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CONTENTS

From the Editor

Dear readers of intWOJDE

Welcome to the fourth issue of the Women Online Journal of Distance Education, intWOJDE. During in this period we received many positive feedback for publishing int.WOJDE from around the world and especially from distance education environment. We thank here to all sender and the readers of int.WOJDE for their supports. Again we updated our editorial board of intWOJDE by adding a new editors around the world literature. So tahat we belive that intWOJDE is more reliable now.

This fourth issue of the int.WOJDE appeared now as Vol: 2 Number: 1 on the net. In this issue 4 articles, by 6 authors from 4 different countries are published. These articles are arrived from Benin, Ethiopia, India and Turkey. In addition, in this issue we could not publishan interview or success stories section for some reasons. So that we apologise from you. But this sections are will continue in due course.

Our first article, entitled as "Emotional Intelligence in Relation To Home Environment And Personality Of Adolescents" and written by Anju SHARMA, Madhu SAHNI and from the Vaish College of Education, Rohtak, INDIA.

In Their paper defens that to assess the level of emotional intelligence of adolescents, and to study the influence of home environment, personality and their interaction on emotional intelligence of adolescents. A sample of 300 adolescents was randomly selected from various secondary schools of state Haryana. Data analysis revealed;

- **level of emotional intelligence of adolescents was moderate;**
- **significant independent effect of home environment and personality on emotional intelligence; and**
- **significant two factor interactive effect of variables on emotional intelligence of adolescents.**

The second article is from Turkey, on "Assessment of Anadolu University Home Management Associate Degree Program in Terms of Students" by Serpil DUNDAR, from Anadolu University, Open Education Faculty, Eskisehir. Her article metions and argues that is the assessment of Anadolu University Open Education Faculty, Management and Organization Department, Home Management Associate Degree Program providing education via distance education system in terms of students. For this purpose, a survey consisting of 33 questions has been prepared. This survey has been sent to all active students enrolled to this department by e-mail. The following are primarily mentioned in the study; the purpose and function of the home management associate degree program which is a women oriented education program, information on the courses and student numbers.

Thereafter, by referring to the subject of woman in distance education in Turkey and in the world and the related statistical data of woman and man on education, the positive and negative sides of the distance education were mentioned with regards to women. At the findings stage, 343 surveys received from students have been assessed by being analyzed in SPSS program.

The following have been taken into consideration in the assessment; demographic characteristics of students, reasons to prefer the program, the courses from which they benefit in their social lives, intra-family relations and business lives, their opinions on

academic program, computer and internet utilization, whether the program makes contribution to acquire a profession, improve themselves as an individual and growing consciousness on woman rights. In conclusion, the program assessment has been carried out in terms of students.

The third article is written by Manas Ranjan PANIGRAHI, from Department of Educational Planning and Management College Of Education and Behavioural Sciences Dire Dawa, Ethıopiıa. His article titled as "Perception of Secondary School Stakeholders Towards Women Representation in Educational Leadership in Hararı Regıon Of Ethıopia". The purpose of this study was to find out the perception of secondary school stakeholders towards women representation in educational leadership and to find the barriers that cause this perception to determine the possible solutions for these problems. To carry out this study descriptive method was employed. Participants of the study were 75 male teachers, selected by using stratified random sampling techniques. The 34 female teachers, 12 school leader such school principals, two deputy directors, one supervisor, 8 bureau officials and 4 PTA were also involved in the study. The data were collected by using questionnaire, interview and focus group discussion. Both qualitative and quantitative data analysis methods were employed in order to turn up at the results.

The findings of the study revealed that despite perception of secondary school stakeholders has been changing, but not as expected still they believe that women are reluctant to accept responsibilities of school leadership; men are better leaders in leading secondary school; the school manager should be masculine, self reliant, ambitious and strong leader; women have no necessary skill to discipline student, supervise other adults and criticize constructively in secondary school; men consider women as his equal counterpart and women lack confidence in their capabilities, qualifications and experiences. Some of the challenges which could hinder women representation in educational leadership were for instance; pressure of home responsibilities, men dominance of management position, political appointment, unclear promotion procedures or informal recruitment selection and training, discrimination in religion and organization, etc.

In the finding the secondary school stakeholders also justified the following as the possible solution for the factors that hinders women representation in leadership such as training opportunities for women(Mentoring), gender awareness campaign, gender balance in leadership position, non-discriminatory procedure for recruitment and appointment, affirmative action, fighting traditions that hinder the progress of women, change of negative attitude against women, discourage societal discrimination, change family traditional structure(societal support), sensitize society to accept women leadership, women should be assertive(confidential), women's Self-motivation.

The last article titled as "The Effects Of Sigle-Gender Groups On Broadcast Vieo Productin Students" written by Sam Harden who is Broadcast Video Production Educator and Dawn LAMBETH from Valdosta State University, Benin.

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Dear intWOJDE readers to receive further information and to send your recommendations and remarks, or to submit articles for consideration, please contact int.WOJDE Secretariat at the below address or e-mail us at intwojde@gmail.com

Hope to stay in touch and wishing to meet in our next Issue, 1st of April year 2013
Cordially,

Prof. Dr. Emine Demiray
Editor in Chief of int.WOJDE

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EMOTIONAL INTELLIGENCE IN RELATION TO HOME ENVIRONMENT AND PERSONALITY OF ADOLESCENTS

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ABSTRACT

The present investigation endeavored

- **to assess the level of emotional intelligence of adolescents, and**
- **to study the influence of home environment, personality and their interaction on emotional intelligence of adolescents.**

A sample of 300 adolescents was randomly selected from various secondary schools of state Haryana. Data analysis revealed

- **level of emotional intelligence of adolescents was moderate;**
- **significant independent effect of home environment and personality on emotional intelligence; and**
- **significant two factor interactive effect of variables on emotional intelligence of adolescents.**

Keywords: Emotional Intelligence, home environment, personality, adolescents

INTRODUCTION

In the last decade or so, science has discovered a tremendous amount about the role of emotions play in individual's life. Emotions are the root forces in the dynamics of human behaviour and personality. But it has been seen that within families, schools and society as a whole, this aspect has often been overlooked. Emotional intelligence is the efficiency of a person to deal with emotions effectively (Bhardwaj & Sharma, 1995). It helps the individual to perceive, understand regulate and harness emotions adaptively in interpersonal relationships (Fitness, 2001).

Researchers have found that even more than IQ, our emotional awareness and ability to handle feelings will determine success and happiness in all walks of life, including family relationships (Goleman, 1995; Bar On 2001; Palmer, Walls, Bergess & Stough, 2002). Individuals with high emotional intelligence are more successful than counterparts.

They are more socially adept, display better social skills and are able to build long term, satisfying relationships (Kulik &Mehler, 1993; Schawarzer & Leppin, 1989; Schutte et al.2001) as cited in Arati and Prabha (2004).

Family life is child's first school for emotional learning (Goleman, 1997). In this intimate cauldron child learns how to feel about himself and how others will react to his feelings; how to think about these feelings and what choices he has in reacting; how to read and express hopes and fears.

Home is the primary and the most important socializing agency, which integrates and regulates the individual's behaviour as s/he strives to satisfy his/her basic needs. Home provides the basic environment for building the personality of the individual with its

warm interpersonal relationship contributing to their feeling of security and belongingness.

Home environment has been conceptualized as the quality of human interactions, from the point of view of the child. It includes those aspects which foster growth and development, such as family trust and confidence, sharing of ideas, making discussions, parental approval, affection and approval of peer activities. Several studies (Walsey, 1982; Clark, 1983; Caldwell & Bradley, 1984; Walberg, 1984; Comer, 1988) have been conducted to see the effect of home environment and they also concluded that family environment has a significant effect on the child's development (cited in Kaushik & Rani, 2005). The range and depth of emotions which parents display to their children builds up the psychological interior of their children (Baumarind, 1991; Dornbusch et. al., 1987).

Parents having strong bonding with their children, provide them with a secure atmosphere in which to perceive life as a series of challenges that build confidence, rather than as a progression of unsolvable problems that destroy self worth. When households are unmanaged emotionally, family relations jam up. The result is an emotional disconnection. Dhoundlyal, (1984) examined the effect of home environment on the emotional disturbance among adolescents. The results revealed that poor home environment facilitated significant more frequent occurrence of emotional disturbance. By consciously practicing emotional balance and creating a loving environment, a parent can intuitively guide children in the development of emotional security. Therefore, home environment plays a significant role in developing the emotional balance among the children.

Personality is also a cardinal factor which is responsible for the development of high emotional intelligence among the children. All experts agree that high quality parenting plays a crucial role in the development of child's personality. Researches show that there is significant difference in the emotional intelligence of extrovert and introvert. Emotional stability is more in extrovert than introvert (H. S & Betsur, 2010). Again a correlation is found between extraversion and happiness. More extraverted people tend to report higher level of happiness than introverts. Extraverts simply report experiencing more positive emotions, whereas introverts tend to be closer to neutral. Luther, (2002) studied the relationship between emotional intelligence and personality. He concluded that emotional intelligence is mainly associated with personality traits (extraversion, agreeableness, conscientiousness, self-perceived creativity).

NEED OF THE STUDY

Emotional intelligence plays a key part in the success of individuals. Working with emotional intelligence allows one to gain a whole new insight in oneself. By working with emotional intelligence an individual will be able to make decisions that one can live with. Researches have revealed that successful individuals did not get to the top by disregarding their emotions. Today's youth needs to cope with lots of factors in order to succeed in life. During the crucial period of physical and psychological maturation adolescents are expected to establish their own identity and prepare for adulthood by developing skills necessary for socially acceptable behaviour (Kopp, 1989; Thompson, 1994; Sroufe, 1996) as cited in Arati and Prabha (2004). At this stage they suffer from swing moods and emotional instability. Therefore, it was essential to investigate level of emotional intelligence of adolescents.

The adolescent's transition from childhood to adulthood can be a smooth process facilitated by the guidance of securing, nurturing and understanding parents in an emotionally conducive home environment.

Teaching adolescents about their emotions and how they deal with others as well as their own actions can be very helpful in their daily struggles and maintaining good relationships. There are several reasons to understand emotional intelligence and personality together also.

Emotional intelligence is a part of human personality, and personality provides the context in which emotional intelligence operates.

Despite the many reports on the relationships between home environments, personality to emotional intelligence, there is scarce if any documentation of the influence of home environment, personality and their interactive effect on emotional intelligence which will address differences in children based on home environment and personality. Keeping this background in view the present study was taken up with following objectives:

OBJECTIVES

- **To assess the level of emotional intelligence of adolescents.**
- **To study the influence of home environment and personality and their interaction on emotional intelligence of adolescents.**

METHOD

Research Design

For the purpose of the present investigation, factorial design based upon two independent variable viz.,

- **Home Environment**
- **Personality was followed.**

The independent variable Home Environment (A) varied in two ways- high value in home dimension (A_1) and low value in home dimension (A_2); the second independent variable Personality (B) varied in two ways-Extrovert (B_1) and Introvert (B_2).

The extreme grouping of home environment was set by using the formula Mean ±SD. In order to analyze the data, two way ANOVA (2 X 2 factorial design) was applied to see the interaction effect of various dimensions of home environment and personality on the emotional intelligence of adolescents.

Sample and Procedure

The respondents in this study were adolescents ranging from 14-16 years studying in class IX and X who were randomly selected from various secondary schools of state Haryana. The state Haryana was divided into four zones namely North, South, East and West.

Out of each zone, one district was picked up by using the lottery technique. A list of secondary schools located in these four districts was obtained from office of the concerned district education officer. Out of that list twelve schools (three from each district) were randomly selected for collection of data. The investigators personally visited the selected schools one by one. After rapport formation investigators administered the tools to all students of class IX and X present on the day.

Initially 550 respondents were chosen. Out of this, the responses of only 300 students could be taken for analysis, as only extreme ends were taken into consideration in case of

independent variables. As per the requirement of 2x2 cells (40 in each cell of the paradigm) the sample of 160 adolescents was chosen.

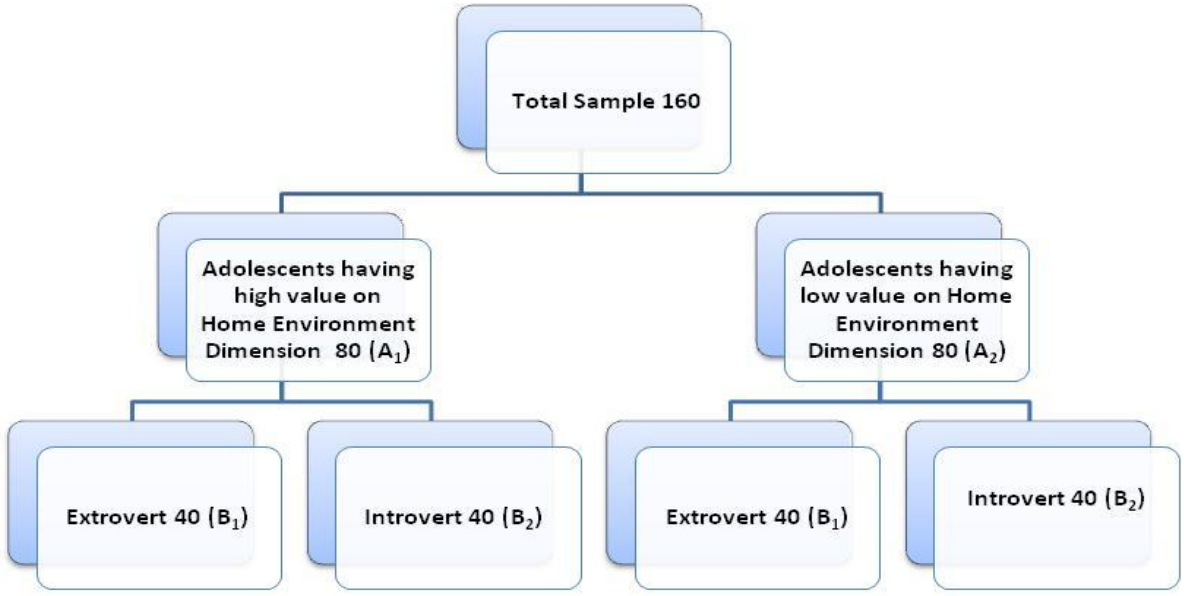

Figure: 1
Layout of the sample

Tools

The following tools were used in the present study to obtain reliable data:

- ***Emotional Intelligence Inventory by Dr. S. K. Mangal & Dr. S. Mangal***
  - **It consists of 100 items, 25 each from the four areas of emotional intelligence ie. Intra-Personal and Inter-Personal Awareness, Intra-Personal and Inter Personal Management. The split-half, K-R formula(20) and test-retest reliability coefficient of the inventory was found to be .89, .90 and .92 repectively.**
- ***Home Environment Inventory by Dr. Karuna Shankar Mishra***
  - **This inventory contains 100 items belonging to 10 dimensions of home environment ie. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness. Each dimension has 10 items. The spilt-half reliability coefficient for various dimensions of home environment varied from .726 to .947.**
- ***Introversion- Extroversion Inventory by Dr. P. F. Aziz and Dr. Rekha Gupta***
  - **The inventory consists of 60 items -30 pertaining to an introvert's characteristics and 30 to an extrovert's characteristics. The test-retest reliability coefficient of the inventory was found to be 0.95.**

ANALYSIS AND INTERPRETATION

In pursuance of the objectives data was analyzed and interpreted under the following heads (1-2):

Level of Emotional Intelligence of Adolescents

300 adolescents were classified in to three groups according to their score value as given in following table 1:

Table: 1
Classification of subjects in to three groups
on the basis of their scores in emotional intelligence inventory

Sr No	Level of Emotional Intelligence	Range of Scores	N(%)
1	High	87 & above	70 (23.33%)
2	Moderate	51 to 86	136(45.33%)
3	Low	50 & below	94(31.33%)

Results in Table: 1 reveal that majority of adolescents ie. 45.33% had moderate level of emotional intelligence followed by low level ie. 31.33%.

A small percentage of subjects ie. 23.33% fell in the category of high emotional intelligence.

Influence of Home Environment and Personality and Their Interaction on Emotional Intelligence of Adolescents

Table: 2 Summary of 2x2 Factorial Design ANOVA
of Emotional Intelligence of adolescents

	Home Environment (A)			Personality (B)			(AxB)		
Dimension	SS	MS	F-ratio	SS	MS	F-ratio	SS	MS	F-ratio
Control	7128.9	7128.9	23.18*	291.6	291.6	.94(NS)	2.5	2.5	.008(NS)
Protectiveness	7022.50	7022.50	80.72*	8910.23	8910.23	102.42*	1562.5	1562.5	17.96*
Punishment	12673.60	12673.60	142.97*	18533.03	18533.03	209.08*	90	90	1.01(NS)
Conformity	592.90	592.90	4.98**	12180.10	12180.10	102.42*	1539.23	1539.23	12.94*
Social Isolation	11105.56	11105.56	121.46*	15582.76	15582.76	170.43*	77	77	.84(NS)
Reward	3330.62	3330.62	9.81*	19009.6	19009.6	56*	164.03	164.03	.48(NS)
Deprivation of Privileges	7576.26	7576.26	64.40*	9075.16	9075.16	77.15*	1316.75	1316.75	11.19*
Nurturance	35135.26	35135.26	206.81*	66.31	66.31	.39(NS)	49.50	49.50	.29(NS)
Rejection	38099.76	38099.76	307.45*	252.51	252.51	2.03(NS)	166.05	166.05	1.33 (NS)
Permissiveness	15920.10	15920.10	57.29*	608.40	608.40	2.18(NS)	6461.23	6461.23	23.25*

df =(1,156),p<.05,*p<.01, NS-not significant even at .05 level of significance**

Emotional Intelligence by Home Environment

From table 2 it can be seen that the F-values for each dimension of home environment is significant. It means home environment had significantly independent effect upon emotional intelligence of adolescents. In order to interpret this, t-test was applied. The results for the same have been given in Table 3.

Table 3: Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Home Environment

Home Environment Dimension	Group	N	Mean	S.D	t-ratio
Control	A_1 A_2	80 80	60.69 74.04	13.72 9.62	7.13*
Protectiveness	A_1 A_2	80 80	75.91 62.66	10.41 13.86	6.86*
Punishment	A_1 A_2	80 80	62.56 80.36	14.68 13.78	7.91*
Conformity	A_1 A_2	80 80	69.83 73.68	11.74 16.26	1.71(NS)
Social Isolation	A_1 A_2	80 80	60.77 77.43	12.98 14.33	7.71*
Reward	A1 A2	80 80	71.38 62.26	15.94 14.19	3.83*
Deprivation of Privileges	A1 A2	80 80	62.47 76.23	15.44 10.98	2.11**
Nurturance	A1 A2	80 80	82.1 52.46	13.83 11.88	14.60*
Rejection	A1 A2	80 80	52.31 83.17	10.63 11.56	17.63*
Permissiveness	A1 A2	80 80	81.76 61.81	11.50 12.78	10.39*

A_1-High on dimension, A_2-Low on dimension, *Significant at .01 level,** Significant at .05 level,

Table: 3 indicate that t-ratios of emotional intelligence of adolescents on all dimensions of home environment are significant except on conformity.

The mean scores indicate that adolescents with high scores of home environment on protectiveness, reward, nurturance, permissiveness are found to be higher on Emotional Intelligence as compared to adolescents with low scores of home environment on these dimensions.

Whereas, the mean scores indicate that adolescents with low scores of home environment on control, punishment, social isolation, deprivation of privileges and rejection are found to be higher on Emotional Intelligence as compared to adolescents with high scores of home environment on these dimensions.

Emotional Intelligence by Personality

From table 2 it can be seen that the F-values for personality corresponding to dimensions of home environment viz. protectiveness, punishment, conformity, social isolation, reward and deprivation of privileges is significant. It means personality had significantly independent effect upon emotional intelligence of adolescents for these dimensions. In order to interpret these mean values, t-test was applied. The results for the same have been given in Table 4.

Table: 4
Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Personality

HE Dimension	Group	N	Mean	S.D	t-ratio
Protectiveness	B_1 B_2	80 80	76.75 61.82	10.95 12.52	8.02*
Punishment	B_1 B_2	80 80	82.22 60.7	11.90 13.80	10.6*
Conformity	B_1 B_2	80 80	80.48 63.03	11.60 11.09	9.74*
Social Isolation	B_1 B_2	80 80	78.97 59.23	12.39 12.82	9.91*
Reward	B_1 B_2	80 80	77.72 55.92	13.79 18.57	8.44*
Deprivation of Privileges	B_1 B_2	80 80	76.88 61.82	13.55 12.52	7.31*

B_1-Extrovert, B_2-Introvert, *Significant at .01 level,** Significant at .05 level,

Table: 4 indicates that the t-ratios of emotional intelligence of adolescents on above mentioned dimensions of home environment in relation to personality are significant. The mean scores indicate that extroverts are found to be higher on emotional intelligence as compared to introverts.

Emotional Intelligence by Home Environment and Personality

The F-values (vide table 2) for the double interaction between protectiveness and personality, conformity and personality, deprivation of privileges and personality, permissiveness and personality are significant, leading to inference that the two variables interact with each other.

To investigate further the interaction, the t-ratios were computed. The results for the same have been given in Tables 5, 6, 7 & 8.

Emotional Intelligence by Protectiveness and Personality

Table: 5
Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Protectiveness and Personality (A x B)

Groups	M	SD	t-ratio
A_1B_1 vs A_1B_2	80.25 71.57	11.17 7.36	4.11*
A_1B_1 vs A_2B_1	80.25 73.25	11.17 9.52	3.01*
A_1B_1 vs A_2B_2	80.25 52.07	11.17 8.33	12.80*
A_1B_2 vs A_2B_1	71.57 73.25	7.36 9.52	.88 (NS)
A_1B_2 vs A_2B_2	71.57 52.07	7.36 8.33	11.14*
A_2B_1 vs A_2B_2	73.25 52.07	9.52 8.33	10.64*

A_1- high on dimension, A_2- low on dimension, B_1- extrovert, B_2- introvert,*- significant at .01 level of significance, NS-not significant even at .05 level of significance

Table: 5 shows that

- **extrovert adolescents higher on 'protectiveness' are more emotionally intelligent(M=80.25) as compared to introvert adolescents higher on 'protectiveness'(M=71.57).**
- **extrovert adolescents higher on 'protectiveness' are more emotionally intelligent(M=80.25) as compared to extrovert adolescents lower on 'protectiveness'(M=73.25)**
- **extrovert adolescents higher on 'protectiveness' are more emotionally intelligent(M=80.25) as compared to introvert adolescents lower on 'protectiveness' (M=52.07)**
- **introvert adolescents higher on 'protectiveness' are less emotionally intelligent(M=71.57) as compared to extrovert adolescents lower on 'protectiveness' (M=73.25)**
- **introvert adolescents higher on 'protectiveness' are more emotionally intelligent(M=71.57) as compared to introvert adolescents lower on 'protectiveness' (M=52.07)**
- **extrovert adolescents lower on 'protectiveness' are more emotionally intelligent(M=73.25) as compared to introvert adolescents lower on 'protectiveness' (M=52.07).**

Table: 5 also shows that extrovert adolescents higher on 'protectiveness' have maximum emotional intelligence scores (M=80.25), while introvert adolescents lower on 'protectiveness' have minimum emotional intelligence scores (M=52.07).

Emotional Intelligence by Conformity and Personality (AxB)

Table: 6
Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Conformity and Personality (A x B)

Groups	M	SD	t-ratio
A_1B_1 vs A_1B_2	75.52 64.15	10.31 10.24	4.96*
A_1B_1 vs A_2B_1	75.52 85.45	10.31 10.66	4.24*
A_1B_1 vs A_2B_2	75.52 61.92	10.31 11.77	5.50*
A_1B_2 vs A_2B_1	64.15 85.45	10.24 10.66	9.14*
A_1B_2 vs A_2B_2	64.15 61.92	10.24 11.77	.90 (NS)
A_2B_1 vs A_2B_2	85.45 61.92	10.66 11.77	9.37*

A_1- high on dimension, A_2- low on dimension, B_1- extrovert, B_2- introvert,*- significant at .01 level of significance, NS-not significant even at .05 level of significance

Table: 6 shows that

- **extrovert adolescents higher on 'conformity' are more emotionally intelligent(M=75.52) as compared to introvert adolescents higher on 'conformity' (M=64.15)**
- **extrovert adolescents higher on 'conformity' are less emotionally intelligent(M=75.52) as compared to extrovert adolescents lower on 'conformity' (M=85.45)**
- **extrovert adolescents higher on 'conformity' are more emotionally intelligent(M=75.52) as compared to introvert adolescents lower on 'conformity' (M=61.92)**
- **introvert adolescents higher on 'conformity' are less emotionally intelligent(M=64.15) as compared to extrovert adolescents lower on 'conformity' (M=85.45)**
- **introvert adolescents higher on 'conformity' are more emotionally intelligent(M=64.15) as compared to introvert adolescents lower on 'conformity' (M=61.92)**
- **extrovert adolescents lower on 'conformity' are more emotionally intelligent(M=85.45) as compared to introvert adolescents lower on 'conformity' (M=61.92).**

Table: 6 also shows that extrovert adolescents lower on conformity have maximum emotional intelligence scores (M=85.45), while introvert adolescents lower on conformity have minimum emotional intelligence scores (M=61.92).

Emotional Intelligence by Deprivation of Privileges and Personality.

Table: 7
Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Deprivation of Privileges and Personality (A x B)

Groups	M	SD	t-ratio
A_1B_1 vs A_1B_2	72.87 52.07	13.83 8.33	8.15*
A_1B_1 vs A_2B_1	72.87 80.9	13.83 11.98	2.77*
A_1B_1 vs A_2B_2	72.87 71.57	13.83 7.36	.52 NS
A_1B_2 vs A_2B_1	52.07 80.9	8.33 11.98	12.53*
A_1B_2 vs A_2B_2	52.07 71.57	8.33 7.36	11.14*
A_2B_1 vs A_2B_2	80.9 71.57	11.98 7.36	4.20*

A_1- high on dimension, A_2- low on dimension, B_1- extrovert, B_2- introvert,*-significant at .01 level of significance, NS-not significant even at .05 level of significance

Table: 7 shows that

- **extrovert adolescents higher on 'deprivation of privileges' are more emotionally intelligent(M=72.87) as compared to introvert adolescents higher on 'deprivation of privileges' (M=52.07)**
- **extrovert adolescents higher on 'deprivation of privileges' are less emotionally intelligent(M=72.87) as compared to extrovert adolescents lower on 'deprivation of privileges' (M=80.9)**
- **extrovert adolescents higher on 'deprivation of privileges' are more emotionally intelligent(M=72.87) as compared to low value on DP and introvert adolescents lower on 'deprivation of privileges' (M=71.57)**
- **introvert adolescents higher on 'deprivation of privileges' are less emotionally intelligent(M=52.07) as compared to extrovert adolescents lower on 'deprivation of privileges' (M=80.9)**
- **introvert adolescents higher on 'deprivation of privileges' are less emotionally intelligent(M=52.07) as compared to introvert adolescents lower on 'deprivation of privileges' (M=71.57)**
- **extrovert adolescents lower on 'deprivation of privileges' are more emotionally intelligent(M=80.9) as compared to introvert adolescents lower on 'deprivation of privileges' (M=71.57)**

Table: 7 also shows that extrovert adolescents lower on 'deprivation of privileges' have maximum emotional intelligence scores (M=80.9), while introvert adolescents higher on 'deprivation of privileges' have minimum emotional intelligence scores (M=52.07).

Emotional Intelligence by Permissiveness and Personality

Table: 8
Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Permissiveness and Personality (A x B).

Groups	M	SD	t-ratio
A_1B_1 vs A_1B_2	88 75.52	8.97 10.31	5.77*
A_1B_1 vs A_2B_1	88 59.47	8.97 16.14	9.80*
A_1B_1 vs A_2B_2	88 64.15	8.97 10.24	11.09*
A_1B_2 vs A_2B_1	75.52 59.47	10.31 16.14	5.31*
A_1B_2 vs A_2B_2	75.52 64.15	10.31 10.24	4.96*
A_2B_1 vs A_2B_2	59.47 64.15	16.14 10.24	1.54 NS

A_1- high on dimension, A_2- low on dimension, B_1- extrovert, B_2- introvert,*-significant at .01 level of significance, NS-not significant even at .05 level of significance

Table: 8 shows that

- **extrovert adolescents higher on 'permissiveness' are more emotionally intelligent(M=88) as compared to introvert adolescents higher on 'permissiveness' (M=75.52)**
- **extrovert adolescents higher on 'permissiveness' are more emotionally intelligent(M=88) as compared to low extrovert adolescents lower on 'permissiveness' (M=59.47)**
- **extrovert adolescents higher on 'permissiveness' are more emotionally intelligent(M=88) as compared to introvert adolescents lower on 'permissiveness' (M=64.15)**
- **introvert adolescents higher on 'permissiveness' are more emotionally intelligent(M=75.52) as compared to extrovert adolescents lower on 'permissiveness' (M=59.47)**
- **introvert adolescents higher on 'permissiveness' are more emotionally intelligent(M=75.52) as compared to introvert adolescents lower on 'permissiveness' (M=64.15)**
- **extrovert adolescents lower on 'permissiveness' are less emotionally intelligent(M=59.47) as compared to introvert adolescents lower on 'permissiveness' (M=64.15).**

Table: 8 also shows that extrovert adolescents higher on 'permissiveness' have maximum emotional intelligence scores (M=88), while extrovert adolescents lower on 'permissiveness' have minimum emotional intelligence scores (M=59.47).

DISCUSSION AND CONCLUSION

Emotional intelligence and Home environment

Results of the present study reveal that adolescents who are lower on dimensions- control, punishment, conformity, social isolation, deprivation of privileges, rejection-are more emotionally intelligent as compared to their counterparts. This can be attributed to the prevalence of poor home environment wherein there is autocratic atmosphere, restrictions, physical as well as affective punishment, or the child is deprived of his right for love and expression of feelings. A home atmosphere comprising of rejection, neglecting the child and indifferent parent- child relationship affect the expression of child thus, causing poor development of emotional intelligence in child.

The parents who guide their children rather than controlling them, let their children take part in the decision-making process in the family and they, at the same time, provide their children with explanations for their own actions. These parents appreciate their children's independence; however, they also expect them to have responsibility for the family, peers and society. They value their children and try to understand them through empathy. Children of such democratic parents are generally observed to be sensitive to themselves and to the environment, have high social skills, high self-esteem; that is, have high emotional intelligence (Caldwell & Bradley, 1984; Navaro, 1992). Thus, poor home environment facilitates more frequent occurrences of emotional disturbances in adolescents (Ravi,1997) as cited in Arati &Prabha (2004). Again the findings of Dhoundlyal (1984) also support the result.

Findings further reveal that adolescents who are higher on dimensions- Reward, Nurturance, Permissiveness, Protectiveness are more emotionally intelligent as compared to their counterparts.

Characteristics of home environment such as rewarding, love for the child and providing opportunities to child to express his views freely may lead to development of emotional intelligence in the child. The reason for this may be loving and accepting parents enhance positive characteristics in the children.

They help them in fostering a feeling of mutual understanding with their siblings, which in turn helps adolescents to become emotionally competent (Hurlock, 1973). So conducive home environment leads to high emotional intelligence among the adolescents and high emotional intelligence leads adolescents to happy and successful life in future.

The result is also supported by the findings of Mohsin,1960; Nalanda &Chawla, 2000; Arati& Prabha, 2004; Sharma, 2009; Chaturvedi & Meghna,2010; Jadhav, 2010.

Emotional intelligence and personality

It is apparent from the results that emotional intelligence is significantly more in case of extrovert adolescents as compared to introvert adolescents. The study supports the findings of H. S. and Betsur (2010) that extroverts are more emotionally intelligent. It may be because of their continuous interaction allows them to understand the feelings of others and they respond to it frequently.

Interactional effect of home environment and personality on emotional intelligence

Regarding interactional effect, the joint effect of factors protectiveness and personality, conformity and personality, deprivation of privileges and personality, permissiveness and

personality is found significant on emotional intelligence. The probable reason for significant interaction effect may be due to the two different ways in which each factor is varying.

Educational Implications

- **Since emotionally intelligent individuals are more likely to succeed in life, efforts should be made to develop in adolescents the appropriate level of emotional intelligence. In this context special attention should be given to those having low level of emotional intelligence. Emotional intelligence may be developed through emotional competences (Goleman 1998; Steiner 1997; Höpfl and Linstead 1997; Cooper and Sawaf 1997; Martinez 1997). Thus high quality programmes can bear significant influence on the development of emotional competences in the desired direction.**
- **Since home environment has produced independent significant contribution to emotional intelligence, so efforts should be made by parents to provide conducive home environment to build emotional competence in children, so that they can better fulfil their various roles in life. Negative and unfavourable home environment attributes lower emotional intelligence. Thus it is important to find ways to provide favourable home environment to adolescents. It, thus, has implications for counselling adolescents as well as their parents. As the effect of parents in the development of emotional intelligence levels of individuals are highly emphasized, some programs supporting emotional intelligence may take place in parent education. It would be beneficial to design some social emotional learning programs, which can help the parents in reinforcing the above mentioned aspects for better emotional development of children.**
- **Extrovert adolescents are more emotionally intelligent as compared to introverts. Therefore, we can attain optimum success in training needed emotional competences if we take into consideration the personality type (introvert/extrovert) of adolescents.**

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ASSESSMENT OF ANADOLU UNIVERSITY HOME MANAGEMENT ASSOCIATE DEGREE PROGRAM IN TERMS OF STUDENTS

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ABSTRACT

The purpose of this study is the assessment of Anadolu University Open Education Faculty, Management and Organization Department, Home Management Associate Degree Program providing education via distance education system in terms of students. For this purpose, a survey consisting of 33 questions has been prepared. This survey has been sent to all active students enrolled to this department by e-mail. The following are primarily mentioned in the study; the purpose and function of the home management associate degree program which is a women oriented education program, information on the courses and student numbers.

Thereafter, by referring to the subject of woman in distance education in Turkey and in the world and the related statistical data of woman and man on education, the positive and negative sides of the distance education were mentioned with regards to women. At the findings stage, 343 surveys received from students have been assessed by being analyzed in SPSS program.

The following have been taken into consideration in the assessment; demographic characteristics of students, reasons to prefer the program, the courses from which they benefit in their social lives, intra-family relations and business lives, their opinions on academic program, computer and internet utilization, whether the program makes contribution to acquire a profession, improve themselves as an individual and growing consciousness on woman rights. In conclusion, the program assessment has been carried out in terms of students.

Keywords: **Anadolu University, distance education, home management, woman.**

INTRODUCTION

Open education is seen as a way of bringing more women in education because those who cannot receive proper education are mostly women both in Turkey and in the world and because the open education system overcomes limitations such as distance, time and multiple decisions. Women who cannot find the opportunity for formal education prefer open education as a way of improving themselves. For women, Open education plays an important role in personal development.

Women cannot benefit from formal education facilities because of time and place restrictions, scarcity of recourses and overwhelming duties at home. Therefore, they can be provided with opportunities to improve themselves and complete their education by open education system that serves the opportunities at their homes without any time or place restrictions. (Demiray, 2010, s. ix.).

In Turkey, besides the formal higher education departments of Child Development and Education, Home Economy, Child Development and Pre-school Education, Decorative Products, Clothing, Ready-made Clothing, Hairstyling and Beauty, Embroidery, Knitting Teaching, which aim at giving formal education for women, Eskisehir Anadolu University started associate degree program in Home Management in 1992-1993. It is one of the

open education faculty associate degree programs in the university and it enriched the list of the offered programs, which have included license degree programs in Economics and Management since 1982.

The program aims at giving students the skill and knowledge to use the sources of home, family and individuals in the most efficient way. The courses for which the students of the program are responsible in their first year are General Management, Introduction to Behavioral Sciences, Introduction to Economics, Communication, History of Civilizations, Basics of Information Technologies, Introduction to Law and Foreign Language.

In the second year they are taking Family Finances, Turkish Language, History of Atatürk's Principles and Revolutions, Family Health, Family Structure and Relations, Home Management, Women in Society, Family Psychology and Teaching courses. As of November 20, 2012, there are 4038 and 5044 active and passive students attending House Management program. 28.175 women and 19.232 men have finished the program since it was established in 1992-1993. People who graduate from this department can work as a specialist in ministries, hotels, nursery schools, kindergartens, hospitals, nursing homes, etc. In short, any public or private institution that takes up the tasks at home can be a workplace for the graduate students. (www.anadolu.edu.tr. 19.11.2012)

When the women and men examined in terms of education, it can be seen that, of all the 3.171.270 illiterate people, 553.704 are men and 2.617.566 are women. The number of men who graduated from a higher education program is 3.196.262 and the number of graduate women is 2.299.487 in the total number of 5.495.749 graduates.

45% (1.713.602) of the students who are attending a higher education program in 2010/2011 are women. (KSGM –Head Office for Status of Women-, 2012, s.12, 14).

Social connotations for women, their fertility and productivity roles affect their formal education process negatively. Society sees women as housewives and babysitters, and it does not welcome any activity that would spoil their schedule for the roles.

As a result, women, especially with a family, have difficulty in attending studies or activities outside home and there is a lot of research justifying the fact. That is why open education seems to fit commonly for women.

Moreover, attendance to courses for women with roles housewives and mothers makes it very difficult to manage time; however, distance education system lets them be as flexible as they want in terms of time. Women's inclination towards open education is fostered by their time, place and resource restrictions and also by their socio-economic incapability. (Kwapong, 2007, s:69).

In the countries where open education is a means of higher education, there are a number of studies conducted on male and female students' participation to distance education programs.

In one of her studies, Christine Von Prummer reveals that distance education is a favorable facility in the sense that it lets housewives and mothers plan and organize their house chores, their time to spend with kids and their own time to study and work.

In distance education, especially adult women can pursue their education while they are working or starting a family as well. (Von Prummer, 2000, s:3). In her study, Sheila Wipf states that distance education is a very apt opportunity for women who wish to develop themselves in academic sense and that it lets them pull the strings of their own life, which was beyond the bounds of possibility in the past.

She also asserts that the number of women utilizing computer and other technologies in distance education has come up to the number of men. (Wipf, 2007).

The following data has been attained in the study carried out by Kirkup and Von Prummer: Multiple roles that women take on, financial burdens, security worries and distance to the facilities become an impediment for women to receive traditional education. For a woman who takes on all the responsibilities at home, it becomes impossible even to go to the place of education. Surrounded by financial restrictions, they cannot pay for tuition, babysitters and transportation for the sake of attending formal education.

Besides, cultural roles that are fixed for women, early marriages and lack of family support destroy their desire to go to school. However, distance education systems can overcome most of the boundaries that prevent women from receiving education and raise the level of justice in education by lessening the differences in physical appearance, socio-economic backgrounds, race and gender. Learning becomes independent from time and place, but the financial and technological restrictions remain in distance education, too.

Technophobia and the expensiveness of hardware and software can still bear problems for women. (Eshelman, 1997).

Open education systems are a great opportunity for women to complete their education, yet it can be still problematic for especially working women to benefit from distance education due to their responsibilities at home.

They cannot allocate enough time for their studies and cannot get support from the other family members.

A criticism about women attending distance education programs is that these programs lock women down in their homes, alienate them from social life and push them to loneliness.

Students cannot get enough interaction while they can receive enough of it in face-to-face education.

Nevertheless, distance education system is a worthy opportunity for women to acquire a profession, pursue a career/status and complete unfinished education; and also for lessening the inequalities originating from gender. (Demiray, 2010, p.119).

PURPOSE AND METHOD

The purpose of this study is the assessment of Anadolu University Open Education Faculty, Management and Organization Department, Home Management Associate Degree Program providing education via distance education system in terms of students.

For this purpose, a survey consisting of 33 questions has been prepared and this survey has been sent to 2129 female and 2968 male students enrolled to this department by e-mail. 343 students out of 5097 have sent the survey back but one survey has been canceled.

The evaluations have been made on 342 surveys. As the variables in the survey are nominal, one of the non parametrical techniques chi-square method has been employed and cross-charts relationships have been explained.

SPSS 20.0 packaged software was used in the scope of this analysis. The purpose and function of the home management associate degree program which is a women oriented education program, information on the courses and student numbers are mentioned in the introduction part of the study.

Thereafter, by referring to the subject of woman in distance education in Turkey and in the world and the related statistical data of woman and man on education, the positive and negative sides of the distance education were mentioned with regards to women.

At the findings stage, 342 surveys received from students have been assessed and evaluated.

The following have been taken into consideration in the assessment; demographic characteristics of students, reasons to prefer the program, the courses from which they benefit in their social lives, intra-family relations and business lives, their opinions on academic program, computer and internet utilization, whether the program makes contribution to acquire a profession, improve themselves as an individual and growing consciousness on woman rights.

In conclusion, the program assessment has been carried out in terms of students.

FINDINGS AND IMPLICATIONS

In this study, aiming the assessment of Anadolu University Open Education Faculty, Management and Organization Department, Home Management Associate Degree Program providing education via distance education system in terms of students; 30.7% of 342 participants are women and 69.3% are men.

The women participated in the study are aged between 18-24 with a rate of 44.8%, 25-34 with a rate of 39% and the men participated in the study are aged between 25-34 with a rate of 39.2% and between 18-24 with a rate of 28.7%. As for the marital status; whilst 68.6% of the women and 54% of the men said they are single, 77.1% of the women and 62.4% of the men said they do not have kids.

Considering the income rates of the students, 49.5% of the women and 23.6% of the men said they have no regular income while 29.5% of the women and 30.8% said they have a monthly income of 1000-2000 TL.

The region where 44.8% of the women and 40.1% of the men live is Marmara and it is followed by Inner Anatolian region. "Big cities" top the list of the residential place with a rate of 61.9% for women and 57% for men and second best choice is "small cities".

After the demographics of the participants, they were asked about their opinion on the distance education programs.

First, their reasons to prefer the program were questioned and the answers of the female participants were "acquiring a profession" with a percentage of 53.3% and "getting promotion in the current job" with 19%.

However; men said they chose it for "getting promotion in the current job" with a rate of 34.6% and to "getting a degree" with a rate of 31.2%.

As seen in Table: 1, there is a significant correlation between sex and reasons to prefer the program ($p<0,05$). The reasons of male participants to prefer the program gather

around "getting a degree" and "getting a promotion in the current job".

However, those of women are found as "acquiring a profession" with a rate of 53.3%. When the findings are analyzed in terms of gender, women regard Home Management program as a women oriented program to get a profession while men see it as a way of getting promotion in their current job and getting a degree, not as a way to acquire a job.

This result complies with the objectives of the program as is stated in the employment opportunities of the program.

Table 1:
The Reasons to prefer the program

$X^2 = 43,977; p=0,000$			Sex		Total
			Female	Male	
The reasons	Acquiring necessary information for the family and daily life	f	4	12	16
		%	3.8%	5.1%	4.7%
	Getting a degree	f	17	74	91
		%	16.2%	31.2%	26.6%
	For general knowledge	f	4	15	19
		%	3.8%	6.3%	5.6%
	Getting promotion at current job	f	20	82	102
		%	19.0%	34.6%	29.8%
	Self-realization	f	2	6	8
		%	1.9%	2.5%	2.3%
	Acquiring a profession	f	56	48	104
		%	53.3%	20.3%	30.4%
	Coincidence	f	2	0	2
		%	1.9%	0.0%	0.6%
Total		f	105	237	342
		%	100.0%	100.0%	100.0%

When students are asked if they find the courses in the program satisfactory, Female students stated that they find them satisfactory with a rate of 82.9% and male students said that they find it satisfactory with a rate of 82.3%. (Table 2).

Table: 2
Are the courses in the program satisfactory?

$X^2 = 0,017; p=0,897$			Sex		Total
			Female	Male	
	Enough	f	87	195	282
		%	82.9%	82.3%	82.5%
	Not enough	f	18	42	60
		%	17.1%	17.7%	17.5%
Total		f	105	237	342
		%	100.0%	100.0%	100.0%

Opinions of women and men on whether the courses are satisfactory do not differ. (p<0,05). Majority of both men and women think that the courses in the program are satisfactory.

Women find the core courses in the program satisfactory with a rate of 82.9% while men thinks they are satisfactory with a rate of 82.3%. 74.3% of women find the branch courses satisfactory whilst 71.7% of men find them satisfactory.

The rate of women who find language courses re satisfactory is 61.9% and the rate of men who think so 70%.

These findings show the satisfaction of the students about the program, courses and course contents.

However, to the question "Do you think it is enough for the program to be a two year associate degree?", 62.9% of women and 51.5% of men answered "No it is not, it should be a four year license program".

When the question "Does the program make any contributions to acquire a profession?" was asked, students said, "yes" with a rate of 68.4% (Table 3). This rate is 79% for women and 63.7% for men.

It has been noted that there is a statistically significant relationship between gender and the opinions on the contribution of the program to get a profession after chi-square analysis. (P<0.05).

It has been also found that the opinions of female participants on contribution of the program to get a profession are more positive compared to men.

This result complies with the fact that women answered "to acquire a job" when their reasons to prefer the program were asked.

Table: 3
Does the program make any contributions to acquire a profession?

$X^2 = 7{,}919;\ p=0{,}005$			Sex		Total
			Female	Male	
	Yes	f	83	151	234
		%	79.0%	63.7%	68.4%
	No	f	22	86	108
		%	21.0%	36.3%	31.6%
Total		f	105	237	342
		%	100.0%	100.0%	100.0%

Whether the program makes any contributions to personal growth 75.4% of all the participants answered "yes".

This rate is 82.9% for women and 72.2% for men. It has been noted that there is a meaningful relationship between gender and program's contribution to personal growth. (p<0,05)

It has been also found that the opinions of female participants on program's contribution to personal growth are more positive compared to men.

To the question " Do the courses in the program help raise awareness on woman rights?" 65.7% of women and 65.4% of man answered "yes".

It has been noted that there is not a meaningful relationship between gender and program's contribution to raising awareness on woman rights. (p>0,05) In general, men and women stated positive opinions about the subject. In this sense, the program seems favorable in terms of students.

When the question "What are the courses that you most benefit from in your social life, intra-family relationships and work life?" was asked, 22.9% of women and 24.1% of men chose "Information Technologies" as the course that they most benefited from in their social life.

The second most chosen subject is "Introduction to Law" by 19% of women and 18.1% of men. It has been seen that there is not a meaningful relationship between gender and the most benefited courses in social life. (p>0,05)

The fact that the majority of the participants are young and live in big cities is in direct proportion to their most benefited course "Information Technologies". 43.8% of women and 39.7% of men chose "Introduction to Behavioral Sciences" as the course that they most benefited from in their in their intra-family relationships.

The second most chosen subject is "Communication" by 34.3% of women and 26.6% of men. There has been spotted no meaningful relationship between gender and the most benefited courses in intra-family relationships. (p>0,05).

No significant difference was detected between course preferences of men and women.

These two courses are important for their intra-family relationships and this implies that the program plays a meaningful role in students' personal life and that the program is reaching its aims.

To the question "What are the courses that you most benefit from in your work life?", 24.8% of women and 27.8% of men answered "General Management" as the course that they most benefited from in their work life.

The second most chosen subject is "Information Technologies" by 21.9% of women and 18.6% of men. It has been seen that there is not a meaningful relationship between gender and the most benefited courses in work life. (p > 0,05). No significant difference was detected between course preferences of men and women.

Most of the participants are working at different jobs and it explains why "general management" the most favorable answer for their work life.

94.2% of the participants said they have personal computers. The rate for women who have personal computers is 93.3% and the rate for men is 94.5%.

As for the Internet use, 91.4% of women and 88.6% of men stated they use the Internet. The total rate of the participants who utilize the Internet is 89.5%. No significant difference was detected between the Internet utilization of men and women.

Majority of the students has access to technology and they use it as necessary. The most preferred type of course material is "books" by 52.4% of women and 43.9% of men.

The Internet comes second with a rate of 26.7% by women and 33.8% by men. Similarly,

43.8% of women and 46.4% of men revealed that they use the e-exam service the most among other online services.

Lastly, students were asked whether the program is a women oriented one and 56.1% percent gave the answer "no".

Even if the purpose of the program and job opportunities after graduation may seem womanish considering gender roles in society, students still consider it not exclusive to women regarding the courses and contents of the program.

CONCLUSION AND SUGGESTIONS

The program was evaluated as positive by the active students in this study, which aims at assessing Anadolu University Open Education Faculty, Management and Organization Department, Home Management Associate Degree Program providing education via distance education system in terms of students.

"Acquiring a profession" for women and "getting promotion at current job" for men are the most preferred reasons to choose the program. This result complies with the purpose of the program in terms of female students. Opinions of women and men on whether the courses are satisfactory also do not differ.

Majority of both men and women think that the courses in the program are satisfactory.

These findings show the satisfaction of the students about the program, courses and course contents. However, students would prefer the program to be a four year license degree when they were asked if the two year associate degree is sufficient for the program. It has been also found that the opinions of female participants on contribution of the program to get a profession are more positive compared to men.

This result also complies with the fact that women answered, "to acquire a job" when their reasons to prefer the program were asked. It has been also found that the opinions of female participants on program's contribution to personal growth are more positive compared to men. In general, men and women stated positive opinions about the contribution of the courses in the program to raising awareness on woman rights.

Both women and men chose "Information Technologies" as the course that they most benefited from in their social life, "Introduction to Behavioral Sciences" as the course that they most benefited from in their in their intra-family relationships and "General Management" as the course that they most benefited from in their work life.

The most preferred type of course material is "books" by both women and men. Similarly, Both women and men revealed that they use the e-exam service the most among other online services in distance education.

Open education has a crucial function in women's development and Open Education Faculty "Home Management Associate Degree Program" offers a mostly women oriented program, which aims at earning women the skill and knowledge to use the sources that home, family and individuals have in the most efficient way.

This fact is in line with the fact that women chose "acquiring a profession" as the first reason to choose the program.

Because of time and place restrictions, scarcity of recourses and overwhelming duties at home women can be provided with opportunities to improve themselves and complete

their education by open education system that serves the opportunities at their homes without any time or place restrictions. As is the case in other parts of the world, it should not be enough to start women oriented programs in only higher education level.

It is also necessary to establish informal education programs that would encourage women to work and help them acquire a profession, raise awareness on their own rights and become modern individuals who are self-confident and socially successful.

BIODATA and CONTACT ADDRESSES of the AUHOR

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PERCEPTION OF SECONDARY SCHOOL STAKEHOLDERS TOWARDS WOMEN REPRESENTATION IN EDUCATIONAL LEADERSHIP IN HARARI REGION OF ETHIOPIA

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ABSTRACT

The purpose of this study was to find out the perception of secondary school stakeholders towards women representation in educational leadership and to find the barriers that cause this perception to determine the possible solutions for these problems. To carry out this study descriptive method was employed. Participants of the study were 75 male teachers, selected by using stratified random sampling techniques. The 34 female teachers, 12 school leader such school principals, two deputy directors, one supervisor, 8 bureau officials and 4 PTA were also involved in the study. The data were collected by using questionnaire, interview and focus group discussion. Both qualitative and quantitative data analysis methods were employed in order to turn up at the results.

The findings of the study revealed that despite perception of secondary school stakeholders has been changing, but not as expected still they believe that women are reluctant to accept responsibilities of school leadership; men are better leaders in leading secondary school; the school manager should be masculine, self reliant, ambitious and strong leader; women have no necessary skill to discipline student, supervise other adults and criticize constructively in secondary school; men consider women as his equal counterpart and women lack confidence in their capabilities, qualifications and experiences. Some of the challenges which could hinder women representation in educational leadership were for instance; pressure of home responsibilities, men dominance of management position, political appointment, unclear promotion procedures or informal recruitment selection and training, discrimination in religion and organization, etc.

In the finding the secondary school stakeholders also justified the following as the possible solution for the factors that hinders women representation in leadership such as training opportunities for women(Mentoring), gender awareness campaign, gender balance in leadership position, non-discriminatory procedure for recruitment and appointment, affirmative action, fighting traditions that hinder the progress of women, change of negative attitude against women, discourage societal discrimination, change family traditional structure(societal support), sensitize society to accept women leadership, women should be assertive(confidential), women's Self –motivation.

Keywords: Perceptions, Self-motivations, Educational Leaderships, Stakeholders, Managements.

INTRODUCTION

The presence of women in leadership position in education worldwide provides a gendered perspective on educational change and development, and to ensure social justice through gender equity at leadership and decision making levels.

The presence of women in leadership roles at secondary school level and above contributes to sensitivity with in schools for the well being of adolescent girls and provides girls beginning to consider carrier choices with role models of decision makers and leaders (Sperandio, 2006).

Historically, men had been running the leadership career in any of organization. Holtkamp (2002) notes that "leadership roles have been held by men". Literatures also have recognized men as a leader and their leadership roles and behaviors in war, hunting, business and government (Craig et al., 1996).

In patriarchal societies, now and then, women playing traditional role of home makers while men remaining a leader in every sphere of life (Craig et al., 1996; Giddens, 2005). Because of this social attitude women have been reluctant to pursue educational, administrative positions (Holtkamp, 2002).

However, some research findings and surveys in the global context suggest that the proportion of women in professional and managerial position is slowly increasing than before (Giddens, 2005; Holtkamp, 2002).

In Ethiopia women's participation at various levels of executive councils and administrative bodies has been increasing.

The same is true for an increment of women number in federal and regional House of Representatives. On the other hand, school administration has been male dominated as a result the government has set a plan to increase the number of model students &teachers in schools as well as appointing those able women at leadership position (MoWA, 2006).

In Ethiopia recently some improvements have been seen in increased proportion of school leaders such as principals, vice-principals, unit leaders, department heads and clubs heads in school at different region of the country (MoE, 2006).

According to Harari Education Bureau (2011) among 48 primary level government school there are about 15 female principals and vice principals, 2supervisors and 2 inspectors currently running the schools but in secondary schools there is no women in the principal & vice principal position, supervisors as it is all dominated by Male.

Historically, leadership has carried the notion of masculinity and the belief that men make better leaders than women is still common today (Kiamba, 2006).

Although the number of female leaders has increased, they are often named as an afterthought.

According to Hojgaard (2002), the societal conventions regarding gender and leadership traditionally exclude women, and top leadership was viewed as a masculine domain.

In African societies, it is believed that men lead and women follow (Ngcongo, 1993; Grant, 2005).

Under-representation of women in decision making position for example schools is commonly seen in Ethiopia and the effort of government to empower women on decision making position has been insignificant.

Literatures by ministry of education revealed that regarding gender affairs in educational sector much concern have been given to deep-rooted cultural barriers and constraint on girls education aiming at minimizing the gender gap of enrolment at all levels of educational setting (MoE, 2004).

The current situation of female leadership in the Harari region and the fact that there is no known research that has been conducted on female leadership in this region, aroused the researchers interest in investigating perception of secondary school stakeholders towards women's participation in educational leadership and the causes of this perception.

OBJECTIVES of the STUDY

The objectives for this research problem are:

- **To find out the perceptions of secondary school stakeholders towards women's representation in educational leadership.**
- **To study the significance difference between School Leaders and Bureau Officials with respect to their perceptions towards women representation in educational leadership.**
- **To study the significance difference between Male Teachers and Female Teachers responses with respect to their perceptions towards women representation in educational leadership.**

RESEARCH METHODOLOGY

The methodological framework of this study is descriptive survey method.

Descriptive survey is preferred over other methods as it enables to make investigations with predictions, narration of events, comparisons, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population (Kothari, 2005).

Prakash (2005) described that a survey research is important to collect a detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practice or to make more intelligent plans for improving social, economic, or educational conditions and process.

SAMPLE SIZE and SAMPLING TECHNIQUES

The total population of the subjects of the study is 12 school leaders such as (school principals, vice principal), 109 teachers.

Moreover, as a source of supporting data, 22 respondents from different sections (organizations) such as PTA, Regional Education Bureau officials are deliberately included.

The total population of the secondary school leaders is 12 (Male=12, No Female) were totally included, among population of teachers 184 (34 Female, 150 Male); 50% of the population male that is 75 and all population of female that is 34 teachers have been taken.

The Leaders were selected using available sampling technique and teachers sample was selected using simple random sampling technique.

In addition, among 24 PTA members, 50% of the population that is 12 was selected by simple random sampling technique.

Moreover, one supervisor, six teachers' development heads at Regional Education Bureau (REB), one women affairs heads at REB and Harar Education Bureau heads are totally included using available sampling technique.

DATA COLLECTION INSTRUMENTS

The researcher has employed four types of data gathering tools. The data from the primary source of information was collected through questionnaire, interview and Focus Group Discussion (FGD) and informal conversational interview.

Questionnaire

The questionnaires were prepared for teachers, school leaders and bureau officials. Set of questionnaire, containing 51 items for teachers, school leaders and bureau officials.

The items of the questionnaires are classified under the three basic research questions. The response category set was a likert type five point rating scaling ranging from Strongly agree to Strongly disagree (i.e.,5=Strongly agree, 4= Agree, 3=Undecided, 2= Disagree and 1=Strongly disagree). There were open-ended items to collect the qualitative data also. The contents of the questionnaire mainly focused on the perception of stakeholders towards women representation in educational leadership, the factors affecting women representation in leadership and the possible solution for these problems.

Focus Group Discussion (FGD)

Focus group discussion was conducted with 12 members of PTA, three from each school and the by grouping the respondent samples in three groups in order to collect detailed data on it.

Each group consisted of 4 PTA representative from each school were randomly selected. As groups were randomly selected, the 12 members were reasonably enough for the purpose.

The points of discussion was similar with other tools, in that they focus on the perception of stakeholders towards women representation in educational leadership, the factors affecting women representation in leadership and the possible solution for these problems.

Interview

Interview was used to collect primary data about the perception of secondary school stakeholders towards women representation in educational leadership that was helped to extract further deep information. The type of interview was semi-structured and it contained similar idea with the contents of the questionnaire. For this purpose, interview guideline was prepared for heads HEB women affairs heads. Questions for interview were prepared in English but translated in to Amharic before the interview to obtain the necessary in depth information and avoid communication barriers. On the other hand, informal conversational interview was also employed.

RESULTS AND DISCUSSION

Perceptions are fundamental to our forming opinions about ourselves, others and reality which involves the interaction of the outer world with our inner world (Brown, 2005).

For instance, negative attitudes towards women in the work place influence both self-perceptions and the perception of others (Irene, 2005).

The inner world factors are meta-perceptions (an individual's awareness of others' judgment of him or her), self-perception, the five senses, expectations, desire, interest, emotions, attitudes, readiness, and tendencies.

The following tables (Table 1, 2 and 3) were discussing the Teachers, School Leaders and Bureau Officials respectively to items, which are similar for the entire respondents, related to perception of stakeholders towards women representation in educational leadership.

Table: 1
Teachers, School Leaders and Bureau Officials
response towards representation in educational leadership

No	Items		Teachers			School Leader			Bureau Officials		
			AG	UD	DA	AG	UD	DA	AG	UD	DA
1	Women are responsible for domestic matter not leadership	f %	29 26.6	5 4.6	75 68.8	2 16.7	2 16.7	8 66.6	- -	- -	8 100
2	Women consider the family roles &teaching as more important than school leadership	f %	50 45.9	15 13.7	44 40.4	9 75.0	- -	3 25.0	2 25	- -	6 75.0
3	Men recognizes women as his equal counterparts	f %	70 64.2	14 12.8	25 22.9	11 91.7	- -	1 8.3	7 87.5	- -	1 12.5
4	Women are reluctant to accept responsibilities	f %	50 45.9	14 12.8	45 41.3	12 100	- -	- -	6 75.0	- -	2 25.0
5	Women have capability to lead secondary school	f %	81 74.3	10 9.2	18 16.5	10 83.3	2 16.7	- -	8 100	- -	- -
6	Women have an interest and motivation to apply for school leadership	f %	77 70.6	22 20.2	10 9.2	11 91.7	- -	1 8.3	6 75.0	2 25.0	- -
7	Women can make strong decisions &be committed to the organization and their careers	f %	16 14.7	14 12.8	79 72.5	12 100	- -	- -	7 87.5	1 12.5	- -
8	Women are better leaders than men.	f %	71 65.2	20 18.3	18 16.5	7 58.3	2 16.7	3 25.0	- -	- -	8 100
9	The ideal school manager must be masculine, self reliant, ambitious and strong leader.	f %	47 43.1	17 15.6	45 41.3	12 100	- -	- -	- -	1 12.5	7 87.5

Table 1

10	Women are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leader	f %	17 15.6	8 7.3	84 77.1	1 8.3	- -	11 91.7	- -	- -	8 100
11	Women have lack of confidence in their capabilities, qualifications, and experience	f %	22 20.2	18 16.5	69 63.3	9 75	1 8.3	2 16.7	7 87.5	- -	1 12.5
12	Women have an ability(skills) to discipline students, supervise other adults &criticize constructively	f %	7 6.5	8 7.3	94 86.2	11 91.7	- -	1 8.3	2 25	1 12.5	5 62.5

f- Frequency, %-Percent, AG-Agree, UD-Undecided, D-Disagree

As it can be seen in Table:1, In general, the findings with respect to the perception of teachers, school leaders and bureau officials suggest that the majority of respondents (teachers, school leaders and bureau officials) agreed with the perception that women give priority for domestic responsibilities and teaching than school leadership; men recognizes women as his equal counterpart; women are reluctant to accept responsibilities of school leadership; women have capability to lead secondary school; women have an interests and motivation to applying for school leadership.

In addition, the majority of the school leaders and bureau officials agreed that women can make strong decision and be committed to the organization and their careers.

However, teachers disagreed with this perception; the majority of school leaders and bureau officials agreed with the perception that women have lack of confidence in their capabilities, qualifications, and experience.

However, teachers disagreed with this perception. Similarly, the majority of teachers and school leaders agreed that men are better school leaders than women leaders. However, majority of bureau officials disagreed with this perception.

Moreover, the majority of teachers, school leaders and bureau officials disagreed with the perception that women place is home not leadership; the majority of teachers and bureau officials disagreed with the perception that the ideal school manager must be masculine, self reliant, ambitious and strong leader. However, majority of school leaders agreed with this perception.

Similarly, the majority of teachers, school leaders, and bureau officials disagreed with the perception that women are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leaders and the perception that women have an ability (skills) to discipline students, supervise other adults and criticize constructively in secondary school respectively.

The following information was obtained from focus group discussion and interview with respect to perception.

During focus discussion and interview, the participants said the following with respect to women home responsibility:

"in many families, women are expected to maintain traditional family roles independent of existing or new job responsibilities. When females obtain or seek positions as educational leaders, it is not easy to balance their work and family obligation. As a result, women give priority to their family and might be less committed to jobs that require more time investments because of their combined work and family roles. Therefore, these obligations often lead others to question whether women are capable of being effective educational leaders." They also said"....currently women are participating in leadership to certain extent and the perception that women's place is only home is changing slowly but not yet removed..."

this shows that perception of stakeholders towards women with respect to home responsibility is slowly changing.

During interview, the interviewee said the following with respect to women's interest in applying to school leadership: The respondents emphasized that women teachers do apply for promotional posts, but "women *teachers know in advance that their applications will not be taken seriously or considered, because the privilege favours men"*.

This privilege keeps women at the margin of school leadership. Some of the respondents indicated that not all women teachers with appropriate teaching experience have the capacity to take up leadership position, most women feels comfortable in the lower ranks.

During the interview, the interviewee said the following about women reluctance to accept school leadership:

" ....most *women do not want to apply for the posts saying perhaps women give priority to their family than school leadership because it needs to much time which is a burden for women to balance home responsibility and school leadership, they are not eager to take the posts because of the traditional beliefs which gives home responsibility for women..."*

In addition, the interviewee said

".....the patriarchal society views men to be superior to women in terms of leadership. Members of the society feel that men make better leaders than women. Therefore where a leader is to be elected, people will prefer electing a man rather than a woman."

Moreover, during focus group discussion the participants expressed why women had been reluctant to accept school leadership:

"from an early age, daughters are groomed for their marriage roles of wife, mother and food provider ... and they are conditioned from an early age to believe that a woman is inferior to a man and that her place is in the home and the cultural belief that men is the better leader make them reluctant...".

In addition during focus group discussion regarding the capability of women to lead secondary school, the participants were agreed that:

"...women experiences lack of confidence to take the responsibility because they fear that it is difficult to manage students and teachers in secondary school...; they also belief that women are not as competent as

men and the traditional belief that women are inferior to men and women cannot maintain a role of authority in secondary school."

The secondary school stakeholders (the teachers, school leaders, bureau officials, and PTA) insured that, women are reluctant to accept responsibilities of school leadership; men are better leader in leading secondary school; women give priority for domestic responsibilities and teaching than school leadership; men recognizes women as his equal counterpart; women have capability to lead secondary school; women have an interests and motivation to apply for school leadership when advertised. Similarly, the majority of the secondary school stakeholders insured that women can make strong decision and be committed to the organization and their careers and they beliefs that women have lack of confidence in their capabilities, qualifications, and experience.

This finding is similar with that observed by Brown (2003) and Oplatka (2006) women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience.

Moreover, the finding shows the stakeholders disagreed with the perception that women place is home not leadership and the perception that women are dependent on male, passive, emotional, and uncertain of themselves, sensitive and weak leaders.

The stakeholders still beliefs that women have no ability (skills) to discipline students, supervise other adults, and criticize constructively in secondary school respectively.

This finding is similar with that of Shakeshaft et. al., (2007) some persistent stereotypical and inaccurate views held about women are their perceived inability to discipline students, supervise other adults, criticize constructively, manage finances, and function in a political frame.

As can be seen in Table: 2, it indicates that the mean ratings comparing between the responses of the school leaders and bureau officials. In most of the items given, the result shows that at df= 18, and at the level of significance 0.05, the calculated t-value is less than the critical (table) value 2.06.

This can be led to the conclusion that the responses of both groups in most cases have no statistically significant difference.

But in the case of item number two, eight, nine and twelve the responses of the two groups of respondents shows that there was statistically significant difference between them in which the calculated t-test value, 2.41, 4.21, 18.63, and 3.64 respectively exceeds the critical (table) value, 2.06.

From this, it can be concluded that there was significant difference between the responses of school leaders and bureau officials towards item two, eight, nine, and twelve of table-2.

Table: 2
Significance difference between School Leaders and Bureau Officials with respect to their perceptions towards women representation in educational leadership

No	Items	Respondents	Mean	PSD	t-value	Significance
1	Women are responsible for domestic matter not leadership	SL	1.50	0.28	1.76	insignificant
		BO	1.00			
2	Women consider the family roles &teaching as more important than school leadership	SL	2.50	0.41	2.41	significant
		BO	1.50			
3	Men recognizes women as his equal counterparts	SL	2.83	0.28	0.29	insignificant
		BO	2.75			
4	Women are reluctant to accept responsibilities	SL	3.00	0.26	1.89	insignificant
		BO	2.50			
5	Women have capability to lead secondary school	SL	2.83	0.14	1.20	insignificant
		BO	3.00			
6	Women have an interest and motivation to apply for school leadership	SL	2.83	0.24	0.34	insignificant
		BO	2.75			
7	Women can make strong decisions &be committed to the organization and their careers	SL	3.00	0.09	1.24	insignificant
		BO	2.88			
8	Men are better leaders than women are.	SL	2.33	0.34	4.21	significant
		BO	1.00			
9	The ideal school manager must be masculine, self reliant, ambitious, and strong leader.	SL	3.00	0.10	18.63	significant
		BO	1.13			
		BO	1.63			
10	Women are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leader	SL	1.17	0.21	0.81	insignificant
		BO	1.00			
11	Women have lack of confidence in their capabilities, qualifications, and experience	SL	2.58	0.35	0.48	insignificant
		BO	2.75			
12	Women have an ability(skills) to discipline students, supervise other adults &criticize constructively	SL	2.83	0.33	3.64	significant

PSD-Pooled Standard Deviation; SL-School Leaders=N_1=12; BO-Bureau Officials=N_2=8; P=0.05; df=18, critical Table t-value=2.06

In general, the findings from the table-2, with respect to the perception of school leaders and bureau officials suggest that the majority of respondents (school leaders and bureau officials) agreed with the perception that women give priority for domestic responsibilities and teaching than school leadership; men recognizes women as his equal counterpart; women are reluctant to accept responsibilities of school leadership; women have capability to lead secondary school; women have an interests and motivation to applying for school leadership. In addition, the majority of the school leaders and bureau

officials agreed that women can make strong decision and be committed to the organization and their careers.

The majority of school leaders and bureau officials agreed with the perception that women have lack of confidence in their capabilities, qualifications, and experience. Similarly, the majority of teachers and school leaders agreed that men are better school leaders than women are.

However, majority of bureau officials disagreed with this perception. Moreover, the majority of school leaders and bureau officials disagreed with the perception that women place is home not leadership; the majority of bureau officials disagreed with the perception that the ideal school manager must be masculine, self reliant, ambitious and strong leader.

However, majority of school leaders agreed with this perception.

In addition, the majority school leaders and bureau officials disagreed with the perception that women are dependent on male, passive, emotional, and uncertain of themselves, sensitive and weak leaders and the perception that women have an ability (skills) to discipline students, supervise other adults and criticize constructively in secondary school respectively.

Table: 3
Significance difference between Male Teachers and Female Teachers responses with respect to their perceptions towards women representation in educational leadership.

No	Items		Male Teachers				PSD	t-value	Female Teachers			
			AG	UD	DA	Mean			Mean	AG	UD	DA
1	Women are responsible for domestic matter not leadership	f %	20 26.7	3 4.0	52 69.3	1.57	0.13	0.08	1.57	9 26.5	2 5.9	23 67.6
2	Women consider the family roles &teaching as more important than school leadership	f %	26 34.7	15 20.0	34 45.3	1.89	0.19	2.78	1.58	24 70.6	- -	10 29.4
3	Men recognizes women as his equal counterparts	f %	60 80	9 12	6 8	2.72	0.15	6.55	1.89	10 29.4	5 14.7	19 55.9
4	Women are reluctant to accept responsibilities	f %	42 56	10 13.3	23 30.7	2.25	0.18	3.62	2.41	8 23.5	4 11.8	22 64.7
5	Women have capability to lead secondary school	f %	54 72	5 6.7	16 21.3	2.51	0.16	1.46	2.72	27 79.4	5 14.7	2 5.9
6	Women have an interest and motivation to apply for school leadership	f %	54 72	16 21.3	5 6.7	2.65	0.13	0.92	1.76	23 67.6	5 14.7	6 17.7
7	Women can make strong decisions &be committed to the organization and their careers	f %	- -	3 4.0	72 96.0	1.04	1.79	12.64	2.25	16 47.0	11 32.4	7 20.6
8	Women are better leaders than men are.	f %	51 68	12 16	12 16	2.52	0.16	0.68	1.59	20 58.8	8 23.5	6 17.7

Table 3

9	**The ideal school manager must be masculine, self reliant, ambitious, and strong leader.**	**f %**	**40 53.3**	**11 14.7**	**24 32.0**	**2.23**	**0.18**	**3.54**	**2.51**	**7 20.6**	**6 17.7**	**21 61.7**
10	**Women are dependent on male, passive, emotional, uncertain of themselves, sensitive and weak leader**	**f %**	**15 20**	**8 10.7**	**52 69.3**	**1.51**	**0.15**	**2.59**	**2.74**	**2 5.9**	**- -**	**32 94.1**
11	**Women have lack of confidence in their capabilities, qualifications, and experience**	**f %**	**18 24**	**12 16**	**45 60**	**1.64**	**0.17**	**1.37**	**2.65**	**4 17.8**	**6 17.7**	**24 70.5**
12	**Women have an ability(skills) to discipline students, supervise other adults &criticize constructively**	**f %**	**1 1.3**	**5 6.7**	**69 92**	**1.36**	**0.42**	**0.19**	**2.53**	**6 17.7**	**3 8.8**	**25 73.5**

f-frequency; AG-Agree; UD-Undecided; DA-Disagreed; PSD-Pooled Standard Deviations; M-Male=N_1=75; F-Female=N_2=34; P=0.05; df=107, Critical Table t-value=1.96

As it can be seen in table-3, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 0.08 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of respondents disagreed with the perception that women place is home not leadership.

With regard to, the perception that women consider family roles as more important than school leadership, it indicates that the mean ratings comparing between the responses of the school leaders and bureau officials with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 2.78 is greater than the critical (table) value 1.96 and there is significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of respondents male teachers disagreed and the majority of female teachers agreed with this perception that women give priority for domestic responsibilities and teaching than school leadership.

Moreover, as it can be seen in table-3, it indicates that the mean ratings comparing between the responses of the school leaders and bureau officials with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 6.55 is greater than the critical (table) value 1.96 and there is significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority male teachers agreed with this perception but female teachers disagreed that men considers women as his equal counterparts.

it also indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 3.62 is greater than the critical (table)

value 1.96 and there is significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of the male teachers agreed that women are reluctant to accept responsibilities of school leadership but the majority of female teachers disagreed with this perceptions.

Regarding the statement that women have capability to lead secondary school, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 1.46 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of the respondents agreed that women have capability to lead secondary school.

It also can be seen in table-3, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 0.92 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception. This shows that the majority of the male and female teachers agreed that women have an interests and motivation to apply for school leadership.

The majority of male teachers disagreed that women can make strong decision and be committed to the organization and their careers. As it can be seen in table-3, it indicates that the mean ratings comparing between the responses of the males and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 12.64 is greater than the critical (table) value 1.96 and there is significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of the male teachers disagreed that women can make strong decision and be committed to the organization and their careers but the majority of female teachers disagreed with this perception.

The majority male teachers 51 (68%) agreed that men are better school leaders than women leaders, 12 (16%) of them undecided and the same number 12 (16%) of them disagreed. Similarly, the majority of female teachers 20(58.8%) agreed, eight (23.5%) of them undecided and six (17.7%) of them disagreed for the same issue. Moreover, as it can be seen in table-6, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 0.68 is less than the critical (table) value 1.96 and there is no significance difference between responses of the school leaders and bureau officials with respect to this perception.

This shows that the majority of the male and female teachers agreed that men are better school leaders than women are.

Regarding the perception ideal school manager must be masculine, self reliant, ambitious and strong leader; the majority of the male teachers 40 (53.3%) agreed, 11(14.7%) and 24(32.0%) of them disagreed with this perception. However, the majority of female teachers 21(61.7%) disagreed, seven (20.6%) agreed and six (17.7%) of them undecided for the same issue. Moreover, as it can be seen in table-3, it indicates that the

mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=107, and at the level of significance 0.05, the calculated t-value 3.54 is greater than the critical (table) value 1.96 and there is significance difference between responses of the male and female teachers with respect to this perception. This shows that the majority of the female teachers disagreed with the perception that the ideal school manager must be masculine, self reliant, ambitious, and strong leader. However, majority of male teachers were agreed with this perception.

The majority of male teachers disagreed that women are dependent on male, passive, emotional, and uncertain of themselves, sensitive and weak leaders. Moreover, as it can be seen in table-3, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df=18, and at the level of significance 0.05, the calculated t-value 1.5 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of the respondents disagreed with the perception that women are dependent on male, passive, emotional, and uncertain of themselves, sensitive and weak leaders.

Regarding the perception that women have lack of confidence in their capabilities, qualifications and experience; the majority male teachers disagreed, as it can be seen in table-3, it indicates that the mean ratings comparing between the responses of the male and female teachers with respect to item given, the result shows that at df= 107, and at the level of significance 0.05, the calculated t-value 1.37 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of the respondents disagreed with the perception that women have lack of confidence in their capabilities, qualifications, and experience.

Regarding the perception that women have an ability (skills) to discipline students, supervise other adults and criticize constructively; the majority 69 (92%) of the school leaders disagreed, 5(6.7%) undecided and only one (8.3%) of them agreed. Similarly, the majority of female teachers 25(73.5%) disagreed, three (8.8%) of them undecided and six (17.7%) agreed. Moreover, as it can be seen in table-6, it indicates that the mean ratings comparing between the responses of the school leaders and bureau officials with respect to item given, the result shows that at df= 107, and at the level of significance 0.05, the calculated t-value 0.19 is less than the critical (table) value 1.96 and there is no significance difference between responses of the male and female teachers with respect to this perception.

This shows that the majority of male and female teachers disagreed with the perception that women have an ability (skills) to discipline students supervises other adults and criticizes constructively in secondary school.

As can be seen in table- 3, it indicates that the mean ratings comparing between the responses of the male teachers and female teachers.

In most of the items given, the result shows that at df=106, and at the level of significance 0.05, the calculated t-value is less than from the critical (table) value 1.96.

This can be led to the conclusion that the responses of both groups in most cases have no statistically significant difference. But in the case of item number two, three,, four, seven, nine and ten the responses of the two groups of respondents shows that there was

statistically significant difference between them in which the calculated t-test value, 2.78, 6.55, 3.63, 12.64, 3.54 and 2.59 respectively exceeds the critical (table) value, 1.96.

From this it can be concluded that there was significant difference between the responses of male teachers and female teachers towards item two, three, four seven, nine and ten of Table: 3.

Therefore, based on Table: 3 the responses of male and female teachers agreed in most of the items.

CONCLUSIONS

Based on the major findings of the study, it is reasonable to conclude the following:

- **The findings indicate that perception of secondary school stakeholders has been changing, but not as expected, still they beliefs that women are reluctant to accept responsibilities of school leadership and men are better leaders in leading secondary school. Due to this woman, representation in educational leadership lags behind that of men.**
- **According to the results, the perception remains that the school manager should be masculine, self reliant, ambitious, and strong leader. Due to these women, representation in educational leadership lags behind in Harari regional state,**
- **Secondary school stakeholders also beliefs that women have no necessary skill to discipline student, supervise other adults, and criticize constructively in secondary school. Due to this perception woman is not encouraged to lead secondary school.**
- **Secondary school stakeholders believe women's lack confidence in their capabilities, qualifications, and experiences. Due to this perception, women's are underrepresented in secondary school leadership.**

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THE EFFECTS OF SINGLE-GENDER GROUPS ON BROADCAST VIDEO PRODUCTION STUDENTS

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ABSTRACT

The purpose of this study was to determine the effects of single-gender grouping on Broadcast Video Production (BVP) students. Students in two first year broadcasting classes created a 45-sec Public Service Announcement (PSA) on bullying. One class consisted of the treatment of single-gender groups (*N*=24) while the other consisted of mixed-gender groups (*N*=21). Data was collected over 6-weeks and compared. Behavioral Checklists were used to determine which groups or gender remained focused on the project, and a Group Perception Questionnaire was given at the end of the study to establish student attitudes about group formation. Using a video rubric a statistically significant difference was found between the mean score of boys (*M*=77.3) and girls (*M*=75.8), but the comparison class of mixed-gender groups (*M*=78.1) scored higher than students in the treatment class of single-gender groups (*M*=76.4).

INTRODUCTION

Public education across the United States has changed dramatically since its inception. When American schools were first created, no one intended that everyone would learn at high levels (Schlechty, 2005). However, the stakes in education today are much greater; school systems, administrators, and teachers are held accountable for students' overall academic achievement. Ways to improve achievement are constantly researched and implemented. Because boys and girls learn differently and gender-specific personality traits affect how they learn, single-gender education may be an answer for improving academic scores (Costa, Terracciano, & McCrae, 2001). With schools searching for what works to increase students' academic performance, the use of single-gender schools, classrooms, or groups seems to be an innovative structure (Ferrara, 2010). The pressure to improve academic scores is present in all areas of learning. Single-gender grouping at the research site proved to be an effective initiative for improving academic performance in Broadcast Video Production I.

Broadcast Video Production I was a class that relied heavily on the outcome of video projects. Many projects were seen by the student body and community; therefore, quality projects were imperative to the success of the program.

Before the study began, student projects were completed in mixed-gender groups at the research site. These groups were collaborative in nature, but evidence suggested that all

group members were not working equally to provide ideas, resources, and time. The lack of involvement among group members was indicative in the quality of their final projects. Verbal altercations about ideas and lack of involvement among the group led some members to stop participating. Research indicated that if implemented correctly, single-gender grouping improved academic performance in both boys and girls in addition to decreasing behavioral problems (Sax, 2005). Another focus of single-gender education was the way boys and girls learn within groups. Most researchers agreed that everyone's approach to learning was different. Within Broadcast Video Production I, students were routinely placed in groups to complete tasks. Fortunately, most students, boys and girls alike, enjoyed learning in groups. However, gender research indicated that males and females approach working in groups differently. Knowing how the genders were differently affected drastically changed the climate of the video production classroom.

Student diversity was another interest of research within single-gender education. Four years ago, students taking Broadcast Video Production needed it to graduate. They were receiving Tech Prep diplomas and consisted mostly of minority students of low socioeconomic status. Today, students choose to take this class, but because of the low economic status of the community, most students still receive free and reduced lunch. In addition, these students come from a variety of cultural backgrounds. These students are considered at-risk leading the school to implement plans to increase their academic performance. The School's Improvement Plan (2010) states, "The diverse nature of the population requires culturally responsive teaching" (p. 11). Culturally responsive teaching allows teachers to use cultural knowledge, prior experiences, and performance styles of diverse students to improve their educational experience (Gay, 2000). Single-gender education is one component of culturally responsive teaching. Not only does single-gender education group specific-genders together, but single-gender education also linked specific cultures, knowledge, and performances to one another. Likewise, single-gender education can increase the achievement of at-risk students and improve self-concept and esteem (Bracey, 2006).

Very little research was conducted within the social context of the public high school as a site for examining single-gender education. Until 2002, the government made it difficult for federally funded schools to implement single-gender education. Some people believed that the No Child Left Behind (NCLB) legislation allowed local schools to implement single-sex programs. This legislation permitted local schools to use innovative program funds to support single-gender classes, but declared that the Department of Education should issue guidelines for such programs (Klein, 2005). Guidelines made by the United States Department of Education (2004) involved the amendment to Title IX which usually prohibited single-sex schools or classrooms on the basis of discrimination to those receiving federal funds. This amendment to Title IX allowed for more flexibility in the area of single-gender education. Title IX amendments authorized the separation of students by gender if these classes or schools were created for the purpose of remediation, support, or to improve the overall educational outcomes of students (US Department of Education, 2004).

Schools now have to provide rational for single-gender classes, offer a coeducational class in the same subject as the single-gender class, and complete a review every two years on the effectiveness of single-gender education (National Association of Single Sex Public Education, 2011).

Before NCLB, most schools with single-gender education were of a private nature; therefore, making research within the public education system difficult. Privatization along with the limited amount of time single-gender education has been allowed in the public school system was just one reason why single-gender education needed to be focused upon.

Another reason for added focus on single-gender grouping was very little research has been conducted within a Trade and Industry (T&I) classroom. Research was found to support single-gender grouping in the traditional academic setting, such as math and science. These settings were where it has been suggested that boys dominated in a coeducational setting (Sullivan, Joshi, & Leonard, 2010). Broadcast Video Production was part of the T&I department at the research site. Research examining single-gender grouping in the Broadcast Video Production classroom helped fill the void of current educational research in this field.

To determine which group, boys, girls, or mixed, produced higher quality work in the Broadcast Video Production classroom, the use of single-gender groups, the collection of data, and involvement of first year broadcasting students as participants within the research were examined. With this research, administrators and other teachers within the T&I department could implement changes in grouping that improved overall productivity and performance within these project-based classes.

REVIEW OF LITERATURE

Single-gender vs. mixed-gender education. When No Child Left Behind (NCLB) was implemented in 2002, regulations for single-gender education relaxed allowing schools to offer single-gender classes. The rules stated that if a class was offered to one gender, the same class had to be offered to the opposite gender in the form of co-educational or single-gender classes (Dewees, 2007). The Secretary of State at the time noted that research for single-gender education proved to help some students learn better (McFarland, Benson, & McFarland, 2011). Thus the debate, would single-gender education be more effective than mixed-gender education?

Research in single-gender and mixed-gender education suggested that there are positives and negatives to both environments. According to Leighton (2010), single-gender classrooms helped create learning environments that were favorable to the academic achievement of those students. Both boys and girls were positively affected in single-gender educational environments, and should be given equal opportunities to learn (Herrelko, Jefferies, & Roberston, 2009). Leighton's research on teacher perspectives about single-gender education proved beneficial in the argument that single-gender classrooms were advantageous. Single-gender classes helped develop more confidence and broader interests in the students. Similarly policymakers claimed that single-gender classes allowed students to focus better and learn through gender-suitable approaches (Thiers, 2006). Additionally, single-gender settings improved behavior, attendance, and participation, thus increasing overall academic performance (Hughes, 2006).

Research conducted by Dewees (2007) found that single-gender education did not always prove to be the best solution for improving student performance. There were no significant gains in either genders performance based on grades given to individuals in single-gender groups, thus supporting a mix-gender educational setting.

Mixed-gender classrooms were academically beneficial to both genders and learning to work with the opposite sex gave students more confidence (Dewees, 2007). A mixed-gender setting is more reflective of how society actually works (Thiers, 2006). Mixed-gender education allows students to develop interpersonal skills in order to interact with individuals of the opposite sex (Hughes, 2006). Challengers of single-gender education believe that boys and girls need to learn how to get along in the world and separating them would take away that opportunity (Vail, 2002).

An agreement on single-gender versus mixed-gender education has not been reached. Some research indicates that boys and girls perform just as well in a single-gender setting as they would in a mixed-gender one. When taking into account social backgrounds, prior performance, and other factors there tends to be little difference in students' performance in single-gender or mixed-gender settings (Smyth, 2010). Further research into which is a better choice needs to be conducted before an accurate decision can be made regarding whether single-gender education is better than mixed-gender education.

Attitudes About Single-Gender Education

For educational programs to be successful there must be a level of acceptance from everyone involved. Single-gender instruction is no exception. Administrators and parents seem to accept and understand the merit of single-gender classrooms relatively easy. However, the support for single-gender education by parents, students, and teachers has a mixed review.

Although parents, students, and teachers do not make the ultimate decisions in educational programming for schools, their opinions must be highly valued for these programs to be successful. Students and teachers are judgmental of single-gender education, whereas, parents are the most supportive. Attitudes of students and teachers are affected by external factors. They are more concerned with the changes in what once was than results. Although research indicates a marked improvement in students' academic performance and on task behavior, some students do not support single-gender classrooms (DePape, 2006). DePape (2006) found through surveys and questionnaires given to students and teachers that students did not feel that single-gender classes had merit. Students are neither enthusiastic nor cooperative in transferring to single-gender education after experiencing a mixed-gender educational setting (Herrelko et al., 2009). According to the survey and questionnaire data collected by DePape, the teachers began to feel frustration because they constantly had to defend the idea of single-gender education. For teachers the normal pace of the school year seems to be what affects their attitudes about single-gender education along with a lack of professional training in the concept (Spielhagen, 2011).

Parents seem to be the most supportive of the idea of single-gender education. In research conducted by DePape (2006) about the effects of gender specific classrooms on academic achievement, parents had initial concerns. However, after seeing the results of single-gender classes on their children's academic performance parental support increased. Likewise, parents of children in a school district in Ohio voluntarily enrolled their children in a school that was conducting educational reform using a single-gender format (Herrelko et al., 2009). The final result of the enrollment was the school was filled to capacity and had a waiting list of potential students. Parents understand that single-gender education takes away distractions and gives students the most opportunities to learn. They are not directly affected by the changes like their children or the teachers making single-gender education easier to support.

Differences In Gender

While one's attitude about any given idea affects its outcome, so does how individuals learn, and boys and girls learn differently. Because students learn differently, teachers need to embrace the different styles of learning to ensure all students' needs are being met (Matthew-Cadore, 2010).

"Gender helps create a set of environmental expectations and transactions unique to boys or girls" (Matthew-Cadore, 2010, p. 6). Several factors contribute to the uniqueness of the different genders and the learning styles of boys and girls. Learning differences in boys and girls is more than anatomical differences in the brain as McFarland, Benson, and

McFarland (2011) seemed to suggest in their study. Boys and girls have different social experiences and needs (Weil, 2008).

When taking into account how students learn, teachers need to be mindful that there are gender differences and make adjustments accordingly. These differences in gender makeup indicate that differential learning environments could be advantageous for boys and girls (McFarland et al., 2011). Males and females in mixed-gender settings may feel inadequate and unprepared for the material being taught because of these social differences, thus making single-gender education an option for an alternative learning environment (Kommer, 2006). Teachers must embrace the different intelligences in order to meet the needs of all students (Matthew-Cadore, 2010). Gender-based strategies appeal to the biological and developmental differences in males and females (Gourdreau, 2010).

Technology Improvement

Considering the different learning styles of males and females because of their composition, the way technology is introduced to students, particularly female students, is just as important as why technology is introduced (Donaldson, 2010). Females are falling behind in this field and need to become more technologically advanced. By high school girls are less likely to enroll in computer classes because they have a low opinion of computer usage. Donaldson (2010) found in her study on computer usage that gender stereotypes have placed females in traditional roles and steered them away from careers in technology. In the 20th century females were less likely to enroll in computer science classes or be employed in technology related fields (Burke & Murphy, 2006). Females make up half of the workforce, yet only about 15% are mathematicians, scientist, or engineers (Friend, 2006).

As the areas of technology become increasingly broader so does the gap between males and females. Student experiences with technology may be related to gender. Boys play more computer games than girls, making males more capable and less afraid of technology. Girls take less technology courses in high school allowing males to overshadow females in technology related courses (Heemskerk, Dam, Volman, & Admiraal, 2009).

Burke and Murphy (2006), found through questionnaires, interviews, and focus groups that females in a single-gender technology setting learned more and began enjoying the use of technology. Friend (2006) defended this research and stated that attitudes about technology improved when females were placed in single-gender settings for this subject (Friend, 2006). Girls must become more involved with technology as it is becoming increasingly important in everyday life. Educators need to make certain that females become more involved in technology fields (Burke & Murphy, 2006).

To adequately meet this need in the field of technology, single-gender classes for females need to be implemented in computer environments.

Increase in achievement. If students, especially female students, perform better in single-gender classes for technology, should this approach be investigated in implementation in other areas of study? With strenuous testing and the threat of failure, educational stakeholders want to determine what works to improve the academic shortfalls that are occurring in every school across the nation.

In an effort to raise academic levels, school districts are giving more attention to single-gender classes (Herrelko et al., 2009). With research indicating that students' educational experience varies by gender, single-gender education may be the answer to increasing academic scores (Hubbard & Datnow, 2005). Students enrolled in single-

gender education show academic gains compared to those in a mixed-gender setting (Hoffman, Badgett, & Parker, 2008).

Along with improved academic achievement, single-gender classes are a means of improving behavioral issues and overall respect for the school (Jackson, 2009). Studies show positive effects of single-gender education in increasing test scores and graduation rates (Thiers, 2006). With increased academic achievement, behavior, graduation rates, and school pride, single-gender education should be the new answer to improving overall student achievement.

PURPOSE STATEMENT

At the beginning of each school year, schools in the State of Georgia that did not meet Annual Yearly Progress (AYP) were required to send out letters informing parents or guardians of the school's status. They had to offer a means for improving the status of the school as well as an alternate school for the students to attend that had better academic achievement levels. Of course no school wanted to send these letters. This process was detrimental to the overall school climate and left administrators, teachers, and students with little pride in themselves or their school.

The low socioeconomic status of students along with a large diverse student population compromised the AYP status of the site in which this study took place. The school had not met AYP in five years and had been identified for restructuring. Arrangements were made to run the school differently.

The urgency to improve students' performance in all academic areas was not only a need but also a requirement. Research suggested that single-gender education may be a means of improving academic performance in some subjects and an effective practice for improving overall academic achievement. The purpose of this study was to examine the effects of single-gender grouping on Broadcast Video Production students. The vital need to improve student performance made this study's purpose even more pertinent.

RESEARCH QUESTIONS

- **Research question 1. Will single-gender groups increase the quality of video projects produced by Broadcast Video Production students?**
- **Research question 2. Which gender group's performance will be most affected by single-gender grouping?**
- **Research question 3. Will students' perceptions of single-gender grouping be different from their perceptions of mixed-gender grouping?**
- **Research question 4. Will students' on-task behavior be different in single-gender groups as compared to their on-task behavior in mixed-gender groups?**

DEFINITIONS OF VARIABLES

Throughout this study there were variables that needed to be taken into consideration. The variables and their definitions are as follows:

Broadcast video production (BVP). Broadcast Video Production is a class that is offered at some high schools in Georgia.

In this class students were taught a variety of skills in video production. These skills included but were not limited to editing, shot composition, camera angles, directing, and script writing.

A positive group environment is vital to the overall outcome of productions. Rarely are productions in the video world conducted individually.

Single-Gender Groups
Single-gender groups are groups that are made of boys only or girls only.

Mixed-Gender Groups
Mixed-gender groups are groups that comprise of both males and females.

Gender
Gender is the characteristics that distinguish between male and female. Gender is not biological difference as it is determined more by tasks, functions, and roles associated with males and females (Hesse-Biber & Carger, 2000).

Video Project Performance
Video project performance is a student's ability to produce an edited project complete with video footage that has been shot by the student or their group members. Video project performance was measured by a rubric created to address the areas that need to be improved.

Student Perceptions
Student perceptions are how the students understand or view something. In this case, student perceptions were about the differences in single-gender groups compared to mixed-gender groups. Students' perceptions were measured through the use of surveys and/or questionnaires.

Student Experiences
Student experiences are how the students personally observe or encounter single-gender groups. Students' experiences were measured by surveys and/or questionnaires.

METHODS

Setting and Participants
The school where the research was conducted was a Title I high school in a rural section of South Georgia. According to the Governor's Office of Student Achievement (2010), there was a total of 1,675 students enrolled at the school with 49% being White, 28% Black, 20% Hispanic, and the remaining 3% was represented by those of multi races or of the Asian descent. Over half of the student population (60%) received free or reduced-price lunch.

A total of 45 10th through 12th graders participated in this study once permission to continue was granted by the administration. These students were chosen for this study because they were in their first year of Broadcast Video Production (BVP). The treatment class consisted of 24 students and was compared to another class that consisted of 21 students.

Students were selected to take BVP based on course selection and scheduling. Most students in BVP choose to take the class during the registration phase, which was offered spring semester. However, a few students were placed in this course because of scheduling conflicts. BVP I was the first in a series of three classes. Students who took this course learned the basic skills in preproduction, production, and postproduction. They met 5 days a week for 50 min.

First year broadcasting classes were selected for the study because the students had not begun editing and all students were on the same learning level. The study included the

students working on their first projects from beginning to end. Projects consisted of script writing, creation of a storyboard, gathering of video footage, and editing. Demographics for each class are found in Table 1. Racial make up for the classes was similar, as was the number of boys and girls for both classes. Students that received special services or were classified as disabled were minimal in each class.

Table: 1
Demographics for Treatment Class and Comparison Class

Demographic		Treatment Class	Comparison Class
Race	White	11	7
	Black	7	10
	Hispanic	6	4
Gender	Boys	9	9
	Girls	15	12
Students with Disabilities		2	1
Services (504)		1	0

Intervention

Single-gender grouping was provided to a class of 24 10th through 12th grade students during a daily 50-min class period. These groups were selected by the teacher-researcher based upon responses given on a survey and consisted of three students each.

These students were compared to students in another Broadcasting I class of 10th through 12th graders that were placed in mixed-gender groups. Both classes were similar in size, ethnicity, knowledge, and ability. After being assigned to groups, the students were to work together for a total of 6 weeks to create a 45-s public service announcement (PSA) on bullying.

Prior to the intervention, the students learned basic concepts of preproduction, production, and post-production. Such concepts included industry terminology, the proper use of a video camera, angles and shots, audio, television script writing, and storyboard design. These concepts took the student's half a year to learn and master. The students' knowledge and understanding of these industry techniques were vital to the success of the study. The students had to use previously acquired skills along with their newly acquired knowledge of editing in order to be success on the bullying PSA.

At the beginning of spring semester, students in the treatment class and control class were given Parental Consent Forms which explained the study to the parents and required their signature to continue. Parents were also asked to sign an informed consent release for the teacher-researcher to conduct a survey and questionnaire with their child. All forms were signed and returned by the end of that week, which allowed for the study to begin.

Once permission was granted from the parents, the students were asked to sign a child assent form. When these forms were signed, all 45 students were given a Technology Use Survey (Appendix D). This survey was used to determine the students' knowledge of computers and specific programs that were used in the BVP classroom. Based on answers provided on the survey, students were placed into groups of equal ability by the teacher-researcher.

Before being placed into groups, the students in both classes had to learn the process of editing. The teacher-researcher spent 3 days going over the basic concepts of editing. The lessons included a tutorial video, handouts, and a review sheet about the editing software, Final Cut Pro X. Students watched the video and asked questions, were given the handouts to work on, and received review sheets that answered common questions.

Once students listened to the lessons, they were placed at computers to practice with the software themselves. Students used videos that were already imported into the program to practice basic concepts such as trimming video, making a video sequence, adding audio and inserting transitions. They spent 4 days learning the editing software. After becoming familiar with the editing software, students were allowed to ask any questions that may have arisen while practicing editing.

After the 4 days of practice, students were then placed into groups. Students in the treatment class were placed into single-gender groups based on their responses to the Technology Use Survey. There were a total of eight groups and consisted of three students each. Likewise, the control class was placed into groups using answers provided on the Technology Use Survey, but this class consisted of seven groups of three students.

Following the formation of groups, the teacher-researcher explained the assignment to both classes. Students were to work together to complete a script, storyboard, gather footage, and edit that footage to create a 45-s PSA.

The teacher-researcher explained that they would be given 6 weeks to complete the all portions of the assignment. The teacher-researcher assured the class that she would be available to help, but that the help would be limited and have to be shared with the entire class as well as the other BVP I class. The sharing of information provided both classes with the same instruction and allowed the study to remain valid. Likewise, the Video Rubric (Appendix A) was given to the students so they would be aware of elements required for the PSA.

During the 6-week intervention phase, the teacher-researcher took observational notes using the Observational Checklist (Appendix C). The collection of notes provided evidence of on-task behaviors. Behavioral notes were taken daily for every student involved in the study. Questions arose during this time period in both classes. However, every question that was asked was shared with the class as a whole at the end of the period as well as the other BVP I class involved in the study.

At the end of the 6-week period the students were asked to turn in all assignments to the teacher-researcher before leaving class that day. Students in both classes were graded on what was completed to that point. The teacher-research began grading the projects using the same Video Rubric that was given to the students during the formation of groups. Grades on final projects were compared in the treatment class to determine if boys or girls produced better quality video projects. These grades were then compared to the control class of mixed-gender groups to determine which groups, single or mixed, produced the highest quality work in the Broadcasting classroom.

Observational notes for the behavior checklist were analyzed and used to establish which groups remained on task. The treatment class was compared to determine which single-gender group, boys or girls, behaved better during the given task. Additionally, the behavioral notes were compared to the control class to reveal whether students in a single-gender or mixed-gender setting remained on task the most.

After completing the 6-week assignment, all 45 students who participated in the study were given a Group Perception Questionnaire (Appendix B). This questionnaire provided

the teacher-researcher with valuable information about each student's attitude about their group formation and assignment. Answers provided on the questionnaire were analyzed and compared to determine how members of both groups single or mixed, felt about the project and grouping arrangement.

Data Collection Techniques

To determine if single-gender grouping was effective on Broadcast Video Production students, three forms of data collection were used by the teacher-researcher.

Video Rubric

Teachers use rubrics as a means of assessing student work and justifying grades assigned to students (Andrade, 2000). Furthermore, rubrics support student learning and serve as an evaluation and accountability tool. The Video Rubric was created by the teacher-researcher to serve two functions. One function of the rubric was to determine which groups, mixed or single, performed better on the task of creating the public service announcement videos on the topic of bullying. The rubric was used as an evaluation tool to compare mix-gender and single-gender group projects to projects created in the broadcasting classroom prior to the implementation. By comparing the groups, it could be concluded that single-gender grouping may well increase the quality of video projects.

The second function of the rubric was to determine which single-gender group, males or females; performance was most affected in the single-gender setting. Numerical grades were analyzed and used to conclude which group functioned better in the single-gender setting. It was established that the higher the grade, the better the group's performance.

A copy of the rubric can be seen in Appendix A and was given to all students involved in the study before the intervention began. Giving a copy of the rubric to the students before the start of the project provided the students with the information required to create quality PSAs. The final video took students in both the treatment and comparison class 6 weeks to complete. Once the projects were completed, the teacher-researcher used the rubric to evaluate the projects. Numerical grades were compared for each group and analyzed using descriptive statistics and an unpaired one-tailed *t*-test. Along with the comparison of projects by the intervention and comparison classes, the rubric determined which gender group was most affected by single-gender grouping.

The treatment class and comparison class received the information, assignment, and rubric in exactly the same fashion. There were no differences in how the students were instructed or deviation from the rubric when grading the final project, helping to ensure validity and reliability.

Group Perception Questionnaire (Appendix B)

As a follow-up to the intervention, students in both classes were required to complete a 12-response questionnaire about their perceptions of their group composition. This questionnaire was developed by the teacher-researcher and includes two demographic questions, four basic yes or no questions, and six responsive statements to questions that were answered previously within the questionnaire. All questions were used to determine student attitudes about their group assignment and composition with the exception of the two demographic questions, which were used to determine the gender of the student and their group arrangement, both of which were vital to the study.

Questionnaires were used as a comparison of the intervention and control groups. The comparison was made in perceptions and attitudes about group composition. Likewise, responses were used to determine patterns among the different groups. Data was analyzed using descriptive statistics to compare the mean percentages of answered questions.

Observational checklist (Appendix C)

During the implementation of the intervention, a checklist was used to determine appropriate and inappropriate behaviors of all students participating in the study. Three behaviors were observed each day for a 6-week period. These behaviors were remains focus on project, working well with group members, and stays within group (does not visit with other groups). This checklist was created by the teacher-researcher as way of determining which students in particular groups did what was asked of them without having to be redirected. When the student was observed not behaving appropriately, an 'X' was placed in the column of the inappropriate behavior next to the student's name.

All behavioral checklists were reviewed at the end of the study and analyzed to determine which groups remained focused on their projects, worked well with others, and remained within their groups.

The results of the checklist were compared between students in the single-gender and mixed-gender settings. This comparison data was analyzed by comparing checklist totals.

Technology Use Survey (Appendix D)

The Technology Use Survey was given to the students prior to the intervention and consisted of 10 questions created by the teacher-researcher about the student's knowledge of specific computer programs and their familiarity with computers.

The information gathered from this survey was not analyzed to determine significance or measured for statistical reasons. Rather, the information provided on the survey allowed the teacher to place students in appropriate groups. By conducting the survey and comparing the responses, the teacher-researcher was able to equalize group composition. Since group formation was created bases on student knowledge of computer usage, groups were comparable in their computer use skills.

RESULTS

During the course of the study the teacher-researcher conducted research to determine the effect of single-gender grouping on Broadcast Video Production (BVP) students. Two classes of first year broadcasting students were compared during the course of the study. A total of 45 students in grades 10-12 participated.

The treatment class consisted of 24 students, and the comparison class contained 21 students. There were 9 boys in each class and 15 girls in the treatment class with 12 in the comparison group. The treatment class was used to create 8 gender-specific groups, while the comparison class consisted of seven mixed-gender groups.

Data collection instruments used to determine the effects of single-gender grouping on broadcasting students were a Technology Use Survey, a Video Rubric, and observational checklists. Further insights into student perceptions about their group formation were determined upon completion of this study through the use of a Group

Perception Questionnaire

Students in both the treatment and comparison classes where taught at the same level and given the same information. Prior to the implementation of single-gender groups, the classes were learning how to edit video on the computers using Final Cut Pro X. Each class was taught in the same format. They both watched a tutorial video and were given time to practice editing on the computers before the implementation began. All students involved in the study had previously been taught how to use the video cameras, different camera angles and shots, script writing, and storyboard design.

Once time was given to practice editing, the implementation began with the students in treatment and comparison classes taking the Technology Use Survey. This survey asked questions about the students' ability to use certain computer programs and their overall use of computers.

As seen in Table: 2, all students involved in the study had similar knowledge of digital editing and access to a computer prior to the intervention.

Table: 2
Comparison of Student Responses to Technology Use Survey

Statement	Treatment Class			Comparison Class		
	Yes	No	Some	Yes	No	Some
Do you have access to a working computer and internet?	95.83%	4.16%	0%	100%	0%	0%
Are you comfortable using computers of media projects?	75%	25%	0%	85.71%	14.28%	0%
Do you know how to use digital editing systems to create video?	25%	66.66%	8.33%	0%	95.23%	4.76%

Likewise, students who took this survey were asked how often they used the computer. Of the 24 students in the treatment class, 16 students (67%), 10 girls and 6 boys, use the computer daily. Five students (21%), two girls and three boys, use the computer weekly, and less than 13% use the computer two to four times a week or seldom.

Seventy-six percent of students in the comparison class that use the computers daily with 11 of them being girls and 5 boys. One girl and three boys (19%) of the 21 students used the computer weekly, and 5% used the computer two to four times a month or less.

The most common computer programs or applications in both the treatment and comparison classes that the students used on the computer were YouTube and the Internet, with some knowing how to operate Audacity. All students (*N*=45) involved in the study used the computer for entertainment purposes. The digital editing software that 38.1% of the students were familiar using was Windows Movie Maker. None of the students used Final Cut Pro X before the practice phase in the classroom.

With this information, students in the comparison and treatment classes were placed in groups of three to complete the assignment of creating a 45 sec Public Service Announcement (PSA) on bullying. All groups were formulated based on knowledge of computers, so the groups would be equal in their ability to create these PSAs.

Once the groups were selected by the teacher-researcher, students began working on their projects. They were to create a script, storyboard, gather video, and edit the gathered video to create the final bullying project. Students were given the video rubric before getting started, so they would be aware of the requirements.

While students were working, the teacher-researcher observed three specific behaviors. These behaviors were: (a) remains focused on project, (b) works well with group members, (c) and stay within group. If students were observed not complying with these behaviors, an X would be placed by their name for that day.

The intervention lasted a total of 25 days, and there were a total of 50 checklists, 25 for each class. Table 3 shows the number of times students in the treatment and comparison classes were observed not complying.

Table: 3
Incidences of Non-Compliance

	Remains focus on project	Works well with group members	Stays within group
Treatment Class			
Boys	**73**	**14**	**42**
Girls	**19**	**7**	**11**
Comparison Class			
Boys	**69**	**37**	**21**
Girls	**25**	**19**	**12**

The 9 boys in the treatment class were observed doing something other than the project 73 times during the 25 day intervention. These other observations included sleeping, drawing, listening to music, and doing homework for other classes. There were only 19 observed incidences of the girls not remaining focused on the project within the treatment class. These students were seen writing notes and doing homework for other classes.

The results were similar in the comparison class (*N*=21). The boys (*N*=9) who were focused on the project were observed sleeping, drawing, talking about other things other than the project, and homework for other classes. The girls (*N*=12) were seen talking about other things other than the project and doing homework for other classes. Students were uncertain how to work in groups and split the between the members. One would write the script, while the others waited instead of working together to create something that was everyone's idea. Students in the treatment class were observed being uncooperative with group members 21 times, with boys' nonconforming 14 times and girls 7. This inability to work well with group members was attributed to arguments over ideas and lack of involvement.

Likewise, students in the comparison class were noncompliant towards group members 56 times. Like the treatment class, students in this class argued over ideas and lack of involvement, but it was stated by several boys that the girls in the groups were "too bossy". A conclusion can be made that boys and girls get along better with members of their own gender, and boys are more vocal about their ideas in groups that contain girls.

When it came to staying within the group and not visiting other groups, students in the treatment class were observed being noncompliant the most (*N*=53). Students in the comparison class were seen visiting other groups 33 times. Boys in the treatment class were observed leaving their groups more often (*N*=42) than girls (*N*=11). These boys and girls were seen talking to friends in other groups. Like the treatment group, boys in the comparison class were seen leaving their groups (*N*=21) more than girls (*N*=12). Again, these students were observed talking with friends in other groups.

It was determined that boys in both the treatment class of single-gender groups and the comparison class of mixed-gender groups had the most difficulty staying within their own groups.

After the 25 day intervention phase, students had to turn in their completed PSAs on bullying. These PSAs were graded using the video rubric that was given to every student at the beginning of the implementation.

All groups (*N*=14) were given numeric grades. Table 4 compares the means and standard deviations for grades assigned to the different groups in the treatment and comparison classes.

Table: 4
Comparison of Grades in Treatment and Comparison Classes

Group Contrast	*N*	*M*	*SD*	*t*-value	*p*
Treatment Class	8	76.4	9.5	-0.42	0.34*
Comparison Class	7	78.1	5.9		

p < .05*

Students scored higher in the comparison class (*M*=78.1, *SD* = 5.9) than the treatment class (*M*=76.4, *SD* = 9.5). The difference in means was statistically different. This data provides evidence that suggests single-gender grouping is not an effective method of instruction in the Broadcast Video Production classroom.

In Table: 5, a comparison of means and standard deviations is made in the grades of those placed in gender-specific groups.

The mean for PSA grades assigned to boys (*M*=77.3, *SD* = 9.7) was higher than the mean for PSA grades assigned to girls (*M*=75.8, *SD* = 10.5), a statistically significant difference.

This data suggests that boys are better at using technology to create video projects.

Table: 5
Comparison of PSA Scores for Boys and Girls in Treatment Class

Group Contrast	*N*	*M*	*SD*	*t*-value	*p*
Boys	3	77.3	9.7	0.21	0.42*
Girls	5	75.8	10.5		

p < .05*

The final phase of the study was to give the 45 participants a questionnaire about their group formations.

This questionnaire consisted of three demographic questions (gender, race and type of group) and responses to four yes, no, or sometimes questions.

Table: 6 shows the results of the yes, no, or sometimes questions in percentages.

Table: 6
Results of Group Perception Questionnaire

Question	Treatment Class			Comparison Class		
	Yes	No	Sometimes	Yes	No	Sometimes
Did you enjoy working with group members?	100%	0%	0%	100%	0%	0%
Was your group successful at completing the assigned task?	100%	0%	0%	100%	0%	0%
Did everyone in your group participate in the project?	92%	8.3%	0%	96%	4.7%	0%
Would you prefer working with people that are the same gender as you?	25%	25%	50%	76.2%	0%	24%

Students enjoyed working with their respective groups for various reasons. The boys in treatment stated reasons such as "they were fun people to work with and we had great chemistry with each other" and "we get along together". Girls' responses to why they enjoyed working in groups were all similar statements about having good ideas and working well together.

In the comparison class students enjoyed working in groups because "Everyone cooperated" and "It was people that I got along with and wasn't scared to act in front of them". Statements about working with groups were mostly about having fun and liking their group members within the class with mixed-gender groups.

Students in both the comparison and treatment classes felt that group ideas and participation were the reasons for the successful completion of the assigned task. Students stated, "Everyone did their part". When asked if everyone did their part, student responses were mixed. Ninety-two percent of the students in the treatment class felt that students did do their part within the group, while 8.3% felt some group members did not do enough.

Those that felt students did what they should have within the group thought so because everyone "Shot some, all on camera, all edited". All boys (*N*=9) within the treatment class felt their group members equally participated; whereas the some of the girls (*N*=2) believed some group members did not contributed as much as some of the other group members. The girls stated, "I felt that some people did more work than others. One member liked to talk to another group a lot" or "Two people did most of the work, but the other just stayed quiet and went by what the other partners said".

The students shared their ideas about working in groups that were specific to their gender. While 25% of the treatment class would either like to work with those of the same gender or not, 50% stated that they would like to work others of the same gender sometimes. The students stated that it did not matter what gender someone was when it came to working in groups.

Students in the comparison class would rather work with those of the same gender or work with them sometimes. Some students in this class believed that working with students of the same gender would make it "Easier to settle with certain things". Other

students felt that working with those of the same gender on occasion allows them to become more comfortable with a variety of classmates. Comments such as these provide evidence that students would rather work with people of the same gender. However, these students were in the comparison class working in groups of mixed-gender. They became frustrated with one another because ideas were not easily accepted by their peers and some in the groups did more work than others. Students in the single-gender setting had more of a negative perception to working with students of the same gender; whereas students in the mixed-gender setting were 76% more likely to want to work with others of the same gender.

Students suggested that group members listen more and participate fully in the project in order for the group to function proficiently. Students in both the treatment and comparison classes also recommended that they choose group member in the future in order for them to be successful. When students were forced to work with individuals they did not want to work with, it caused friction among the groups leading to poor project performance. Student perceptions were that allowing them to choose their own groups would improve the overall climate of the BVP classroom. In the future, students would be allowed to choose their own group members with exceptions. Students would have to provide solid evidence as to why they should be allowed to work with particular individuals. By affording students the opportunity to choose and explain their reasoning for choosing these groups, students would be more apt to work harder, stay focused on their work, and produce higher quality video projects.

DISCUSSION & CONCLUSIONS

Over the course of 6-weeks, students in two different broadcasting classes planned a 45-sec Public Service Announcement (PSA) by writing scripts, creating a storyboard, gathering video, and editing. Both classes were in their first year of Broadcast Video Production (BVP) and were taught the same concepts prior to the intervention with neither of them having learned how to edit. Prior to the intervention, students in these two classes were given the opportunity to practice editing with the Final Cut Pro X system after watching a tutorial on how to operate the editing software. After practicing for several days, the intervention began.

The study began with the teacher-researcher giving each student in these two classes a Technology Use Survey (See Appendix D). According to answers provided on the survey, the teacher-research formed groups. One class of first year BVP students was placed in single-gender groups (*N*=8). This class became the treatment class. The other class of first year broadcasting students, were placed in mixed-gender groups (*n*=7) and became the comparison class. The purpose for the different group formations within the different classes was to determine if single-gender grouping had an effect on Broadcast Video Production (BVP) students.

During the implementation, three forms of data collection were used to gather information about single-gender groups within one BVP classroom and mixed-gender groups in another BVP class. The two classes would be compared to determine if single-gender grouping was effective. These instruments included a video rubric, observational checklists, and a Group Perception Questionnaire.

Every day during the implementation, observations about each group in both classes (*N*=15) were made. A checklist was used to determine if students were focused on the project, worked well with group members, and stayed within their own groups. Students in the treatment and comparison classes were seen not remaining focused on the project 186 times over the course of 25 days. Boys in both settings were observed being noncompliant most often (Boys in the single-gender class and mixed-gender class were

unfocused 76% of the time, while girls were unfocused only 24% of the time. Likewise, the boys in the treatment and comparison classes were observed having issues with group members 66% of the time. Boys in the single-gender and mixed-gender classes were also seen leaving their groups to talk to members of other groups 63 times, whereas the girls were observed only 23 times.

Boys in the single-gender setting were observed being unfocused and staying within their groups more than boys in the mixed-gender setting. However, boys in the mixed-gender setting were seen not getting along with their group members most often with occurrences happening 37 times compared to the girls 19.

Although the girls were seen not complying on several occasions in the three areas, their incident rate was not as frequent as the boys. The girls in the mixed-gender setting (*N*=9) were seen being noncompliant most often. Girls were unfocused 25 times, caught not getting along with group members 19 times, and leaving their groups to visit other groups 12 times. Girls in the single-gender setting (*N*=9) were observed being unfocused 19 times, not getting along with group members 7 times, and not staying within their group 11 times.

It was determined that boys' on-task behavior in single-gender groups was worse than those in mixed-gender groups. This evidence is inconsistent with Hubbard and Datnow (2005) who concluded that a single-gender setting would free students from distractions of the other genders and allow them to focus on their lessons in meaningful and new ways. However, girls' on-task behavior was better in a single-gender setting than in a mixed-gender one. This evidence supported the theory of Hoffman and Badgett (2008) who concluded that girls in single-gender settings work well together, actively discuss with one another, encourage each other, and are excited about the content.

At the end of the 6-week period, all PSA projects on bullying had to be turned into the teacher-researcher to be graded. Grades were given to students based on the video rubric which provided further evidence of student performance. Student performance on the bullying PSA in the comparison class (*M*=78.1) was significantly higher than the scores on the bullying PSA in the treatment class (*M*=76.4). It was concluded that single-gender groups did not have an effect on BVP students.

Data from the video rubric indicated that boys outperformed girls in the single-gender setting. Boys (*M*=77.3) scored significantly higher on the bullying PSA project than girls (*M*=75.8) disproving the assumption that males are becoming a disadvantaged gender in schools (Friend, 2006). However, evidence from the video rubric suggests that gender may be a factor in the varying experiences students have with technology (Heemskerk et al., 2009). The final form of data collection in this study was the Group Perception Questionnaire. One hundred percent of the students (*N*=45) liked working with their assigned groups, and every group was successful at completing the task of creating a 45-sec PSA on bullying.

When asked if they would rather work with people that are of the same gender, 25% of the students in the treatment class of single-gender groups responded with yes. However, 50% of the students in this same class said sometimes providing reasons such as it allows them to become comfortable with their classmates. This reason supports the idea by Smyth (2010) that suggests that boys and girls are more content in a mixed-gender setting. Students feel that it is a more natural environment and allows them to form relationships with their classmates.

However, unlike the treatment class, 76.2% of the students in the comparison class felt that working with people that are of the same gender would be advantageous. According

to the data collected from these questionnaires it depended on which class the student was in on how they perceived single-gender grouping compared to mixed-gender grouping.

Impact on Student Learning

As Leighton (2010) pointed out, single-gender settings help creates an environment that is beneficial to the academic achievement of students. This idea was supported at the research site because prior to the intervention student video projects in Broadcast Video Production (BVP) were subpar in a mixed-gender setting. Girls in BVP were less confident with the technology used in the classroom than the boys (Heemskerk et al., 2009). These two reasons provided enough evidence to implement single-gender groups in the BVP classroom to determine if it would have an effect on student learning.

Although girls responded that they used computers and were comfortable with editing software on the Technology Use Survey, it was apparent that girls in the single-gender setting were afraid to take risks and uncertain about the different aspects of the video project. Girls (*M*=75.8) scored significantly lower than the boys (*M*=77.3) in the single-gender class. Unlike the boys in the single-gender setting, the girls remained focused, within their respected groups, and got along more. Boys wanted to venture into the groups that contained only girls and talked a lot about other things other their projects. Even with the boys not doing what was asked of them most often, the girls were unable to overcome their fears and produce the better projects even though their pre-planning ideas were better than the boys.

Students in the comparison class of mixed-gender groups (*M*=78.1) scored higher than those in the single-gender setting (*M*=76.4). It was observed that students in mixed-gender groups argued more than those in single-gender groups. The boys complained that the girls were too bossy, and the girls claimed that the boys were lazy. The girls in single-gender groups did most of the planning and writing of the script. Girls were observed telling the boys what to do on several different occasions. The boys were told what type of video footage to get, how to draw something, and to get different items many times. However, when it came time to edit the projects, the boys were the ones doing most of the work.

The roles were now reversed with the boys telling the girls what to do. During the editing phase, the girls were observed unfocused and not remaining within their groups more than the boys. It can be concluded that the girls felt inadequate to the boys and allowed them to take control at this point reassuring the notion that educators need to make certain that females are proactive when it comes to becoming more involved in technology related fields (Burke & Murphy, 2006).

Factors Influencing Implementation

Several factors influenced the implementation of the intervention. Although student absences were low, there were a few groups that were affected by these. Of the seven groups in the comparison class, one group was missing a member at least two times a week over the 6-week period. The treatment class had the more absences than the comparison class. One group was missing a member for 5 days because of suspension, and another group had a member miss 7 days off and on because of various illnesses. The return from a two week Winter break also interfered with student learning. Two students in the treatment class were added to the roster. Although they were included in the study, they were at a disadvantage from the beginning because the other students had been in the class together since the first of the year. They already knew each other, so regardless of how groups were formed they were comfortable with one another. Student instruction was affected by the absence of the teacher-researcher. On 5 different days, the teacher-researcher was away from the classroom. Two of those days away from the

classroom were because of professional development, while the other three were because of their own children being sick. Although, the students continued with the instruction, and the substitute took observational notes, the students did not benefit from having the actual teacher in the classroom to answer any problems that may have occurred.

Implications and Limitations

The implications of this study are important for the research site and other teachers within the Trade and Industry department. Although it was concluded that single-gender grouping is not an effective strategy in the Broadcast Video Production (BVP) classroom, it is believed that students learn differently and when teachers begin to teach to these learning styles, students will begin to achieve more (Matthew-Cadore, 2010). For this research, students in both the treatment class and comparison classes were taught in the exact same manner. Both classes watched a tutorial on the editing software, were given time to practice, and time to ask questions. All questions that were asked were answered and shared with both classes. Implications of this study go beyond the research class. Other Career Technical Agricultural Education (CTAE) classes could use the findings to help support their method of group formations as all of these classes require group work and projects. Very little data could be found by the teacher-researcher about single-gender grouping in public schools at the high school level. Most research deals with middle-schools or schools in the private sector. Although single-gender grouping did not affect BVP students, there are a few limitations that must be addressed. The study was conducted over a 6-week period. Not only was this not a significant amount of time, but it was also the first time students in these classes had edited a project. It would have been more beneficial to allow the students to adequately learn the editing software before implementing the research. Allowing the students to become proficient with the editing software would have allowed the students, especially the girls, to gain more confidence in their ability to work the technology used to create video projects.

The teacher-researcher was impacted through this study. Although single-gender grouping did not provide evidence of success, other group formation options were provided as successful measures. In a class where effective grouping strategies is imperative, evidence of successful grouping measures is useful. Some of those group formations were groups formed by their peers, boys and girls who were dissimilar in authoritative styles working together and groups that were constructed of individuals who were at different learning levels.

The concepts of video do not change; however, the technology used to created videos does. Realizing that students understood the concepts but were afraid of the technology used to turn these concepts into visual pieces will help improve student achievement. Likewise, it was stated by several students that allowing them to choose their own groups would help them be successful. Choosing their own groups would allow students to partner with people that are strong in certain aspects and help those that are weak in those areas.

Further research is needed to validate the findings of this study. When dealing with single-gender groups, teachers should receive specific training on the difference of the genders. Since there were days when the teacher-researcher was not in attendance and the substitute took observational notes along with the other limitations of the study, the results may not be completely reliable. Research into single-gender groups for a longer period of time across several classes at the high school level would make the results more reliable.

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Appendix A
Video Rubric

	1 point	2 points	3 points	4 points
Script	Contains more than 10 mistakes. Not in correct format.	Contains 5-10 mistakes. In correct format.	Contains 1-4 mistakes. In correct format.	Contains no mistakes. In correct format.
Overall Content	Message is unclear.	Message is vaguely communicated	Message is clearly communicated	Strong message.
Camera Technique	Always contains badly framed shots, bad camera focus, extreme use of pans and zooms, or an unsteady camera.	Sometimes contains badly framed shots, bad camera focus, extreme use of pans and zooms, or an unsteady camera.	There are few or no noticeable problems with camera technique.	No noticeable camera problems. The video was shot in an interesting and appropriate way.
Audio	Is either overpowering or too soft. Background noise makes it almost impossible to hear the primary audio.	There is some background noises that distracts the viewer and/ or the audio has inconsistent volume.	There is no distracting background noises. The audio is consistently the same volume. The primary audio can be heard easily.	The project appropriately mixes different types of audio and has extreme clarity.
Editing	The project presents long video sequences with no obvious editing.	The video appears to be minimally or sloppily edited. There are awkward transitions between scenes.	The video is generally well-edited, but lacks some continuity and polish. There are few or no awkward transitions between scenes.	The video has a professional appearance and the video is edited in a way that makes the project interesting. The project has good continuity.
Time	More than 10 sec. over or under.	6-10 secs over or under	1-5 secs over or under.	Exactly 60, 45, or 30 secs
Copyright	Uses more than 45 secs of copyrighted material	Uses 36-40 secs of copyrighted material	Uses 31-35 secs of copyrighted material	Uses 30 secs or less of copyrighted material
Cooperative Group Work	Cannot work with others. Cannot share decisions or responsibilities.	Works well with others, but has difficulty sharing decisions and responsibilities	Works well with others. Takes part in most decisions and contributes a fair share to group.	Works well with others. Assumes a clear role and shares responsibilities.

Appendix B
Group Perception Questionnaire

You will be taking a questionnaire about your groups and how well you think you did on the video project as a group. The purpose of this questionnaire is to better understand your attitude about the type of group you worked with for the duration of the bullying PSA. Before beginning the questionnaire, please read over the questions and think about your answers. There is no right or wrong answer, but all questions must be answered completely and to the best of your knowledge.

1. What is your gender?
- **Male**
- **Female**

2. Did you enjoy working with your group members?
- **Yes**
- **No**

3. Please explain your answer to #2 in the provided box.

4. How was your group constructed?
- **All Males**
- **All Females**
- **Mixture of Males and Females**

5. Was your group effective at completing the assigned task?
- **Yes**
- **No**

6. Please explain your answer to #5 in the provided box.

7. Did everyone in your group participate in the project?
- **Yes**
- **No**

8. Please explain your answer to #7 in the provided box.

9. Would you prefer working with people that are the same gender as you?

- **Yes**
- **No**
- **Sometimes**

10. Please explain your answer to #9 further in the provided box.

11. What would you have changed about your group? (You may list anything that you think would have made it more effective. Be honest and sincere with your response.)

12. Please tell me anything else you think I might need to know about how the groups functioned that may benefit the class later.

Appendix C
Observational Checklist

Name	Remains focused on project	Working Well with Group Members	Stays within group (does not visit with other groups)

Appendix D
Technology Use Survey

Directions: Please complete the following survey as honestly as possible. Answer all questions and to not leave anything blank.

1. Do you have access to a working computer?
- **Yes**
- **No**

2. Do you have access to the internet?
- **Yes**
- **No**

3. How often do you use the computer?
- **Daily**
- **Weekly**
- **2 to 4 times a month**
- **Seldom of Never**

4. When you use the computer what is it typically used for? (Mark ALL that apply)
- **Games**
- **Email**
- **Social Networking**
- **Research**
- **Word Processing**
- **Multi-media projects (ie. PowerPoint)**
- **Other (Please Specify) _____**

5. What computer tools (software) do you know how to use efficiently? (Mark ALL that apply)
- **Internet**
- **YouTube**
- **FormatFactory**
- **Audacity**
- **Roxio**
- **Final Cut Pro X**
- **Garage Band**

6. Are you comfortable using computers for media projects?
- **Yes**
- **No**

7. Do you know how to use digital editing systems to create videos?
- **Yes**
- **No**
- **Some**

8. If you answered yes or some to #7, list the systems you have used to edit video within the box.

9. What is your gender?

- **Male**
- **Female**

10. What is your race?

- **Black**
- **Hispanic**
- **White**
- **Asian**
- **Native American**
- **Other (Please Specify)** _____