

Single-Sex Versus Coeducation: The influence school type has on males attitudes towards  
gay people and perceived homophobic school climate

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### Abstract

**Aims:** On a population of males who attended an Irish secondary school, the current study set out to examine the influence school type (single-sex or coeducational) had on students' attitudes towards gay people after controlling for the confounding variables age, geographical location, religiosity, and school religious ethos. It also compared the level of homophobia in the schooling environment between single-sex (SS) and coeducational (CE) schools. Finally, the study also examined if the level of homophobia in the schooling environment had an influence on the students' attitudes towards gay people. **Method:** Participants were recruited through convenience sampling using social media (n = 120) and completed four questionnaires; a demographics questionnaire, the Self-Ascribed Religiosity Scale, the Perceived Homophobic School Climate Scale and the Attitudes Towards Gay People Questionnaire. **Results:** Results indicated that school type was a non-significant predictor of attitudes towards gay people. However, SS schools had significantly higher levels of homophobia in the school environment than CE. Finally, there was a non-significant correlation between the level of perceived homophobia in the school environment and students' attitudes towards gay people. **Conclusions:** The current study provides a greater understanding of SS schooling issues and the foundation for future research. Findings suggest in the short-term, policy change within SS schools to promote a more diverse and accepting environment for gay students and in the long-term discontinuation of SS schooling.

*Keywords:* single-sex schooling, sex-segregated schools, attitudes towards gay people, homophobia, homophobic school climate, Irish, Ireland

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## Introduction

Schools and educational institutes play a crucial role in developing and forming young people's attitudes and beliefs (Cobia & Carney, 2002; Cohen et al., 2009). Whether single-sex (SS) or coeducational (CE), the type of school you go to can significantly influence your attitudes and beliefs. For example, it is evident in the literature that SS schooling promotes more sexist and gender-stereotypical attitudes compared to CE schooling (Hilliard & Liben, 2010; Jackson, 2000; Keener et al., 2013; Lee et al., 1994; Lesko, 2000). Nevertheless, SS schools still account for one-third of Irish secondary schools (Ó'Ríordáin, 2018). The most prevalent argument for SS schools is that they have better academic outcomes (Datnow et al., 2001; Eisenkopf et al., 2015; Lee & Lockheed, 1998). However, once confounding variables such as socioeconomic background are controlled for, these differences in academic performance disappear (Halpern et al., 2011; Pahlke et al., 2014). Although research suggests that SS schooling promotes more sexist and gender stereotypical attitudes; there is a gap in the literature relating to the influence SS schooling may have on students' attitudes towards gay people, despite the fact that there are high levels of homophobia in schools (Minton et al., 2008; Neary, 2013). Research suggests that in Ireland, 58% of LGBT (Lesbian, Gay, Bisexual, and Trans) persons experienced homophobic bullying while attending school (Mayock et al., 2009). With this in mind, the current study will investigate the relationship between school type (single-sex vs coeducational) and attitudes towards gay people in an Irish context. Throughout the literature relating to varying aspects of sexual orientation, the words homosexuality and homosexuals are used frequently. However, these words are seen as outdated and offensive in the LGBTQ community. The preferred terms are gay male or lesbian female, and gay people, which can encompass both males and females (American Psychological Association, 2015; American Psychological

Association of Graduate Students, 2015). Hence, this research paper will replace these words with the preferred terms where necessary.

When discussing the relationship between school type and attitudes towards gay people, it must first be understood what an attitude is and how attitudes are formed. A commonly used and conventional definition of an attitude is a "psychological tendency expressed by evaluating a particular entity with some degree of favour or disfavour" (Eagly & Chaiken, 2007). There are two types of attitudes, implicit which is an underlying attitude outside of one's conscious awareness, and explicit, which is a deliberate attitude one is conscious of (Nosek & Banaji, 2009; Perugini, 2005). Attitudes are formed in several ways (Olufemi, 2012). The first is through classical conditioning. This happens when an unconditioned stimulus is paired with a conditioned stimulus repeated over time, creating an implicit attitude (Kim et al., 1998). The second is through operant conditioning. If an attitude is rewarded or punished, the attitude may either continue or cease (Olufemi, 2012). The third way attitudes can be formed is through cognitive appraisals based on evaluations from one's beliefs and logic (Van Der Heijden, 2002). The fourth way attitudes form is through observational learning from one's environment (Kanekar, 1973). Lastly, attitudes also form through persuasion (Crano & Prislin, 2006).

Homophobia is a term used to describe irrational fear or hostile attitudes towards people who identify as gay (Haaga, 1991). However, as the word gained popularity, it is more colloquially used to describe any adverse belief, attitude, or action against gay people (Hudson & Ricketts, 1980). Herek (1984) proposed that attitudes towards gay people can be categorized into three types, depending on what psychological function they serve. The first is an experiential attitude. This type of attitude forms when one has interacted with a gay person and generalizes their experience with this one person to all gay people. This means that if the experience were positive or negative, the attitude would develop accordingly. The

second type is a defensive attitude. This type of attitude forms when being in the proximity of a gay person threatens one's inner conflicts about their own sexual orientation, masculinity, or femininity. Being in contact with a gay person may bring up uncomfortable repressed thoughts or feelings, making the person reject gay people. The third type of attitude proposed by Herek (1984) is symbolic attitude. Symbolic attitudes occur when the concept of gay relationships threatens cultural or ideological values (Herek, 1984).

Research indicates that improvements in more positive and accepting attitudes towards gay people are a result of increased education levels, shifts in cultural/ ideological beliefs, mass support for minorities, exposure to gay people and also knowledge of a biological basis for varied sexual orientation (Altemeyer, 2002; Ayoub & Garretson, 2016; Cheng et al., 2016; Dotti Sani & Quaranta, 2021; Hooghe & Meeusen, 2013; Loftus, 2001). However, poor attitudes and homophobia are still very prevalent issues globally (Lamontagne et al., 2018). Same-sex marriage is only legal in 31 countries ("Marriage Equality Around the World", 2021). Although Ireland is one of these countries, this is only a recent phenomenon. Identifying as gay was only legalized in 1993 and same-sex marriage in 2015 (Brent, 2021). People who identify as gay experience significantly more victimization and bullying than their heterosexual counterparts (Balsam et al., 2005; Berlan et al., 2010; Camodeca et al., 2018). Research from the United States found that in 2017, sexual and gender minorities were nearly four times more likely to be victims of violent crime than non-minorities (Flores et al., 2020). Due to representation issues in this study, it is difficult to prove that these statistics are accurate. However, it is evident throughout the literature that people who identify as gay are more likely to be victims of violence (Beauchamp, 2008; Tjaden et al., 1999; Tyler, 2008). Research has indicated various factors influencing a person's attitudes towards gay people. Each of which will be discussed below.



## **Factors Influencing Attitudes Towards Gay People**

### ***Gender***

A meta-analysis by Oliver and Hyde (1993) reported little to no gender differences in attitudes towards gay people. However, there was limited research on the subject at the time, and they appeared to overlook multiple studies (Oliver & Hyde, 1993). In general, most of the research to date indicates that men have significantly more negative attitudes and hostility towards gay people compared to women (Herek, 1988; Kurdek, 1988; Lim, 2002). Men have more negative attitudes towards gay males than lesbian females (Kite, 1984; Kite & Whitley, 1996). These negative attitudes produced by men appear to be correlated strongly with traditional beliefs, gender stereotyping and sexism (Pistella et al., 2017; Sakalli, 2002; Whitely, 2001; Whitley, Jr. & Ægisdóttir, 2000). Gay males are subjected to more negative attitudes than lesbian females, and females viewed gay males similarly to lesbian females (Basow & Johnson, 2000; LaMar & Kite, 1998; Newman, 1989).

### ***Religiosity***

Religiosity is also a predictor of negative attitudes towards gay people, with higher levels of religiosity correlating with more negative attitudes towards gay people (Besen & Zickli, 2007; Ellison et al., 2011; Jäckle & Wenzelburger, 2014; Roggemans et al., 2015). Interestingly, spirituality was not a predictor of a negative attitude towards people who identify as gay, and the negative attitudes were specific to more traditional religious beliefs (Barringer et al., 2013; Harbaugh & Lindsey, 2015; Ogland & Verona, 2014). Spirituality not being a predictor of negative attitudes towards gay people could indicate that negative attitudes based on religion are symbolic, according to Herek's (1984) proposal of how attitudes towards gay people are formed (Herek, 1984). Although religiosity appears to be a strong predictor of poor attitudes towards gay people, some research has shown that religion's

effect on attitudes towards gay people can be significantly influenced by cultural context (Adamczyk & Pitt, 2009; Jensen et al., 1988; Xie & Peng, 2017).

### ***Geographical Location***

Geographical location was also a significant predictor of attitudes towards gay people, with rural dwellers tending to have more homophobic attitudes than urban dwellers (Cao et al., 2010; Schwartz & Lindley, 2005; Snively et al., 2004). Although some research indicates that negative attitudes towards gay people in rural areas are exaggerated (Anderson et al., 2015), reports from gay people living in rural areas suggest that it causes more significant distress compared to living in an urban area (Barefoot et al., 2015; McLaren, 2014; Rickard & Yancey, 2018). This appears to be in part due to rural areas having adopted more traditional roles and fixed views on heterosexuality and masculinity (Bell, 2009; Little, 2003).

### ***Other Factors***

Higher education levels are also associated with increased tolerance of gay people (Grapes, 2006; Ohlander et al., 2005). Countries with a higher income inequality also displayed poorer attitudes towards people who identify as gay (Anderson & Fetner, 2008).

### **Attitudes Towards Gay People in Schooling Environments**

Homophobia is a significant issue in educational systems across the globe (Bhana, 2012; Walters & Hayes, 1998). In some countries, such as Kenya, being gay is even punished in schools (Mucherah et al., 2016). Although attitudes in schools are becoming more tolerant and accepting in most countries, there appears to be a reversal in some (De Witte et al., 2019). Teachers play a crucial role in the experience of sexual minorities in schools. Research from the United States found that nearly half of the teachers that took part in the study had at least one negative attitude towards sexual minorities (Hall & Rodgers, 2018). Teachers having a negative attitude towards gay people is mainly an issue as homophobic school

environments and observing homophobic attitudes from other classmates has been shown to encourage individual homophobic attitudes (Prati, 2012; Prati et al., 2011). Moreover, peer group masculinity and playing sports also encourages more homophobic attitudes (Birkett & Espelage, 2014; Osborne & Wagner, 2007), and male-only schools promote "macho male" culture (Jackson, 2002).

Hence, the question of whether SS schooling, in particular male-only schools, influences students' attitudes towards gay people and promotes a more homophobic school climate must be considered. This question is essential as homophobia in schools has drastic effects on gay students. Research shows that experiencing homophobia in schools can have negative mental health consequences such as depression (Collier et al., 2012). Homophobia in schools can also cause internalized homophobia which can cause low self-esteem and problems within the gay community (Frost & Meyer, 2009). The impact of homophobia in schools is so prevalent that schools have tried to combat these issues with inclusive and anti-bullying educational initiatives, however homophobia is still a major issue in schools (McCarty-Caplan, 2013; Walton, 2004). The United Nations has also implemented policies and protective rights for LGBTQ children in educational institutes (Cornu, 2016).

### **Attitudes Towards Gay People in an Irish Schooling Context**

Homophobic bullying is a prevalent issue in the Irish educational institutes for both students and teachers (Minton et al., 2008; Neary, 2013). Research by Mayock et al., (2009) found that of 1200 LGBT persons in Ireland, 58% reported the prevalence of homophobic bullying in their school, and 5% dropped out of school due to homophobic bullying (Mayock et al., 2009). It is apparent that homophobia is a severe issue in Ireland which is reinforced by outdated educational material; the Irish Department of Education recently removed homophobic material from their SPHE online resources (Power, 2021). In two qualitative studies, O'Higgins-Norman (2009; 2009) found that all-male single-sex schools appeared to

show the most heteronormative attitudes. The research suggests that Ireland is "still catching up" regarding acceptance and understanding of gay people (O'Higgins-Norman, 2009; 2009). However, these studies are limited in their qualitative nature and outdated as there have been many societal changes since then. Further research is needed into the area.

### **Single-Sex Schooling Versus Coeducational Schooling**

The subject of single-sex (SS) versus coeducational (CE) schooling is long-debated and controversial. The arguments for SS schooling include; increased academic performance, different learning styles between genders, lack of social distraction, improved self-esteem in females, and improved male character development (Datnow et al., 2001; Eisenkopf et al., 2015; Lee & Lockheed, 1998). However, many of these studies have a relatively small sample size. Multiple large-scale studies have concluded that differences in academic outcomes between SS and CE schooling are minor. Once confounding variables such as socioeconomic background are controlled for, the differences in academic performance appear to be non-significant (Halpern et al., 2011; Pahlke et al., 2014). It is also evident that all-male schools perpetuate "macho male cultures", and this macho male culture is suggested to promote heterosexist attitudes and interfere with students' socialization (Jackson, 2002; Lesko, 2000). Similarly, SS schooling promotes gender-stereotyping and sexism (Hilliard & Liben, 2010, Keener et al., 2013), which are both correlated with negative attitudes towards gay people (Lee et al., 1994; Pistella et al., 2017; Sakalli, 2002). SS schooling is still rising in many countries despite the fact that there are no differences in educational outcomes between SS and CE schooling and the adverse social outcomes of SS schooling (Li & Wong, 2018).

Qualitative research conducted on single-gender schools in California found that the students who attended single-gender schools had relatively fixed views on heterosexuality being the normative choice. There was prevalent homophobia which appeared to be

influenced by the school's promotion of heterosexual attitudes. The students admitted that they were not taught much about different sexual orientations except that it potentially causes aids. The study also found that the teachers tended to ignore or silence complaints about homophobia (Woody, 2003). Similarly, Jackson argues that SS schooling is outdated and promotes heteronormative behaviours, neglecting non-heterosexual students (Jackson, 2010). Moreover, research shows that all-male schools perpetuate "macho male cultures", and this macho male culture is suggested to promote heterosexist attitudes and interfere with students' socialization (Jackson, 2002; Lesko, 2000). However, the data relating to attitudes towards gay people and school type appears limited. It is outdated, primarily qualitative, and lacks comparison to other school types and their influence on attitudes toward gay people. Further research is required on the topic.

### **Concluding Comments**

Although research indicates a growing acceptance and improvements in attitudes towards gay people, discrimination, bullying, and homophobic attitudes are still significant issues globally, particularly in schooling environments. Research indicates that school type (single-sex or coeducational) influences the development and forming of students' attitudes, especially gender stereotyping and sexism, which are more prevalent issues in SS schools than in CE schools. Sexism and gender stereotyping are both correlated with more negative attitudes towards people who identify as gay. Moreover, religiously and being of the male sex is also correlated with more negative attitudes towards people who identify as gay. As Ireland has a high prevalence of homophobia in secondary schools and a significantly high proportion of SS schools, which are typically rooted in a religious ethos, the question of whether SS schooling influences attitudes towards people who identify as gay must be considered.

### **Rationale and research aims/hypotheses**

The current study will explore the relationship between school type (single-sex or coeducational) and attitude towards people who identify as gay while also accounting for confounding variables such as religion, school religious ethos, and geographical location (urban or rural). This research will be conducted in an Irish context as Ireland has an exceptionally high proportion of SS schools, and over 50% of secondary education students attend a school with a Catholic religious ethos ("Education Indicators for Ireland 2021", 2021). This research is essential for many reasons. Firstly, the research will assist in filling in the gap in the research relating to school type (single-sex or coeducational) and attitudes towards people who identify as gay. Secondly, the research will provide up to date information on issues surrounding homophobia in Irish secondary schools, and this information can be used by schools and educational institutes on the necessary policies relating to the inclusion and support of people who identify as gay. Finally, the current research will be helpful in the ongoing debates surrounding the continuation or discontinuation of single-sex schooling.

Based on the current literature, the research questions and hypothesis are as follows:

- 1) Research Question: Does school type (SS or CE) influence males' attitudes towards gay people when confounding variables such as age, religiosity, school religious ethos and geographical location are controlled for.

Hypothesis 1: School type (SS or CE) will predict males' attitudes towards gay people after controlling for confounding variables such as age, religiosity, school religious ethos and geographical location.

- 2) Research Question: Is there a difference in level of homophobia in the school environment between SS and CE secondary schools?

Hypothesis 2: There will be a significant difference in level of homophobia in the school environment between single-sex and coeducational secondary schools.

- 3) Research Question: Is level of homophobia in the school environment correlated with males attitudes towards gay people?

Hypothesis 3: There will be a correlation between level of homophobia in the schooling environment and males attitudes towards gay people.

## **Methods**

### **Participants**

Participants in this study were recruited through convenience sampling using Instagram and WhatsApp's social media platforms. The sample consisted of 122 male participants, all of whom fitted the criteria of having attended a secondary school in Ireland, identifying as heterosexual and being between the ages of 18-26. The age limit was specified to ensure no societal or age-related changes would interfere with the data, as attitudes towards gay people have improved significantly over time. There were three age groups; 60 (49.2%) participants in the 18-20 age group, 54 (44.4%) participants in the 21-23 age group and 8 (6.6%) in the 24-26 age group. For school type, 76 (62.3%) participants attended an all-boys secondary school, and 46 (37.7%) attended a coeducational secondary school. Of the participants sampled, 23 (18.9%) attended a school with no religious ethos, 67 (54.9%) attended a school that had a religious ethos but was not a prominent one, and 32 (26.2%) attended a school with a strong religious ethos. Finally, 99 (81.1%) resided in an urban area, and 23 (18.9%) resided in a rural area.

### **Measures/ Materials**

The survey was hosted on Google Forms, as it provides options for Likert scales and multiple choice. It is also easily accessible, SPSS was used for the statistical analysis, and all of the above were accessed through the researcher's laptop. Prior to taking part, the participants were provided with an information sheet (see appendix A). They were required to provide informed consent to proceed with the survey (see appendix B). The questionnaire consisted of four sections. After completing the questionnaires, participants were provided with a debriefing sheet (see appendix H), which gave more information about the study, the researcher's contact information, and where they could find support if the questionnaires brought any distress or harm to them.



*Demographics Questionnaire*

This study used a basic demographics questionnaire (Appendix A), including age, school type (coeducational or all boys), school religious ethos and residency.

*Attitudes Towards Gay People Questionnaire (ATGPQ)*

The ATGPQ was used to measure participants' attitudes towards gay people (Kite & Deaux, 1986). The questionnaire was originally named the "The Attitude Towards Homosexuals Questionnaire"; however, as previously mentioned, the term "homosexuals" is viewed as offensive by the LBGTQ community. Hence the researcher has renamed it the "Attitudes Towards Gay People Questionnaire (ATGPQ) (see appendix F). The ATGPQ is a well-cited and valid questionnaire that many researchers have used up to date (Banwari et al., 2015; Ilango et al., 2020; Wahlen et al., 2020). The questionnaire has a Cronbach's alpha of 0.810 (Dunjić-Kostić et al., 2012). The questionnaire consists of 22 statements relating to gay people and below each statement is a Likert scale rating from 1 to 5, with 1 being strongly agree and 5 being strongly disagree. The higher the score at the end of the questionnaire, the more negative the attitude towards gay people (Kite & Deaux, 1986).

*Self-Ascribed Religiosity (SAR)*

The Self-Ascribed Religiosity scale (see appendix D) was used to determine the participants' relationship to religion. Developed by Zullig et al. (2006), the scale consists of two items; the first is "Religion is very important to me", and the second item is "I am very religious". Each item is rated on a Likert response scale from 1-5, with one being strongly agree, two being agree, three being neutral, four being disagree and five being strongly disagree (Zullig et al., 2006). The two-item scale was proven reliable and had a Cronbach's Alpha of 0.91 (Zullig et al., 2006).

*Perceived Homophobic School Climate (PHSC)*

Perceived homophobic school climate will be measured using a scale developed by Prati et al. (2011). The scale consists of four questions based on indirect verbal offences, written offences, isolation/ exclusion and verbal/ physical assault (Prati et al., 2011). Each of these questions (Appendix E) is rated on a five-point frequency scale; (1) never, (2) rarely, (3) sometimes, (4) often, (5) always. The scale has acceptable reliability with a Cronbach's alphas of .69 (Prati et al., 2011).

### **Design**

The current study employed a quantitative, observational and cross-sectional design. The statistical analysis was carried out on SPSS. For the first hypothesis, a Hierarchical Multiple Regression was used to investigate if the predictor variable school type (SS or CE) predicted the outcome variable ATGPQ scores after controlling for confounding variables age, residency type, self-ascribed religiosity and school religious ethos. For the second hypothesis a Mann-Whitney U test was used to investigate the difference in Median Scores of the continuous variable PHSC and the categorical variable school type (SS or CE). For the third hypothesis, a Spearman's Rho correlation coefficient was employed to investigate the relationship between PHSC scores and ATGPQ scores.

### **Procedure**

The data for this study was collected using Google Forums. A link to the survey was uploaded on the researcher's own Instagram story and reshared by four friends of the researcher. The survey was also sent into the researchers' college WhatsApp group chat. Participants were required to read an information sheet (see appendix A) and provide informed consent (see appendix B) prior to partaking. Participation was anonymous, and the questionnaires were self-report. The survey consisted of four sections, first a demographics questionnaire (see appendix C), then a perceived religiosity questionnaire (see appendix D), then a Homophobic School Climate Questionnaire (see appendix E), and finally, the Attitudes

Towards Gay People Questionnaire (see appendix F). Every question of each section had to be complete before submitting. Completion took approximately 10-12 minutes. Once completed, participants would be brought to a debriefing page (see appendix G), which provided details on what the study was about and resources for help if the study had brought up any distress or uncomfortable emotions.

### ***Ethical Considerations***

The current study was approved by the Ethics Committee of the National College of Ireland. Information regarding the study was provided prior to taking part. Participants were informed about the nature of the study what the study was for, and they ensured confidentiality and anonymity. They were also informed that they were not obliged to take part and could abandon the study at any time up until submission. However, once it was submitted, it would no longer be retractable from the study as it would no longer be identifiable. Although the survey was not expected to cause distress or harm, participants were provided with a debriefing sheet that informed them where they could seek help if they encountered any distress while taking part.

## Results

### Descriptive Statistics

Descriptive statistics for categorical variables age, school type, school religious ethos, and residency type are displayed in Table 1. The sample consisted of 120 males ( $n = 120$ ) who were heterosexual and between 18-26.

**Table 1**

*Frequencies for categorical variables ( $n = 120$ )*

Variable	Frequency	Valid %
<b>Age</b>		
18-20	59	49.2
21-23	53	44.2
24-26	8	6.7
<b>School Type</b>		
All Boys	76	63.3
Coeducational	44	36.7
<b>School Religious Ethos</b>		
No Religious Ethos	22	18.3
Religious Ethos But Not Prominent	66	55
Strong Religious Ethos	32	26.7
<b>Residency</b>		
Urban	97	80.8
Rural	23	19.2

Descriptive statistics for each continuous variable are provided in Table 2. A significant result ( $p < .05$ ) of the Kolmogorov-Smirnov statistic was found for all continuous variables indicating that the data is non-normally distributed, and inspection of the histograms show that the data are positively skewed. As the Attitudes Towards Gay people questionnaire was used in a Hierarchical Multiple Regression, the data was transformed. Post transformation, the was still skewed and violated assumptions of normality. However, according to the central limit theorem, the current data set is large enough to be considered normally distributed. The data for both Homophobic School Climate and Self-Ascribed Religiosity is non-normally distributed, so non-parametric alternatives were employed for statistical analyses.

**Table 2**

*Descriptive statistics for Self-Ascribed Religiosity, Homophobic School Climate and Attitudes Towards Gay People Questionnaire*

Variable	<i>M</i> [95% CI]	<i>SD</i>	Range
<b>Self-Ascribed Religiosity</b>	3.43 [3.08, 3.79]	1.97	2-10
<b>Homophobic School Climate</b>	10.31 [9.63, 10.99]	3.77	4-20
<b>Attitudes Towards Gay People</b>			
Original	29.73 [28.19, 31.28]	8.54	21-70
Transformed	1.46 [1.44, 1.48]	.10	1.32-1.85

## **Inferential Statistics**

### **Hypothesis 1**

Prior to conducting a hierarchical multiple regression, the relevant assumptions of this statistical analysis were tested. Firstly, a sample size of 120 was deemed adequate, permitting

all five independent variables to be included in the analysis (Tabachnick & Fidell, 2001). The assumption of singularity was also met as the independent variables (Self-Ascribed Religiosity, Attitudes Towards Gay People Questionnaire and Perceived Homophobic School Climate) were not a combination of other independent variables. As the dependent variable ATGPQ scores were not normally distributed, the data were transformed to provide a more accurate result. An examination of the correlations displayed that none of the independent variables were highly correlated ( $r < .7$ ). Residual plot indicated no violation of normality, linearity and homoscedasticity. The scatter plot indicated outliers greater than 3.3. However, according to Tabachnick and Fidell (2013), this should not be an issue as the sample size is large enough, and the Mahal distance (18.09) did not exceed the Critical Value (20.52) for five independent variables (Tabachnick & Fidell, 2013).

Hierarchical multiple regression was used to assess the ability of the control measure school type (single-sex or coeducational) to predict Attitudes Towards People Who Identify as Gay Questionnaire (ATGPQ) scores after controlling for the influence of age, school religious ethos, residency type and Self-Ascribed Religiosity. Age, School Religious Ethos, Residency Type and Self-Ascribed Religiosity were entered in Step 1, explaining 15.1% variance in ATGPQ Scores. After entry of School Type, the total variance explained by the model as a whole was 18%,  $F(5, 114) = 5.02, p < .001$ . The control variable measure explained an additional 3% of variance after controlling for age, residency type, school religious ethos and Self-Ascribed Religiosity,  $R^2 \text{ change} = .029, F \text{ change}(4, 115) = 4.086, p = .000$ . In the final model only Self-Ascribed Religiosity and School Type were statistically significant, with Self-Ascribed Religiosity recording a higher semi partial correlation value ( $sr = .38, p < .000$ ) than School Type ( $sr = -.17, p < .046$ ).

**Table 3**

*Hierarchical Multiple Regression Analysis Summary Predicting Attitudes Towards Gay People Questionnaire with Age, School Religious Ethos, Residency Type, Self-Ascribed Religiosity and School Type*

Variable	$R^2$	$R^2$ Change	B	SE	$\beta$	t	p
<b>Step 1</b>	.151	.151					
Constant			1.39	0.04			
Age			.02	0.2	.1	1.08	.284
School Religious Ethos			-.01	.01	-.06	-.68	.496
Residency Type			.00	.02	.00	.02	.985
Self-Ascribed Religiosity			.20	.01	.39	4.44	0.00
<b>Step 2</b>	.18	.29					
Constant			1.50	.07			
Age			.01	.02	.06	.72	.473
School Religious Ethos			-.03	.02	-.19	-1.75	0.83
Residency Type			.01	.02	.02	.261	.795
Self-Ascribed Religiosity			.02	.01	.37	4.20	.000
School Type			-.05	0.2	-.22	-2.02	.046

*Note:*  $R^2$  = R-squared; B = unstandardised beta value; SE = Standard errors of B;  $\beta$  = standardized beta value; t = coefficient divided by standard error; p = statistical significance.

To investigate the nature of the effect school type has on Attitudes Towards Gay People Scores, an independent sample Mann-Whitney U Test was employed. There was no significant difference in the ATGPQ scores of single-sex schools ( $Md = 1.45$ ,  $n = 76$ ) and coeducational schools ( $Md = 1.43$ ,  $n = 44$ ),  $U = 1411$ ,  $z = -1.42$ ,  $p = .154$ , with a small effect size ( $r = .13$ ). As the Mann-Whitney U Test was unable to indicate the nature of the effect

school type has on ATGPQ scores, the variable of school type was dummy coded into two separate variables, Single-Sex School and Coeducational School and re-entered into a Hierarchical Multiple Regression.

Hierarchical multiple regression was used to assess the ability of the control measures Single-Sex Schooling and Coeducational Schooling to predict Attitudes Towards People Who Identify as Gay Questionnaire (ATGPQ) scores after controlling for the influence of age, school religious ethos, residency type and Self-Ascribed Religiosity. Age, School Religious Ethos, Residency Type and Self-Ascribed Religiosity were entered in Step 1, explaining 15.1% variance in ATGPQ Scores. After entering the dummy coded variable Single-Sex School and Coeducational School in Step 2, the total variance explained by the model as a whole was 18%,  $F(6, 113) = 4.15$ ,  $p = .136$ . The control variable measures explained an additional 2.9% of variance after controlling for age, residency type, school religious ethos and Self-Ascribed Religiosity,  $R^2 \text{ change} = .029$ ,  $F \text{ change}(2, 113) = 2.03$ ,  $p = .136$ . In the final model, Self-Ascribed Religiosity was the only statistically significant result, with Self-Ascribed Religiosity recording a higher semi partial correlation value ( $sr = .38$ ,  $p < .000$ ). Indicating that neither dummy variable, Single-Sex School and Coeducational School, had a significant effect on ATGPQ scores.

**Table 4**

*Hierarchical Multiple Regression Analysis Summary Predicting Attitudes Towards Gay People Questionnaire with Age, School Religious Ethos, Residency Type, Self-Ascribed Religiosity and School Type*

Variable	$R^2$	$R^2 \text{ Change}$	$B$	$SE$	$\beta$	$t$	$p$
<b>Step 1</b>	.151	.151					
Age			.02	0.2	.1	1.08	.284
School Religious Ethos			-.01	.01	-.06	-.68	.496



Residency Type		.00	.02	.00	.02	.985
Self-Ascribed Religiosity		.20	.01	.39	4.44	0.00
<b>Step 2</b>		.18	.29			
Age		.02	.02	.06	.72	.473
School Religious Ethos		-.03	.02	-.19	-1.75	0.83
Residency Type		.01	.02	.02	.261	.795
Self-Ascribed Religiosity		.02	.01	.37	4.20	.000
Single-Sex School		-.05	0.2	-.22	1.97	.051
Coeducational School		-.00	0.2	-.01	-.12	.907

*Note:* R<sup>2</sup> = R-squared; B = unstandardised beta value; SE = Standard errors of B;  $\beta$  = standardized beta value; t = coefficient divided by standard error; p = statistical significance.

## Hypothesis 2

As the data for Perceived Homophobic School Climate scores were not normally distributed, the non-parametric alternative to a t-test, a Mann Whitney U Test was employed to compare Homophobic School Climate scores males who attended single-sex secondary school and males who attended a coeducational secondary school. There was a significant difference in the PHSC scores of single-sex schools ( $Md = 11, n = 76$ ) and coeducational schools ( $Md = 9, n = 44$ ),  $U = 1213.5, z = -2.51, p = .012$ , with a small effect size ( $r = .23$ ).

## Hypothesis 3

The relationship between ATGPQ scores and PHSC scores was investigated using a Spearman's Rho correlation coefficient. As preliminary analyses indicated that there was a violation of the assumption of normality, a non-parametric alternative was utilized. There was no significant correlation between ATGPQ scores and PHSC scores,  $r = -.02, n = 120, p = .619$ .

### Discussion

In an Irish secondary schooling context, the current study investigated the relationship between school type (SS or CE) and males' attitudes towards gay people while accounting for confounding variables such as age, school religious ethos, religiosity and residency type. The current study also aimed to compare the students' perceived level of homophobia in their school, between males who went to a SS school and males who went to a CE school. Finally, the current study investigated if the level of perceived homophobia in the schooling environment influenced the students' attitudes towards gay people.

Hypothesis one predicted that school type (SS or CE) would predict the students' attitudes towards gay people after controlling for the confounding variables: age, school religious ethos, and self-ascribed religiosity. Hypothesis one employed a Hierarchical Multiple Regression to explore the relationship, which indicated school type was a significant predictor of attitudes towards gay people. However, further investigation using a Mann-Whitney U test and a dummy coded Hierarchical Multiple Regression indicated non-significant results, accepting the null hypothesis that school type is not a predictor of males' attitudes towards gay people. The current study was the first to quantitatively measure and compare attitudes towards gay people among SS and CE schools. Prior to the current research, the literature is qualitatively based. For example, Woody (2003), in a qualitative study, indicated that students who went to a single-sex school had fixed views on heterosexuality and that there was a lack of education in relating to varying sexual orientations (Woody, 2003). Similarly, other qualitative studies suggested that all-male single-sex schooling reported higher levels of homophobic bullying (Jackson, 2003; O'Higgins-Norman, 2009; 2009).

The current hypothesis did not support the existing literature. The results of this study indicated that schooling type did not influence males' attitudes towards gay people. However,

there are a few factors that potentially could have influenced these results. The first factor is that the measures were self-report. Often, when people report sensitive topics such as sexual orientation, they may unconsciously provide a more socially desirable response (Van de Mortel, 2008). Although the current study was anonymous, research suggests that socially desirable responding can still influence self-report measures (Randall & Fernandes, 1991). The influence is particularly evident with the rise of political correctness and not having prejudices as the social norm, as people often adjust their attitudes to match the majority's attitude (Paluck et al., 2021; Zitek & Hebl, 2007).

Another factor that potentially influenced the results is that the researcher shared the questionnaires on their own social media accounts. The researcher of this project openly supports the LGBTQ community and has many friends of varying sexualities, which could have caused a sampling bias. This potential sampling bias is particularly evident as the data distribution for the attitudes towards gay people questionnaire scores were significantly positively skewed (see appendix I). In contrast, the perceived homophobic school climate data (see appendix J) had a more even distribution. Meaning that participants who took the questionnaire were overall accepting of gay people; however, they still perceived significant levels of homophobia in their school.

Hypothesis two predicted that there would be a difference in homophobic school climate scores between males who went to a SS secondary school and males who went to a coeducational secondary school in an Irish context. This study investigated this hypothesis using a Man Whitney U test. The current study rejects the null hypothesis. The results indicate a significant difference in perceived homophobic school climate between males who went to a single-sex secondary school and males who went to a coeducational secondary school, with SS schools having higher levels of perceived homophobia. This study reiterates the sentiment in the literature that all male or masculine environments typically have more

heteronormative and homophobic attitudes (Birkett & Espelage, 2014; Jackson, 2002; O'Higgins-Norman, 2009; 2009). The discrepancy within this study relating to there being no difference attitudes towards gay people between SS and CE schools, yet the perceived homophobic school climate being higher in SS schools could be due to a convenience sampling bias, as mentioned previously. Another reason could be that attitudes developed during secondary school may change post-education. This sentiment is reinforced by the fact that in the final hypothesis, perceived homophobia in the school did not influence the student's attitudes towards gay people

Hypothesis three predicted that there would be a correlation between attitudes towards gay people and perceived homophobic school climate. To investigate the relationship, a Mann-Whitney U test was employed. The statistical analysis results were non-significant, indicating that there was no correlation between perceived homophobic school climate and attitudes towards gay people. This analysis contradicts previous research from Prati (2012), whose research indicated that observing homophobic attitudes and behaviours encouraged an individual's homophobic attitude (Prati, 2012). However, it is important to note that the research was conducted on students who were still attending school. The current study's sample was people between the ages of 18-26, meaning most participants had already left school. This could mean that after students left their schooling environments, their attitudes might have become more accepting and open of gay people. This could have happened for a number of reasons such as increased levels of education on a personal level, like proceeding to higher levels of education, or mass awareness and education on the matters of sexual orientation on a societal level.

Additionally, school is a time when students are struggling with identity and developing of their masculinity and femininity (Ghail, 1996), which could make them more susceptible to a defensive homophobic attitude, proposed by Herek (1984) as a homophobic

attitude that is formed when being in proximity of a gay person brings up internal conflict about one's own masculinity, femineity or sexual orientation (Herek, 1884). Research from Mucherah et al. (2018) found that school climate affected the level of bullying in general moreover all-boys schools were less likely to report instances of bullying, meaning it was less likely for teachers to intervene, potentially creating a more negative school climate (Mucherah et al., 2018). All of the mentioned school related factors that could potentially influence the students attitudes towards gay people while in school could cease to influence the students once they have left the schooling environment.

### **Limitations & Future Research**

A limit of this study was the potential for socially desirable responding bias in the self-report measures, particularly as prejudices are becoming less and less acceptable in society and people often change their prejudices based on what the social norm is (Paluck et al., 2021; Zitek & Hebl, 2007). Future research should employ implicit measures of attitudes towards gay people alongside explicit measures such as the one used in this study. Future research should also employ a measure that can control for socially desirable responding, such as the Socially Desirable Responding Scale (Van de Mortel, 2008). Another limitation of this study was a convenience sampling bias. The current study's questionnaires were shared among the researchers' own social media account, and the researcher openly supports the LGBTQ community and has many friends of many sexual orientations. Future research should focus on obtaining a more representative population for the research. This appears to be a common issue with psychological research (Nielsen et al., 2017). A solution might be obtaining a representative sample of every student in multiple schools.

Another limitation of this study is the cross-sectional design of the study. This study does not account for the potential changes in attitudes towards gay people that can occur post-secondary school education. This is particularly an issue because higher education levels

are also associated with increased tolerance of people who identify as gay (Grapes, 2006; Ohlander et al., 2005) and education levels in Ireland have been consistently rising for years ("Level of Education - CSO Central Statistics Office", 2022). Moreover, a high proportion of the researchers' friends and acquaintances with whom the researcher shared the surveys were college students. Future research should consider using a longitudinal design to account for changes in attitudes over time and what the potential causes of these changes are and investigate the impact education has on attitudes towards gay people in an Irish context. Future research should also attempt to control for what type of homophobic attitude is being displayed. As Herek (1984) proposed, there are three types of attitudes towards gay people based on what psychological function they serve (Herek, 1984). This could be of benefit when creating policies and educational interventions in preventing homophobia in schools.

The relatively high number of limitations is due to this study being the first of its kind, which is also a strength as it provides future research with solutions for more accuracy and control. Another strength of this study is that it was quantitative, the literature related to the current study is primarily qualitative. The current study also provided up to date information on the topic, previous literature is quite outdated, moreover there have been many societal changes since the previous research was conducted. Another strength of the current study was the incorporation of both a measure of attitudes towards gay people and a perceived level of homophobia in the school environment. This provided a multi-dimensional view to the subject of school type and sexual orientation, which provided further queries for future research to consider.

### **Implications**

The findings of this study have both theoretical and practical implications. Although the current study found no difference in males' attitudes towards gay people between SS or CE secondary schools, males who went to a SS secondary school reported a significantly

higher level of homophobic school climate. Firstly, this study provides the Irish people and government with further information on the pros and cons of single-sex schooling, which could influence policy change surrounding the continuation of SS schools. The researcher suggests combining all-male schools and all-female schools to be considered in the future as SS schooling appears to interfere with the socialisation of young people. Secondly, this study should encourage all-male secondary schools to implement more inclusive education and bullying prevention interventions for students of varying sexual orientations. On an individual level, the current study provides practical implications for parents and youths who are choosing which type of school they will choose for their education.

### **Conclusion**

The main objective of this study was to compare males' attitudes towards gay people based on whether they attended a single-sex or coeducational secondary school in an Irish context. The results indicated that there was no significant difference in attitudes between the two groups. However, a secondary objective of the research investigated if there were significant differences in perceived homophobic school climate between single-sex and coeducational secondary schools in Ireland. The results of this study indicated that the males who went to a single-sex secondary school in Ireland reported a more homophobic school climate compared to males who went to a coeducational secondary school. Another secondary objective of this study was to see if there was a correlation between perceived homophobic school climate and attitudes towards gay people. The results of this study indicated that there were no significant differences.

Given that the perceived homophobic school climate in all-male SS schools was significantly worse, the researcher infers the lack of a difference in attitudes could have occurred for a combination of factors which include; socially-desirable response bias, convenience sampling bias and absence of an implicit attitude towards gay people element.

The interpretation of the non-significant correlation between homophobic school climate and attitudes towards gay people could be due to changes in attitudes towards gay people post-secondary school education.

The current study was the first quantitative research to measure attitudes towards gay people, homophobic school climate and the correlation between the two in relation to school type. The study gives a foundation for future research to replicate with the added recommendations of; controlling for socially desirable responding, using a more representative sample, including an implicit attitude measure and the addition of a longitudinal element to investigate changes in attitudes towards gay people post-secondary school and the social and cultural factors which may cause these attitudes to change.



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## Appendices

### Appendix A

#### Information sheet

## Research Survey

### Title of the Study:

Single-Sex versus Coeducational Schooling: Comparing the effect school type has on males attitudes towards people who identify as gay.

I would like to invite you to participate in this research project. The following sheet will explain what the research will entail, and I would like to ask you to read it carefully and understand every aspect of the study before deciding to participate. If you have any further questions, contact me at [x19461264@student.ncirl.ie](mailto:x19461264@student.ncirl.ie). Thank You.

### What the Study is About:

My name is Karl Kelly, and for my BA in Psychology, I will be conducting research to compare differences in attitudes towards people who identify as gay between males who have attended a single-sex secondary school and males who attended a coeducational secondary school. The questionnaire will take approximately 10 minutes to complete.

### What Participation Involves:

Participating in this study will firstly involve reading the information sheet and consent form and agreeing to partake. Next, you will be provided with a demographics questionnaire, an attitude towards people who identify as gay questionnaire, a perceived homophobic school climate questionnaire and a self-ascribed religiosity questionnaire. Your data will be submitted anonymously.

### Why You Have Been Invited to Take Part?:

I would like you to partake in this study if you fit the criteria of being a heterosexual male who has attended an Irish Secondary school and if you are between the ages of 18 - 26 years old.

### Do You Have to Take Part?:

Participation is entirely voluntary, and you have the option to withdraw from the study at any time without consequence. However, once you submit the data, you will no longer be retrievable from the research as it will not be identifiable.

### Will Taking Part Be Confidential?:

Taking part will be completely anonymous and confidential. You will not be asked for any information that could potentially identify you, and the data will be stored numerically.

For more information, contact me at [x19461264@student.ncirl.ie](mailto:x19461264@student.ncirl.ie). Thank you.

 [karl.w.kelly@gmail.com](mailto:karl.w.kelly@gmail.com) (not shared) [Switch accounts](#)



\*Required

## Appendix B

## Consent Form

Are you between the ages of 18-26 and identify as a heterosexual male who attended and Irish secondary school? \*


Yes

No

Informed Consent: Do you wish to participate? \*

Yes

No

[Next](#)  Page 1 of 7 [Clear form](#)

## Appendix C

## Demographics Questionnaire

## Demographics Questionnaire

## Age

- 18-20
- 21-23
- 24-26

Was/ or is your secondary school all-boys or coeducational?

- All Boys
- Coeducational

Did your secondary school have a religious ethos?

- No, it had no religious ethos.
- Yes, it had a religious ethos, but it was not very prominent.
- Yes, it had a strong religious ethos.

Do you live in an urban or rural area?

- Urban
- Rural



## Appendix E

## Perceived Homophobic School Climate Questionnaire

## Homophobic School Climate

Direction: In the following question rate the frequency of each event using the scale shown here. Never (1), Rarely (2), Sometimes (3), Often (4) and Always (5)

How many times did you hear pejorative words such as "fag, queer, or dyke" in your school, to identify male (or female) students who were or seemed to be gay?

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

How many times did you read words such as "fag, queer, or dyke" in your school to identify male (or female) students who were or appeared to be gay?

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

How often did you see a student isolated or marginalized in your school because he(or she) were or seemed to be gay?

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

How often did you see a student mocked, offended, or assaulted in your school because he (or she) were or seemed to be gay?

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always



## Appendix F

## Attitudes Towards Gay People Questionnaire

## Attitudes Towards Homosexuals Questionnaire

Directions: In the following statements, rate your attitudes according to the scale shown here:  
Strongly Agree (1), Agree (2), Neutral (3), Disagree (4) and Strongly Disagree (5)

I would not mind having gay friends. \*

1      2      3      4      5

Strongly Agree                                    Strongly Disagree

Gay people like to dress up in the opposite sex's clothing. \*

1      2      3      4      5

Strongly Agree                                    Strongly Disagree

Finding out that an artist was gay would have no effect on my appreciation of his/ her work. \*

1      2      3      4      5

Strongly Agree                                    Strongly Disagree

I won't associate with people who identify as gay if I can help it. \*

1      2      3      4      5

Strongly Agree                                    Strongly Disagree





⋮

People who identify as gay are more likely to commit deviant sexual acts, such as child molestation, rap, and voyeurism (Peeping Toms), than are heterosexuals. \*

1      2      3      4      5

Strongly Agree                        Strongly Disagree

People who identify as gay should be kept separate from the rest of society (i.e., separate housing, restricted employment). \*

1      2      3      4      5

Strongly Agree                        Strongly Disagree

Two individuals of the same sex holding hands or displaying affection in public is revolting \*

1      2      3      4      5

Strongly Agree                        Strongly Disagree

The love between two males or two females is quite different from the love between two persons of the opposite sex. \*

1      2      3      4      5

Strongly Agree                        Strongly Disagree

I see the gay movement as a positive thing. \*

1      2      3      4      5

Strongly Agree                        Strongly Disagree

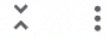


## Appendix G

## Participant Debriefing

Section 6 of 7

## Debrief Sheet



Thank you for taking time to partake in this research. The main aim of this study is to find the differences among in attitudes between males who attended single sex secondary school and males who attended a coeducational secondary school. I am hoping that this study will provide further information to the ongoing debate on whether Ireland should continue to have sex-segregated education.

If the interview has brought up any past traumas or issues here are some resources in which you can use to seek help:

If you attend this college:

<https://www.ncirl.ie/Students/Student-Services/Support-Services/Student-Counselling-Wellness-Service>

If you do not attend this college:

[https://www.betterhelp.com/helpme/?](https://www.betterhelp.com/helpme/)

[https://www.betterhelp.com/helpme/?utm\\_source=AdWords&utm\\_medium=Search\\_PPC\\_c&utm\\_term=counselling+services+ireland\\_e&utm\\_content=45206975714&network=g&placement=&target=&matchtype=e&utm\\_campaign=384715570&ad\\_type=text&adposition=&gclid=CjwKCAjwj6SEBhAOEiwAvFRuKI86Lt3hh14wz9Y1KPxjLlq9zvKqD-dD4wxns4rdNP1RyKDxNVUfohoCTcoQAvD\\_BwE&not\\_found=1&gor=helpme](https://www.betterhelp.com/helpme/?utm_source=AdWords&utm_medium=Search_PPC_c&utm_term=counselling+services+ireland_e&utm_content=45206975714&network=g&placement=&target=&matchtype=e&utm_campaign=384715570&ad_type=text&adposition=&gclid=CjwKCAjwj6SEBhAOEiwAvFRuKI86Lt3hh14wz9Y1KPxjLlq9zvKqD-dD4wxns4rdNP1RyKDxNVUfohoCTcoQAvD_BwE&not_found=1&gor=helpme)

Thank you,

Karl Kelly

Email: [x19461264@student.ncirl.ie](mailto:x19461264@student.ncirl.ie)

Appendix H

Proof of SPSS data and output

	Age	Total_A TG PQ	Total_Ho mophobi cSC	Wasorisy ourseco ndarysch	Didyou rsecon darysc..	Doy ouliv eina.	Religionisve ryimportan tome	lamveryreligi ous
1	3	30.00	15.00	1	3	1	1	2
2	3	45.00	12.00	1	3	2	2	2
3	2	38.00	7.00	1	2	1	1	1
4	2	30.00	11.00	1	2	1	1	1
5	1	32.00	20.00	1	2	1	2	2
6	1	48.00	12.00	1	2	1	3	3
7	2	32.00	6.00	1	3	1	3	1
8	2	30.00	6.00	1	2	1	1	1
9	1	27.00	16.00	1	3	1	2	1
10	2	35.00	6.00	1	3	1	3	3
11	1	34.00	13.00	1	2	1	2	1
12	2	27.00	8.00	1	3	1	3	3
13	2	28.00	9.00	1	2	1	2	1
14	2	25.00	12.00	1	3	1	4	3
15	2	23.00	10.00	1	2	2	1	1
16	2	36.00	14.00	1	2	1	2	1
17	1	32.00	15.00	1	2	1	1	1
18	1	21.00	20.00	1	2	1	1	1
19	1	50.00	11.00	1	2	1	2	1
20	2	28.00	17.00	1	2	1	2	2
21	2	28.00	11.00	1	3	1	2	1
22	2	32.00	7.00	1	2	1	1	1
23	2	24.00	7.00	1	3	2	3	3
24	1	30.00	11.00	1	3	1	3	3
25	2	62.00	16.00	1	3	1	3	3
26	2	29.00	15.00	1	3	1	3	2
27	2	24.00	13.00	1	3	1	1	1
28	1	32.00	4.00	1	2	1	2	2

Nonparametric Tests

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. <sup>a,b</sup>	Decision
1	The distribution of Total_HomophobicSC is the same across categories of Was/ or is your secondary school all-boys or coeducational?.	Independent-Samples Mann-Whitney U Test	.012	Reject the null hypothesis.

a. The significance level is .050.  
b. Asymptotic significance is displayed.

Independent-Samples Mann-Whitney U Test

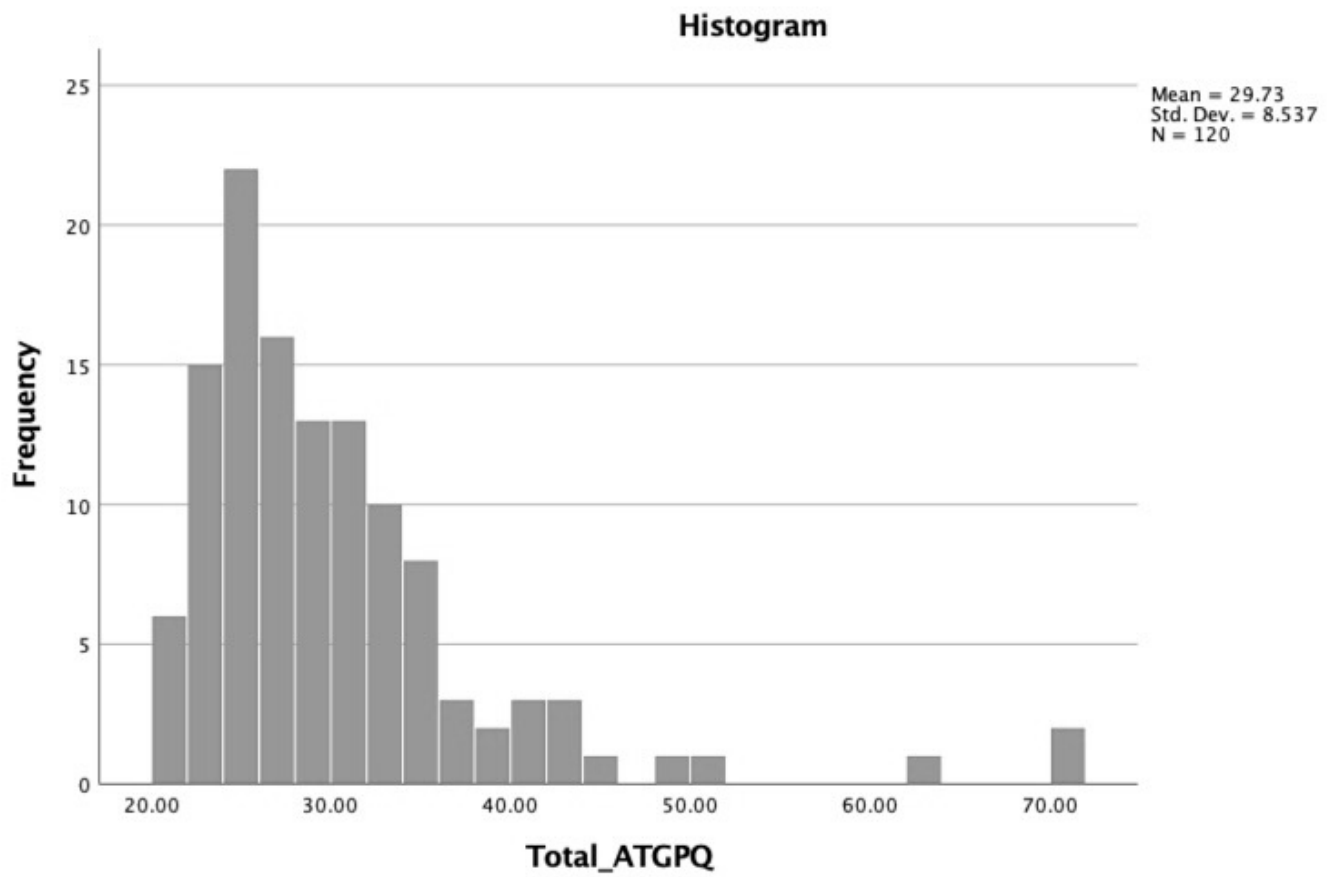
Total\_HomophobicSC across Was/ or is your secondary school all-boys or coeducational?

Independent-Samples Mann-Whitney U Test Summary

Total N	120
Mann-Whitney U	1213.500
Wilcoxon W	2203.500
Test Statistic	1213.500
Standard Error	182.943
Standardized Test Statistic	-2.506
Asymptotic Sig.(2-sided test)	.012

Appendix I

Attitudes Towards Gay People Questionnaire Histogram





Appendix J

Homophobic School Climate Questionnaire Histogram

