "escape" or "withdrawal".'

In an evaluation of the behaviour support of one local authority (2003), it was recommended that schools should 'consider their own referral/exclusions statistics to identify if trends apply equally to boys and girls and, if not, to address what could be done to develop differential approaches to supporting boys and girls.' Therefore it can be seen that in some circumstances girls remain disadvantaged.

A greater emphasis in education on learning styles of individual boys and girls has shown that there can be as many differences among girls and among boys as between boys and girls. To characterise students as having one learning style is too simplistic. A range of learning styles provides the best opportunity for both girls and boys to develop.

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Much good work has been done and will continue to be done by teachers, schools and local authorities, not only in raising attainment but also by ensuring that achievement is recognised. Schools are about a great deal more than examination results. These can improve but a school may still be a profoundly unjust and unequal place, despite a high exam pass rate. Developing confidence and self-respect in young people requires that everyone involved in education challenges gender stereotyping.

### **Subject segregation between boys and girls and its influence on career patterns.**

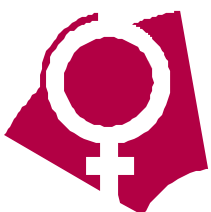
Studies show that the expectations of parents and other adults and how they relate and speak to young children have changed little at a time in which there is apparently a greater knowledge of equality. Manufacturers continue to offer early learning toys and books which promote traditional views of feminine and masculine behaviour and interests.

Teachers in early years and primary schools confirm that boys and girls display stereotypical behaviour and choices in what interests them in books, subjects and in their play. By the time they arrive at nursery schools, boys and girls have already fixed views about the roles of men and women.

Teachers have shown that when they intervene and try to have children make non-traditional choices in classroom play areas, children resist going outwith what they already know as their gender roles. However, observational studies also show that children are very adept at reading situations and responding accordingly. They do not conform to stereotypes at all times and their play can be wide-ranging, depending on who is present and the circumstances of the play. However, there remains a pronounced and persistent gender divide in activities and subject preference at all stages of education. This is carried through to subject selection in secondary schools and subsequent career paths. Not all boys and not all girls behave conventionally but children become good at recognising disapproval in peers as well as adults. Girls and boys who break through the mould and are successful in non-traditional areas remain in the minority. Their success is likely to be due to their commitment to their chosen subject.

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In *Spotlight 90, Equality in Education: Work experience placements*, a small scale survey by SCRE, 2003, it is suggested by schools that parents often reinforce traditional choice in relation to placement choice. One teacher quoted in the research stated that the 'greatest resistance to the principle of equal opportunities comes from parents' and that 'pupils from good areas will challenge the stereotype, from poor areas the stereotype is their goal'. However, it also states that some teachers reported that there were some signs of change in the type of placements that some boys are now undertaking. For instance, more boys are now doing primary school, classroom assistant and nursery placements than before. This would seem





to concur with the view that 'both girls and boys hoped for a worthwhile and successful career and saw child care as a joint responsibility.'<sup>4</sup> According to SCRE, placements in hotel and catering, travel and tourism, media and art and design did appeal more equally to boys and girls. The majority of respondents (86%) did not agree that teachers reinforce gender-stereotyping when allocating places and most (80%) indicated that school staff actively encourage pupils to consider non-traditional places. This mirrors the findings of the PISA report in relation to the importance of teacher intervention. The fact remains, however, that consistently the majority of girls and boys make traditional choices (Appendices C 1 and 2).

The apparent lack of attraction that learning holds for boys is further shown by statistics on school leaver destinations which reveal that 27% of boys chose to go immediately into employment while only 19% of girls took that route, more of them preferring to opt for full-time higher or further education.

In both further and higher education, according to 2001/02 figures published by the Scottish Executive, there has been an increase in the rate of growth for both genders in terms of enrolment but the rate of growth for females was higher. In higher education, for example, in 2002 there were in total more female graduates (36,218) than men (27,212). Females constituted the majority of graduates at all three main levels of qualification. There remains a clear gender distinction in subjects studied, reflecting the differences in subject choice at school: of those who graduated in the subject of education in 2001-2002, 3,530 were women and 1,084 were men; in engineering and technology 734 were women and 4,837 graduates were men; and in languages 1,075 were women and 413 were men.

However, the success of female students in examinations at any level should not be confused with the successful outcome of education as measured in monetary terms, high status careers or public recognition. Post education, women predominate in part time jobs, are more likely to be low paid, more likely to experience poverty, earn about 20% less on average than men, rarely achieve senior management positions and still bear the responsibilities for family care.

Recent findings cited in the Equal Opportunities Commission's *Annual Report 2002-03 for Scotland*, show that 83% of under 25s in science, engineering and ICT professions are men but, in the same age group, 91% of women work in healthcare, child care and personal services. In the five lowest paid sectors 75% of workers are women. Figures for the uptake of modern apprenticeships show a worrying lack of progress in challenging stereotypical choices and the pay gap. 97% of these young men opt for

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<sup>4</sup> *Gender and Pupil Performance, Interchange 70*



engineering and construction apprenticeships with earnings of £115 per week, while 89% of these young women predominate in social care, with earnings of £60 per week.

## Conclusion

There is no doubt that considerable progress has been made in understanding barriers to equality between boys and girls, and between men and women in the last 50 years. Legislation, the development of equal opportunities policies and, within education, a greater knowledge of how children learn have removed some obvious barriers or at least provided the opportunity to challenge prejudice, stereotyping and discrimination. However, there are barriers which remain almost impervious to change and continue to have a profound effect on choices and life patterns of men and women. It is evident that gender issues in education are complex. Research shows consistently that social class is the greatest determinant of educational outcomes. Putting together the final picture of the gender jigsaw requires an understanding of the context of the lives of young people and how the various pieces influence and affect their future. The success of a genuinely inclusive education policy requires a wide range of strategies which considers all barriers to education for all young people.

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## Challenges to educators

What to do

- consider your own perceptions of femininity, masculinity, relationships and sexuality
- consider how you can enlist the help of parents/carers in questioning stereotypes
- consider to what extent society still adheres to traditional male and female roles
- consider if you are doing everything you can to ensure your classroom or teaching space is welcoming to both sexes and that resources are free from gender bias
- consider what view you have of men who wish to work with young children
- consider the impact of not challenging stereotypes especially at the earliest age
- consider how your establishment's ethos takes account of female and male pupils, students and teachers
- consider how you might challenge traditional attitudes to career routes and work placements for boys and girls.





- consider how your establishment's behaviour policy for students impacts on boys and girls
- consider the role of pupils and students in taking forward gender issues
- consider to what extent your establishment includes gender issues in policy planning and development

### Questions to trade unionists

- Why do inequalities persist in your workplace?
- If young men and young women are unable to break out of traditional roles, what responsibility falls to the system of education?
- Are policies in place which ensure your workplace challenges stereotypes?
- Does school-based recruitment affect the gender balance of staff?
- Is there an appropriate gender balance of staff on all establishment decision-making committees?
- How do the roles and status of different members of staff affect the gender ethos of your establishment?

### Recommendations for the EIS

- That the Gender Issues Working Group further investigates gender-related issues and continues to advise the Equal Opportunities Committee on this area of policy
- That a Gender Issues conference be held to explore the issues raised within the policy further
- That the EIS maintains a high profile on all issues affecting EIS members, young people and adult learners
- That gender awareness and training remains a key aspect within EIS courses for members
- That the EIS is seen to be leading the field in gender policy development and practice at local and national level in the area of equality in both the promotion of sound learning and in relation to good practice in employment and educational matters.
- That the Equal Opportunities Committee gives advice to members on how to ensure gender issues become an integral part of self evaluation in educational establishments.

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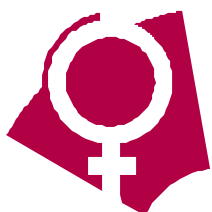
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### EIS Survey of 12 male primary teachers

A small survey of 12 male primary teachers, EIS members, conducted by the EIS, whose length of service ranged from 1 to over 15 years, provided evidence of a variety of experiences. All experienced an expectation to apply for promotion but some indicated that this had nothing to do with gender but a supportive head teacher who encouraged all staff to develop to their potential. While most indicated they were expected to deal with boys' discipline, a minority indicated there was no such expectation. In their experience promoting positive behaviour was a whole school policy. All experienced curiosity from sources about their career choice. Half the teachers asked experienced an expectation to take football teams or other 'boys' sports. In terms of attitudes and perceptions of their choice of career again there was a mixed reaction. Only one had a completely positive experience of teaching and that was where there was more than one male teacher. Others while loving the job had experienced sexism, with a few commenting on overt hostility from female teachers. One teacher commented that the assumption that his class was orderly because he was male undermined all his hard work and effort put into achieving a good classroom environment. This assumption reinforces stereotypes of the expected behaviour of men and women.

### Male primary teachers – quotes from questionnaire responses

1. "Casual sexism is very prevalent in primary staffrooms sometimes manifesting itself in light-hearted banter and sometimes virulently anti-male attitudes which the hapless male primary teacher is the focus for."
2. "The majority of the staff often appear awkward, quiet, whisper or generally stop talking when I enter the staff room. Female staff seem to think it appropriate to drop comments regarding my unsuitability to work/relate to infant children."
3. "I've been encouraged by the school to teach in a range of infant classes and was lucky to be one of the first male teachers to teach nursery in .....The response from other teachers has been very positive and also from parents."
4. "My experiences of being a male primary teacher have been entirely positive. Throughout my career I have been regarded as a 'teacher' rather than a 'male' teacher. The atmosphere in our school (especially in the staff room) has always been very positive and welcoming."





5. “There is an assumption in some quarters that I deal with difficult classes more easily than other staff because I am male. This undermines all the hard work and effort put in to achieve an orderly classroom. It also suggests that men can naturally deal better with difficult pupils – thus in effect undermining women with excellent classroom discipline!”
6. “There can be a feeling of ‘isolation’ in terms of social integration within staff groups. My ‘traditional’ male interests of sports and pubs tend not to be shared by colleagues and an unhealthy gender balance can create situations of difficulty re competitive teacher syndrome and staffroom cliques. In a previous career where male/female balance was better, these issues are more easily dealt with.”
7. “Pupils do seem to enjoy the “novelty” of a male teacher and “difficult” boys have responded positively in my class.”

# Annual Statistical Report 2002

## Scottish Qualifications Authority

Appendix B

Table SG4c: Entries and Awards by Sex for Each Subject at Standard Grade, 2002

### All Candidates

Subject	Total Entries	% of Entries		% of MALE Entries			% of FEMALE Entries		
		MALE	FEMALE	Grades 1-2	Grades 1-4	Grades 1-6	Grades 1-2	Grades 1-4	Grades 1-6
Classical Greek	4	25	75	100	100	100	100	100	100
English	59,901	51	49	35	92	98	51	96	98
English – Alternative Communication	11	45	55	20	100	100	0	67	100
English – Spoken	2	100	0	0	100	100	-	-	-
French	39,190	48	52	30	77	94	48	88	96
Gaidhlig	138	39	61	67	94	94	87	100	100
Gaelic (Learners)	328	51	49	59	89	96	81	98	99
German	13,995	49	51	35	81	94	54	90	95
Italian	688	38	62	39	83	95	64	94	97
Latin	700	43	57	74	92	97	83	96	99
Russian	17	41	59	86	100	100	100	100	100
Spanish	3,032	39	61	38	82	95	60	92	97
Urdu	171	49	51	60	90	94	79	92	92
Accounting & Finance	3,570	47	53	51	83	96	49	82	97
Mathematics	59,047	51	49	30	69	98	34	72	98
Biology	22,735	29	71	51	86	98	53	88	98
Chemistry	22,746	49	51	56	91	98	58	91	99
Physics	19,678	70	30	56	90	98	69	94	99
Science	13,913	57	43	6	59	91	5	56	90
Classical Studies	326	48	52	41	74	92	44	80	93
Contemporary Social Studies	290	62	38	1	36	93	1	40	90
Economics	813	63	37	63	91	100	59	84	99
Geography	21,944	58	42	45	82	98	51	84	99
History	21,423	48	52	44	75	98	54	84	99
Modern Studies	13,990	42	58	42	77	99	51	83	99
Religious Studies	1,312	32	68	32	68	93	42	82	95
Social & Vocational Skills	3,150	46	54	26	79	95	43	87	96
Administration	14,346	24	76	32	72	94	46	82	96
Business Management	4,947	50	50	55	89	98	58	91	98
Computing Studies	22,114	63	37	43	82	96	46	84	96
Craft & Design	15,219	76	24	30	79	95	41	83	93
Graphic Communication	9,598	69	31	41	82	97	51	88	97
Home Economics	8,912	22	78	11	60	89	32	83	94
Technological Studies	2,659	93	7	49	85	97	55	87	97
Art & Design	21,390	38	62	39	91	95	56	95	97
Drama	5,452	33	67	37	85	95	52	91	97
Music	10,370	39	61	59	88	94	67	92	96
Physical Education	18,167	70	30	46	91	96	40	87	96
Subtotals	456,288	50	50	39	82	97	48	86	97
French (Writing)*									
Gaelic (Learners)(Writing)*	22,667	41	59	33	76	-	52	88	-
German (Writing)*	149	40	60	53	90	-	61	98	-
Italian (Writing)*	8,704	44	56	36	73	-	55	85	-
Russian (Writing)*	516	33	67	40	72	-	59	86	-
Spanish (Writing)*	15	47	53	71	100	-	88	100	-
Urdu (Writing)*	2,032	32	68	34	79	-	52	88	-
Totals	490,485	50	50	39	81	95	48	86	96

Table NH4c: Entries and Awards by Sex for Each Subject at Higher Grade, 2002

## All Candidates

Subject	Total Entries	% of Entries		% Grade A		% Pass	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Classical Greek	8	25	75	100	0	100	83
English & Communication	28,910	42	58	13	16	66	70
French	4,771	23	77	43	44	83	85
Gaelic (Learners)	147	21	79	61	66	90	96
Gaidhlig	72	42	58	43	48	100	100
German	2,206	26	74	38	38	79	81
Italian	284	25	75	46	45	83	83
Latin	257	38	62	41	50	73	86
Russian	14	57	43	88	67	88	100
Spanish	916	21	79	53	57	84	90
Accounting & Finance	2,427	44	56	30	32	74	76
Mathematics	19,790	52	48	19	21	64	68
Biology	9,274	30	70	16	16	67	66
Biotechnology	10	60	40	0	75	33	100
Chemistry	9,560	50	50	20	19	71	73
Geology	89	66	34	17	10	69	83
Human Biology	3,111	24	76	16	19	64	66
Managing Environmental Resources	18	61	39	36	14	82	57
Physics	9,580	72	28	25	31	71	79
Classical Studies	518	39	61	26	29	71	78
Economics	1,042	58	42	30	22	79	74
Geography	7,733	54	46	19	30	72	79
History	7,908	43	57	15	20	79	81
Modern Studies	7,900	39	61	19	24	76	80
Philosophy	674	36	64	11	13	71	74
Politics	27	30	70	25	42	88	84
Psychology	1,951	22	78	12	28	57	74
Religious, Moray & Philosophical Studies	1,596	24	76	14	18	62	72
Sociology	468	27	73	29	33	74	72
Administration	3,827	17	83	15	18	69	71
Beauty: Beauty Care	11	0	100	-	0	-	0
Building & Architectural Technology	38	87	13	3	0	48	40
Building Services	8	100	0	13	-	63	-
Business Management	5,908	41	59	19	25	74	79
Care	461	12	88	9	19	62	68
Care Practice	263	11	89	43	41	87	85
Civil Engineering	31	90	10	32	33	46	67
Computing	4,480	74	26	19	19	72	74
Construction	81	93	7	3	0	27	67
Craft & Design	2,606	69	31	8	19	61	75
Design	49	35	65	12	9	76	84

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Subject	Total Entries	% of Entries		% Grade A		% Pass	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Early Years Care & Education	125	2	98	0	28	100	85
Electronics	21	90	10	11	0	26	50
Fabrication & Welding Engineering	8	100	0	13	-	13	-
Food Production Supervision	3	33	67	100	50	100	100
Graphic Communication	3,006	73	27	24	24	77	78
Home Economics – Fashion & Textile Technology	48	0	100	-	2	-	46
Home Economics – Health & Food Technology	710	7	93	8	8	70	66
Home Economics – Lifestyle & Consumer Technology	123	7	93	0	8	50	66
Hospitality – Food & Drink Service	3	33	67	0	0	100	50
Hospitality – Professional Cookery	59	56	44	33	23	67	69
Hospitality – Reception & Accommodation Operations	4	0	100	-	0	-	75
Information Systems	2,896	70	30	8	11	63	67
Mechanical Engineering	15	73	27	18	25	64	25
Mechatronics	26	100	0	31	-	54	-
Mental Health Care	136	13	88	18	39	82	87
Personal & Social Education	71	18	82	23	41	62	84
Professional Patisserie	46	41	59	21	30	84	96
Quantity Surveying	2	0	100	-	50	-	100
Retail Travel	29	7	93	0	4	50	56
Selling Scheduled Air Travel	21	5	95	0	0	0	50
Structural Engineering	8	88	13	43	0	100	0
Technological Studies	957	94	6	27	18	69	71
Tourism	55	9	91	0	6	40	32
Advertising, Marketing & Public Relations	10	50	50	0	20	100	40
Art & Design	7,200	29	71	13	21	75	84
Drama	1,569	24	76	12	20	77	85
Media Studies	777	43	57	9	8	44	51
Music	3,090	39	61	52	51	93	95
Photography for the Media	14	50	50	29	43	29	43
Visual Arts	50	36	64	11	9	83	88
Dance Practice	10	10	90	0	11	100	78
Fitness & Exercise	32	59	41	16	31	63	85
Physical Education	3,801	71	29	25	28	81	78
Sports Coaching Studies	37	62	38	17	43	65	79
Sports Organisation	18	78	22	0	0	43	50
<b>Totals</b>	<b>164,004</b>	<b>45</b>	<b>55</b>	<b>19</b>	<b>23</b>	<b>70</b>	<b>75</b>

Table NU4f: National Unit Entries by Sex and Title, 2002 (Selection)

## Higher Units

Unit Title	Total	MALE	FEMALE
Mechanics and Properties of Matter	9,603	6,875	2,728
Electricity and Electronics	9,418	6,734	2,684
Cell Biology	9,206	2,793	6,413
Historical Study – Scottish and British	8,088	3,454	4,634
Historical Study – European and World	8,042	3,454	4,588
Geography: Human Core	7,643	4,159	3,484
Geography: Physical Core	7,607	4,136	3,471
Expressive Activity	7,444	2,172	5,272
Art and Design Studies	7,347	2,140	5,207
First Aid Measures	6,067	1,243	4,824
Business Enterprise	6,007	2,483	3,524
Business Decision Areas	5,935	2,450	3,485
French: Language	4,750	1,107	3,643
Computer Systems	4,374	3,210	1,164
Administrative Services	3,966	667	3,299
Information Technology for Management	3,962	674	3,288
HIV Infection, Related Illnesses and Hepatitis B	3,718	149	3,569
Technical Graphics 1	3,079	2,228	851
Computer Graphics	3,007	2,177	830
Technical Graphics 2	2,992	2,167	825

Table NU4g: National Unit Entries by Sex and Title, 2002 (Selection)

## Advanced Higher Units

Unit Title	Total	MALE	FEMALE
Biology Investigation	1,557	426	1,131
Mechanics	1,455	1,144	311
Physics Investigation	1,398	1,100	298
Physiology, Health and Exercise	917	243	674
Physical Education: Performance	855	654	201
Geographical Methods and Techniques	783	389	394
Geographical Issues	763	383	380
Computer-Aided Graphic Presentation	307	222	85
Art and Design Studies: Design	295	80	215

