

Social Environment Study of Lansing High School Students<sup>1</sup>

A Study by the  
Committee Against Violence in Education (CAVE)

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## Executive Summary

The major purpose of this study was to investigate the perceptions Lansing High School students have about their social environment while at school. A more specific goal of the study was to examine how Lansing High School students define harassment, and to determine whether they believe harassment occurs within their high school environment.

An open-ended questionnaire was constructed by the Committee Against Violence in Education (CAVE), and distributed to high school students in English classes, grades 9 through 12, in April 2000. A total of 398 students provided responses to the questionnaire.

The study suggests that overall, students see their social environment as a positive one where everyone gets along with each other for the most part.

There are many activities that students generally feel good about regarding Lansing High School. Activities such as sports, chorus, the plays, and other extra-curricular activities are mentioned positively.

Most students report that there are no activities that make them feel bad about being a member of the Lansing community. However, there are some students who mention that they believe there is an overemphasis on sports in the school. A small number of students also report that drug use and drinking by other students, particularly by athletes, is a problem.

In general, most students seem to be happy and feel good about Lansing High School.

Students also feel safe at Lansing High School, and believe that while some forms of harassment may exist, it is not perceived to be a central problem.

While this is a common perception among students, there seems to be a difference in perceptions between male and female students regarding the definition of harassment. Males seem to focus on physical incidents and verbal behavior such as name calling when discussing harassment. Females, on the other hand, seem to focus on sexual issues such as inappropriate sexual comments, and sexually-oriented physical contact when discussing harassment.

This perceptual difference between males and females suggests that an educational or training unit about male and female views of harassment might be beneficial to the student body, and would likely be an efficient way to address the issue as discussed by the students.

## Introduction

The major purpose of this study was to determine the perceptions Lansing High School students have about their social environment while at school, and specifically about their perceptions of harassment in school.

## Method

An open-ended questionnaire was constructed by the Committee Against Violence in Education (CAVE). Open-ended questions which let respondents answer in their own language, using their own words and concepts were utilized in this study. This format was used to allow students to talk about any issue on their minds, even issues that CAVE had not anticipated. The format also precludes many problems that are associated with structured questionnaires, most important of which is the difficulty of keeping biases out of the protocols.

The questionnaires were distributed to high school students in English classes, grades 9 through 12, in April 2000. CAVE considered confidentiality and anonymity of student responses to be a vital component of eliciting true and revealing responses from the students. A cover letter indicating to students that their responses would remain confidential and anonymous was included with each questionnaire. Students were also instructed to seal their completed questionnaire in an enclosed envelope before handing their surveys in. This was done as an additional measure to ensure anonymity (See Appendix A and Appendix B).

The data were entered and then analyzed with CATPAC, a software package provided by Terra Research and Computing. CATPAC uses neural network technology to read text without pre-coding, and identifies the main concepts and ideas of the text. It also produces graphical output of the underlying concepts used by respondents in their answers.

## The Sample

A total of 398 students provided responses to the questionnaire. 186 females and 204 males completed the survey. Seven people did not identify their gender, and one survey was turned in completely blank. 124 First Year students, 113 Sophomores, 82 Juniors, and 70 Seniors completed the survey. Eight people did not identify their grade level.

Returned surveys = 398

### I. Total Number of Students Who Answered Questions:

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
N = 397	N = 383	N = 361	N = 388	N = 329	N = 122

II. Total Number of Students Who Answered Questions Broken Down by Gender:

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Females = 186	Females = 184	Females = 174	Females = 181	Females = 158	Females = 62
Males = 204	Males = 193	Males = 182	Males = 200	Males = 165	Males = 58
Missing = 7	Missing = 5	Missing = 7	Missing = 6	Missing = 6	Missing = 2

III. Total Number of Students Who Answered Questions Broken Down by Grade Level:

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
FR = 124	FR = 121	FR = 116	FR = 123	FR = 94	FR = 41
SO = 113	SO = 107	SO = 101	SO = 109	SO = 93	SO = 32
JR = 82	JR = 80	JR = 75	JR = 82	JR = 73	JR = 27
SR = 70	SR = 68	SR = 63	SR = 66	SR = 62	SR = 19
Missing = 8	Missing = 6	Missing = 6	Missing = 8	Missing = 7	Missing = 3

## Results

The following section will discuss the main concepts underlying student responses to the questions on the survey. Since the only major group differences in answers occurred between males and females regarding their definition and discussion of harassment (Questions 4 and 5), each question will be examined as the entire sample responded to it with the exception of Questions 4 and 5. These items will be broken down by gender in order to show the differences and similarities between male and female perceptions of harassment.

The results are displayed in the following manner. The survey question being addressed is followed by a CATPAC output which identifies a list of the words used by respondents in their answers to that question. The list is sorted in descending frequency in the left column, and alphabetically in the right column. The "frequency" column (FREQ) refers to the number of times the word was used. The "case frequency column" (CASE FREQ) refers to the number of people who used that word. For example, in Figure 1, the word "students" has a FREQ of 235, and a CASE FREQ of 183. This means that 183 people used the word "students" 235 times in their response to that question.

Following the frequency lists is a CATPAC "dendogram" or graph. The dendogram is a graphical illustration of the way respondents' words co-occurred in the text. Words that repeatedly co-occur result in word clusters or underlying concepts of question responses. These underlying concepts will be highlighted in this section. Next, a "perceptual map" of the underlying concepts is included as another graphical illustration of student responses.

Finally, a small sample of extracted text is included for several questions in cases where specific context helps clarify concept clusters. These segments of respondents' answers are not representative of students' perceptions. They are included solely to illustrate how frequently used words were used in the context of actual student responses.

**Question 1: Briefly describe how students at Lansing High School get along with each other.**

Overall, students list the following words most frequently.

DESCENDING FREQUENCY LIST					ALPHABETICALLY SORTED LIST				
WORD	FREQ	PCNT	CASE FREQ	CASE PCNT	WORD	FREQ	PCNT	CASE FREQ	CASE PCNT
GET	365	9.4	286	72.0	ALONG	359	9.3	293	73.8
ALONG	359	9.3	293	73.8	ANOTHER	29	0.7	27	6.8
PEOPLE	283	7.3	180	45.3	CLASS	27	0.7	19	4.8
I	239	6.2	157	39.5	CLIQUE	74	1.9	65	16.4
STUDENTS	235	6.1	183	46.1	DIFFERENT	38	1.0	38	9.6
WITH	219	5.7	160	40.3	DON'T	105	2.7	89	22.4
WELL	199	5.1	183	46.1	EACH	32	0.8	28	7.1
LANSING	144	3.7	132	33.2	EACHOTHER	138	3.6	111	28.0
EACHOTHER	138	3.6	111	28.0	EVERYONE	78	2.0	57	14.4
SCHOOL	129	3.3	107	27.0	FEEL	34	0.9	29	7.3
NOT	111	2.9	95	23.9	FEW	28	0.7	27	6.8
DON'T	105	2.7	89	22.4	FIGHT	27	0.7	26	6.5
THINK	105	2.7	88	22.2	FIGHTS	48	1.2	43	10.8
GROUPS	95	2.5	68	17.1	FINE	29	0.7	27	6.8
OTHER	79	2.0	67	16.9	FRIENDS	63	1.6	51	12.8
EVERYONE	78	2.0	57	14.4	GENERALLY	28	0.7	28	7.1
CLIQUE	74	1.9	65	16.4	GET	365	9.4	286	72.0
HIGH	65	1.7	63	15.9	GETS	30	0.8	28	7.1
PRETTY	64	1.7	63	15.9	GOOD	32	0.8	30	7.6
FRIENDS	63	1.6	51	12.8	GROUP	57	1.5	47	11.8
LOT	58	1.5	47	11.8	GROUPS	95	2.5	68	17.1
GROUP	57	1.5	47	11.8	HIGH	65	1.7	63	15.9
PART	52	1.3	48	12.1	I	239	6.2	157	39.5
FIGHTS	48	1.2	43	10.8	KIDS	29	0.7	24	6.0
USUALLY	44	1.1	41	10.3	KNOW	30	0.8	27	6.8
OTHERS	43	1.1	41	10.3	LANSING	144	3.7	132	33.2
DIFFERENT	38	1.0	38	9.6	LOT	58	1.5	47	11.8
FEEL	34	0.9	29	7.3	NOT	111	2.9	95	23.9
EACH	32	0.8	28	7.1	OTHER	79	2.0	67	16.9
GOOD	32	0.8	30	7.6	OTHERS	43	1.1	41	10.3
GETS	30	0.8	28	7.1	PART	52	1.3	48	12.1
KNOW	30	0.8	27	6.8	PEOPLE	283	7.3	180	45.3
REALLY	30	0.8	30	7.6	PRETTY	64	1.7	63	15.9
ANOTHER	29	0.7	27	6.8	REALLY	30	0.8	30	7.6
FINE	29	0.7	27	6.8	SCHOOL	129	3.3	107	27.0
KIDS	29	0.7	24	6.0	STUDENTS	235	6.1	183	46.1
FEW	28	0.7	27	6.8	THINK	105	2.7	88	22.2
GENERALLY	28	0.7	28	7.1	USUALLY	44	1.1	41	10.3
CLASS	27	0.7	19	4.8	WELL	199	5.1	183	46.1
FIGHT	27	0.7	26	6.5	WITH	219	5.7	160	40.3

**Figure 1: Most Frequently Mentioned Words in Question One by Total Sample**



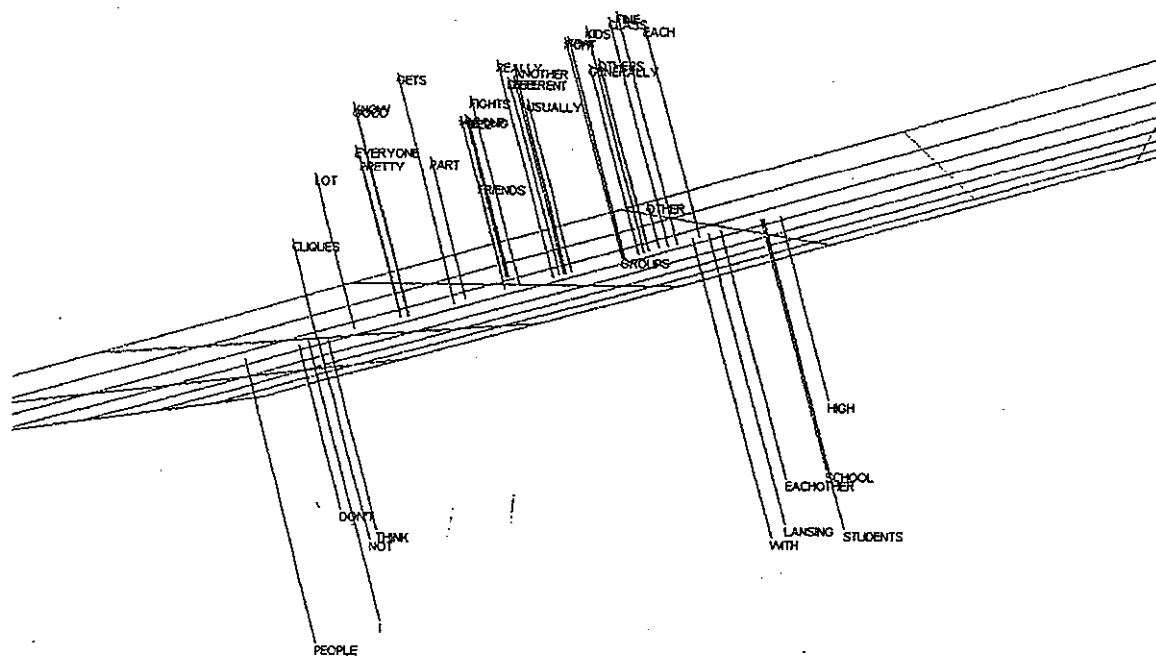


Figure 3: Perceptual Map of Most Important Concepts in Question One for Total Sample

Another way to visualize these concepts is presented in Figure 3. Figure 3 is a perceptual map which shows the main concepts derived from the open-ended responses and the relationships among them. Similar concepts are close together in the map, while concepts of widely different meaning are located far from each other in the map.

**Question 2: Briefly describe any activities with or by people from school that have made you feel good about being a part of the Lansing community.**

Overall, students list the following words most frequently.

DESCENDING FREQUENCY LIST					ALPHABETICALLY SORTED LIST				
WORD			CASE CASE		WORD			CASE CASE	
	FREQ	PCNT	FREQ	PCNT		FREQ	PCNT	FREQ	PCNT
I	352	13.9	191	49.9	ACTIVITIES	73	2.9	59	15.4
SPORTS	151	5.9	122	31.9	AM	31	1.2	29	7.6
ME	148	5.8	114	29.8	COMMUNITY	94	3.7	79	20.6
LANSING	138	5.4	121	31.6	DON'T	23	0.9	20	5.2
GOOD	136	5.4	118	30.8	EVERYONE	24	0.9	17	4.4
FEEL	132	5.2	115	30.0	FEEL	132	5.2	115	30.0
SCHOOL	121	4.8	106	27.7	FOOTBALL	21	0.8	19	5.0
WITH	102	4.0	91	23.8	FRIENDS	62	2.4	55	14.4
PEOPLE	100	3.9	82	21.4	FUN	36	1.4	32	8.4
COMMUNITY	94	3.7	79	20.6	GET	38	1.5	35	9.1
TEAM	86	3.4	69	18.0	GO	23	0.9	19	5.0
PART	81	3.2	74	19.3	GOOD	136	5.4	118	30.8
ACTIVITIES	73	2.9	59	15.4	HELP	25	1.0	22	5.7
FRIENDS	62	2.4	55	14.4	HIGH	22	0.9	20	5.2
REALLY	54	2.1	45	11.7	I	352	13.9	191	49.9
LOT	43	1.7	39	10.2	KIDS	25	1.0	19	5.0
MAKES	42	1.7	40	10.4	KNOW	21	0.8	20	5.2
GET	38	1.5	35	9.1	LANSING	138	5.4	121	31.6
THINK	37	1.5	30	7.8	LOT	43	1.7	39	10.2
FUN	36	1.4	32	8.4	MAKES	42	1.7	40	10.4
OTHER	35	1.4	34	8.9	ME	148	5.8	114	29.8
NOT	34	1.3	28	7.3	NICE	23	0.9	19	5.0
AM	31	1.2	29	7.6	NOT	34	1.3	28	7.3
STUDENTS	31	1.2	29	7.6	OTHER	35	1.4	34	8.9
TEAMS	31	1.2	29	7.6	PART	81	3.2	74	19.3
HELP	25	1.0	22	5.7	PEOPLE	100	3.9	82	21.4
KIDS	25	1.0	19	5.0	PLAY	23	0.9	20	5.2
PROUD	25	1.0	25	6.5	PROUD	25	1.0	25	6.5
TEACHERS	25	1.0	22	5.7	REALLY	54	2.1	45	11.7
EVERYONE	24	0.9	17	4.4	SCHOOL	121	4.8	106	27.7
WELL	24	0.9	24	6.3	SPORTS	151	5.9	122	31.9
DON'T	23	0.9	20	5.2	STUDENTS	31	1.2	29	7.6
GO	23	0.9	19	5.0	TEACHERS	25	1.0	22	5.7
NICE	23	0.9	19	5.0	TEAM	86	3.4	69	18.0
PLAY	23	0.9	20	5.2	TEAMS	31	1.2	29	7.6
THINGS	23	0.9	21	5.5	THINGS	23	0.9	21	5.5
TOGETHER	23	0.9	20	5.2	THINK	37	1.5	30	7.8
HIGH	22	0.9	20	5.2	TOGETHER	23	0.9	20	5.2
FOOTBALL	21	0.8	19	5.0	WELL	24	0.9	24	6.3
KNOW	21	0.8	20	5.2	WITH	102	4.0	91	23.8

Figure 4: Most Frequently Mentioned Words in Question Two by Total Sample





*teams*, and *students* and *teachers* are also present. The “*don’t know*” cluster also appears in response to this question.

The following extracts are presented here to illustrate the nature of student comments regarding these concepts.

Extracts:

- “Whenever I play sports I feel proud because we have such a high standard for sports and I’m a part of that.”
- “Playing sports has been a positive experience for me. Seeing the community support our team and school is a plus.”
- “We have an awesome sports program that I am proud to be a part of.”
- “Sports is a big part of the Lansing community so if you play sports, you’re in.”
- “It’s nice when you have teachers...that stay after and put forth the extra effort to help you excel.”
- “...I like Lansing because of the people and teachers here.”
- “All the teachers are nice and willing to help you...”

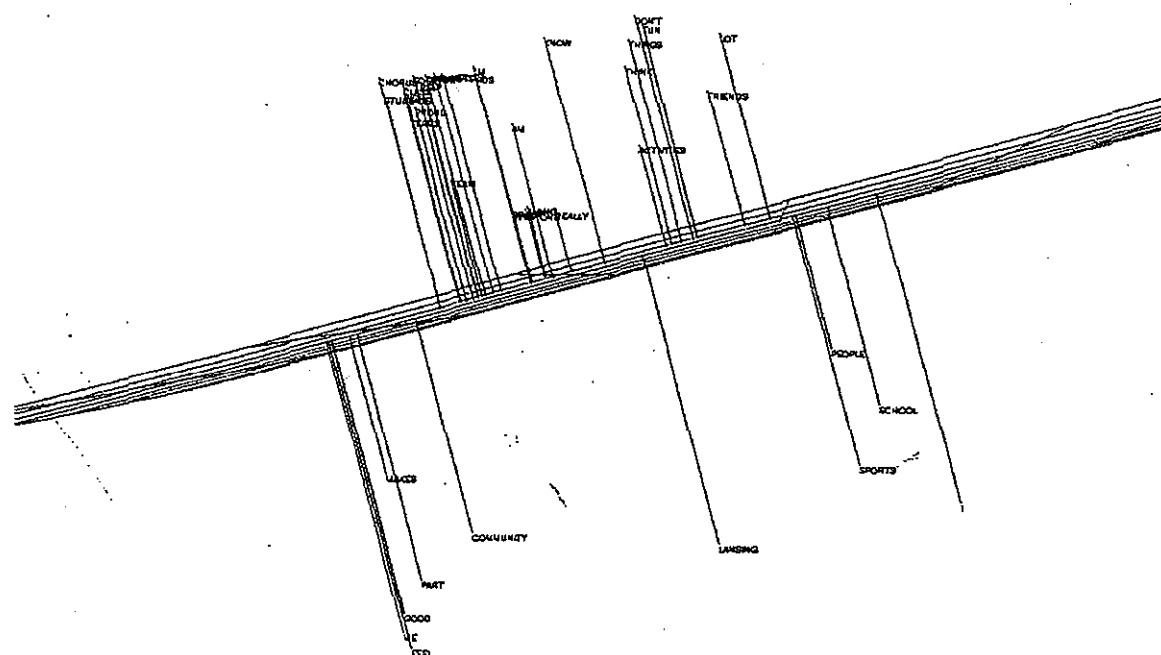


Figure 6: Perceptual Map of Most Important Concepts in Question Two for Total Sample

**Question 3: Briefly describe any activities with or by people from school that have made you feel bad about being a part of the Lansing community.**

Overall, students list the following words most frequently.

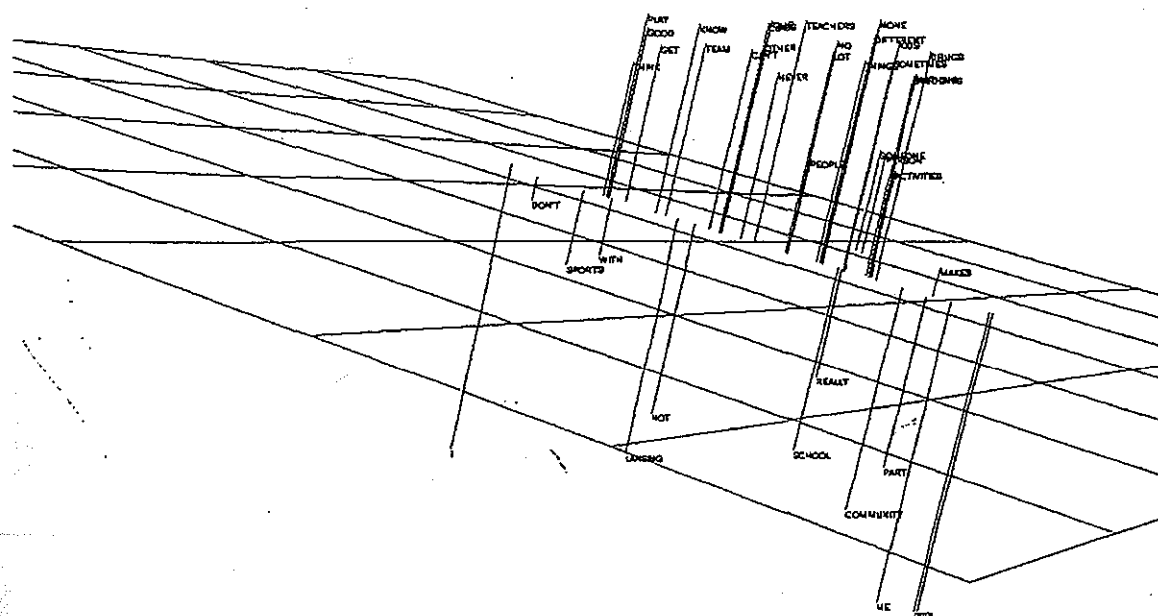
DESCENDING FREQUENCY LIST					ALPHABETICALLY SORTED LIST				
WORD			CASE		WORD			CASE	
	FREQ	PCNT	FREQ	PCNT		FREQ	PCNT	FREQ	PCNT
I	242	13.0	149	41.3	ACTIVITIES	23	1.2	23	6.4
PEOPLE	152	8.2	113	31.3	BAD	86	4.6	77	21.3
ME	114	6.1	98	27.1	CAN'T	19	1.0	18	5.0
BAD	86	4.6	77	21.3	CLASS	20	1.1	18	5.0
FEEL	81	4.4	74	20.5	COMMUNITY	41	2.2	40	11.1
NOT	81	4.4	63	17.5	DIFFERENT	16	0.9	12	3.3
SCHOOL	78	4.2	62	17.2	DON'T	65	3.5	54	15.0
LANSING	75	4.0	66	18.3	DRUGS	18	1.0	16	4.4
SPORTS	68	3.7	48	13.3	FEEL	81	4.4	74	20.5
DON'T	65	3.5	54	15.0	GET	48	2.6	42	11.6
WITH	56	3.0	53	14.7	GOOD	24	1.3	24	6.6
REALLY	49	2.6	45	12.5	I	242	13.0	149	41.3
GET	48	2.6	42	11.6	KIDS	17	0.9	15	4.2
NONE	42	2.3	42	11.6	KNOW	21	1.1	18	5.0
COMMUNITY	41	2.2	40	11.1	LANSING	75	4.0	66	18.3
STUDENTS	41	2.2	32	8.9	LOT	26	1.4	25	6.9
THINK	32	1.7	31	8.6	MAKES	30	1.6	28	7.8
MAKES	30	1.6	28	7.8	ME	114	6.1	98	27.1
OTHER	29	1.6	27	7.5	NEVER	21	1.1	17	4.7
PART	29	1.6	28	7.8	NO	21	1.1	20	5.5
TEAM	28	1.5	24	6.6	NONE	42	2.3	42	11.6
LOT	26	1.4	25	6.9	NOT	81	4.4	63	17.5
THINGS	26	1.4	22	6.1	NOTHING	18	1.0	18	5.0
GOOD	24	1.3	24	6.6	OTHER	29	1.6	27	7.5
TEACHERS	24	1.3	22	6.1	PART	29	1.6	28	7.8
ACTIVITIES	23	1.2	23	6.4	PEOPLE	152	8.2	113	31.3
PERSON	22	1.2	20	5.5	PERSON	22	1.2	20	5.5
KNOW	21	1.1	18	5.0	PLAY	21	1.1	19	5.3
NEVER	21	1.1	17	4.7	REALLY	49	2.6	45	12.5
NO	21	1.1	20	5.5	SCHOOL	78	4.2	62	17.2
PLAY	21	1.1	19	5.3	SOMEONE	18	1.0	15	4.2
CLASS	20	1.1	18	5.0	SOMETIMES	19	1.0	17	4.7
CAN'T	19	1.0	18	5.0	SPORTS	68	3.7	48	13.3
SOMETIMES	19	1.0	17	4.7	STUDENTS	41	2.2	32	8.9
DRUGS	18	1.0	16	4.4	TEACHERS	24	1.3	22	6.1
NOTHING	18	1.0	18	5.0	TEAM	28	1.5	24	6.6
SOMEONE	18	1.0	15	4.2	THINGS	26	1.4	22	6.1
KIDS	17	0.9	15	4.2	THINK	32	1.7	31	8.6
TIME	17	0.9	17	4.7	TIME	17	0.9	17	4.7
DIFFERENT	16	0.9	12	3.3	WITH	56	3.0	53	14.7

Figure 7: Most Frequently Mentioned Words in Question Three by Total Sample



The following extracts are presented here to illustrate the nature of student concerns regarding these concepts.

- “the amount of people who do drugs in our school.”
- “They invite me to parties that have drugs...”
- “...a large percentage of them do drugs and get drunk a lot, even [members] of SADD!”
- “...the sports standard has left Lansing’s students with the idea that you’re nothing unless you play sports.”
- “...the excessive focus on sports makes me “feel bad”.”
- “Many of the sports activities are favored at our school and I find that athletes are able to get away with things other students do not—drinking, not obeying rules...”
- “There are people who do drugs and drink that get away with it because they might be important to a sports team...”
- “...guy [athletes] who do drugs...many of the girl athletes do drugs even the respected ones.”



12

**Question 4: Briefly describe what YOU mean when you use the word, "harassment."**

As mentioned above, female and male students appear to have different views on harassment. These differences can be seen when we look at their responses to Questions Four and Five separately.

**Female Responses to Question 4**

Overall, female students list the following words most frequently.

DESCENDING FREQUENCY LIST					ALPHABETICALLY SORTED LIST				
WORD	FREQ	PCNT	CASE		WORD	FREQ	PCNT	CASE	
			FREQ	PCNT				FREQ	PCNT
HARASSMENT	121	10.9	97	53.6	ABUSE	14	1.3	13	7.2
SOMEONE	103	9.3	89	49.2	ANOTHER	28	2.5	26	14.4
I	83	7.5	48	26.5	ANYTHING	15	1.4	13	7.2
PERSON	57	5.1	42	23.2	BAD	16	1.4	16	8.8
FEEL	49	4.4	43	23.8	BOTHERING	9	0.8	9	5.0
PEOPLE	46	4.1	34	18.8	COMMENTS	10	0.9	10	5.5
ME	45	4.1	33	18.2	DIFFERENT	12	1.1	10	5.5
UNCOMFORTABLE	35	3.2	35	19.3	DOESN'T	10	0.9	10	5.5
NOT	30	2.7	28	15.5	DOING	16	1.4	16	8.8
PHYSICAL	30	2.7	29	16.0	DON'T	24	2.2	21	11.6
ANOTHER	28	2.5	26	14.4	FEEL	49	4.4	43	23.8
MAKES	28	2.5	27	14.9	FUN	9	0.8	9	5.0
SOMETHING	28	2.5	25	13.8	HARASSMENT	121	10.9	97	53.6
MEANS	27	2.4	26	14.4	I	83	7.5	48	26.5
THINK	27	2.4	19	10.5	KNOW	9	0.8	8	4.4
STOP	25	2.3	20	11.0	MAKES	28	2.5	27	14.9
DON'T	24	2.2	21	11.6	MAKING	13	1.2	12	6.6
SEXUAL	23	2.1	21	11.6	ME	45	4.1	33	18.2
THINGS	23	2.1	20	11.0	MEAN	19	1.7	18	9.9
WORD	22	2.0	21	11.6	MEANS	27	2.4	26	14.4
WITH	20	1.8	17	9.4	NAMES	9	0.8	9	5.0
MEAN	19	1.7	18	9.9	NOT	30	2.7	28	15.5
VERBAL	18	1.6	18	9.9	OTHERS	10	0.9	8	4.4
BAD	16	1.4	16	8.8	PEOPLE	46	4.1	34	18.8
DOING	16	1.4	16	8.8	PERSON	57	5.1	42	23.2
ANYTHING	15	1.4	13	7.2	PHYSICAL	30	2.7	29	16.0
ABUSE	14	1.3	13	7.2	PHYSICALLY	14	1.3	14	7.7
PHYSICALLY	14	1.3	14	7.7	PICKING	11	1.0	10	5.5
MAKING	13	1.2	12	6.6	SAYING	11	1.0	11	6.1
DIFFERENT	12	1.1	10	5.5	SEXUAL	23	2.1	21	11.6
PICKING	11	1.0	10	5.5	SOMEONE	103	9.3	89	49.2
SAYING	11	1.0	11	6.1	SOMETHING	28	2.5	25	13.8
TOUCHING	11	1.0	11	6.1	STOP	25	2.3	20	11.0
COMMENTS	10	0.9	10	5.5	THINGS	23	2.1	20	11.0
DOESN'T	10	0.9	10	5.5	THINK	27	2.4	19	10.5
OTHERS	10	0.9	8	4.4	TOUCHING	11	1.0	11	6.1
BOTHERING	9	0.8	9	5.0	UNCOMFORTABLE	35	3.2	35	19.3
FUN	9	0.8	9	5.0	VERBAL	18	1.6	18	9.9
KNOW	9	0.8	8	4.4	WITH	20	1.8	17	9.4
NAMES	9	0.8	9	5.0	WORD	22	2.0	21	11.6

Figure 10: Most Frequently Used Words in Question Four by Females



14

- “physical and verbal abuse”
- “...when people call out comments sexually explicit to others that make them feel bad.”
- “When someone crosses the line between joking around and making obscene harsh comments. Any sort of consistent unwanted touching...”
- “It is usually sexual harassment when a guy says things to you about what he thinks about you, etc. Also, when they touch you when you’re not even going out with them.”





## Male Responses to Question 4

Overall, male students list the following words most frequently.

DESCENDING FREQUENCY LIST					ALPHABETICALLY SORTED LIST				
WORD	FREQ	PCNT	CASE		WORD	FREQ	PCNT	CASE	
			FREQ	PCNT				FREQ	PCNT
HARASSMENT	127	12.4	89	44.5	ANOTHER	27	2.6	26	13.0
SOMEONE	114	11.1	93	46.5	ANYTHING	13	1.3	13	6.5
I	79	7.7	44	22.0	AROUND	11	1.1	11	5.5
PERSON	65	6.3	55	27.5	BAD	10	1.0	10	5.0
PEOPLE	49	4.8	35	17.5	BOTHERING	11	1.1	11	5.5
NOT	38	3.7	30	15.0	DOING	11	1.1	11	5.5
DON'T	29	2.8	24	12.0	DON'T	29	2.8	24	12.0
WORD	29	2.8	26	13.0	ELSE	13	1.3	12	6.0
ANOTHER	27	2.6	26	13.0	FEEL	19	1.9	17	8.5
ME	27	2.6	25	12.5	FUN	16	1.6	15	7.5
PHYSICALLY	24	2.3	23	11.5	HARASSED	10	1.0	10	5.0
MEANS	20	2.0	20	10.0	HARASSMENT	127	12.4	89	44.5
PHYSICAL	20	2.0	19	9.5	HURT	11	1.1	11	5.5
WITH	20	2.0	19	9.5	I	79	7.7	44	22.0
FEEL	19	1.9	17	8.5	MAKING	16	1.6	16	8.0
SOMETHING	19	1.9	15	7.5	ME	27	2.6	25	12.5
THINK	18	1.8	17	8.5	MEAN	12	1.2	11	5.5
UNCOMFORTABLE	17	1.7	15	7.5	MEANS	20	2.0	20	10.0
FUN	16	1.6	15	7.5	NOT	38	3.7	30	15.0
MAKING	16	1.6	16	8.0	OTHER	13	1.3	12	6.0
PICKING	16	1.6	16	8.0	PEOPLE	49	4.8	35	17.5
SOMEBODY	16	1.6	14	7.0	PERSON	65	6.3	55	27.5
VERBALLY	16	1.6	15	7.5	PHYSICAL	20	2.0	19	9.5
SEXUAL	14	1.4	12	6.0	PHYSICALLY	24	2.3	23	11.5
THINGS	14	1.4	14	7.0	PICKED	10	1.0	9	4.5
WANT	14	1.4	13	6.5	PICKING	16	1.6	16	8.0
ANYTHING	13	1.3	13	6.5	SEXUAL	14	1.4	12	6.0
ELSE	13	1.3	12	6.0	SOMEBODY	16	1.6	14	7.0
OTHER	13	1.3	12	6.0	SOMEONE	114	11.1	93	46.5
MEAN	12	1.2	11	5.5	SOMETHING	19	1.9	15	7.5
STOP	12	1.2	11	5.5	STOP	12	1.2	11	5.5
TOUCHING	12	1.2	11	5.5	THINGS	14	1.4	14	7.0
VERBAL	12	1.2	12	6.0	THINK	18	1.8	17	8.5
AROUND	11	1.1	11	5.5	TOUCHING	12	1.2	11	5.5
BOTHERING	11	1.1	11	5.5	UNCOMFORTABLE	17	1.7	15	7.5
DOING	11	1.1	11	5.5	VERBAL	12	1.2	12	6.0
HURT	11	1.1	11	5.5	VERBALLY	16	1.6	15	7.5
BAD	10	1.0	10	5.0	WANT	14	1.4	13	6.5
HARASSED	10	1.0	10	5.0	WITH	20	2.0	19	9.5
PICKED	10	1.0	9	4.5	WORD	29	2.8	26	13.0

Figure 13: Most Frequently Used Words in Question Four by Males



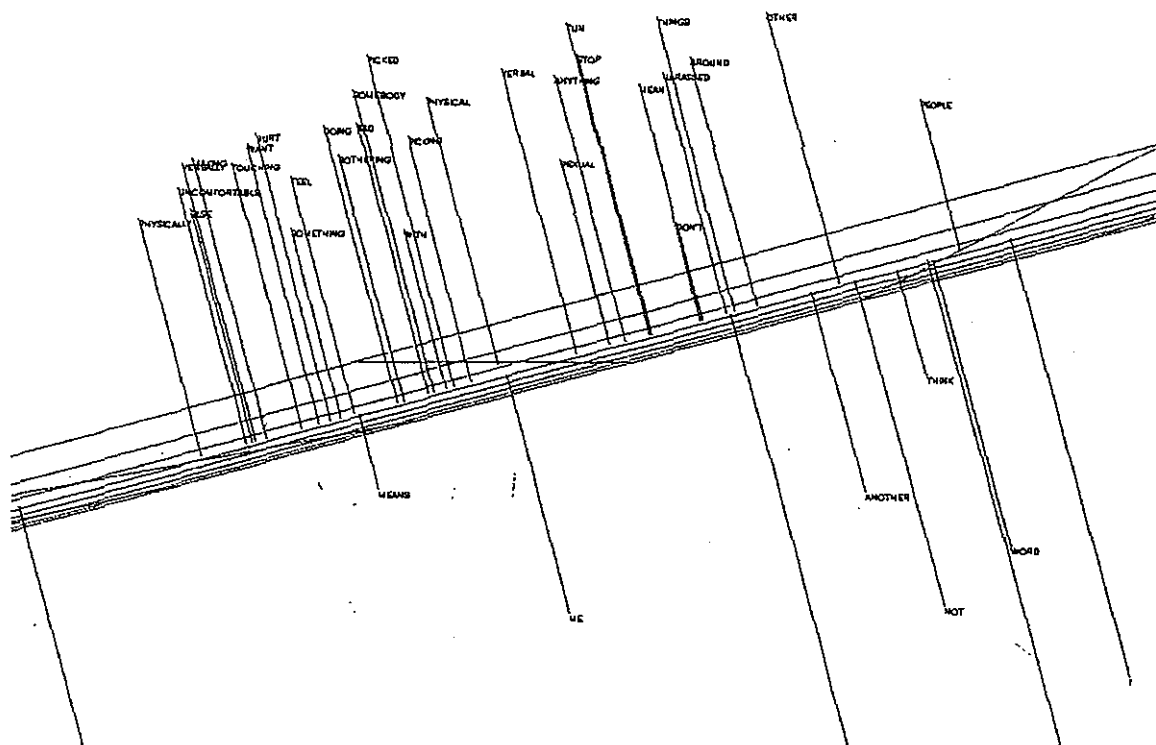


Figure 15: Perceptual Map of Most Important Concepts in Question Four for Males

On the basis of these concepts, we begin to see a difference between female and male views of harassment. Females tend to define harassment in sexual terms, either sexual talk and comments that make them feel uncomfortable, or inappropriate touching. Males, on the other hand, tend to define harassment in terms of verbal and physical "picking on" behaviors. It is also interesting to note that the word "hurt" appears in the Males Frequency List, but does not appear in the Females Frequency List.

**Question 5: If you have ever witnessed or experienced an act(s) of harassment by people from school, please describe the incident(s).**

### Female Responses to Question 5

Overall, female students listed the following.

DESCENDING FREQUENCY LIST					ALPHABETICALLY SORTED LIST				
WORD	CASE		CASE		WORD	CASE		CASE	
	FREQ	PCNT	FREQ	PCNT		FREQ	PCNT	FREQ	PCNT
I	143	16.0	83	52.5	ALWAYS	10	1.1	10	6.3
ME	62	7.0	33	20.9	AROUND	9	1.0	9	5.7
PEOPLE	60	6.7	47	29.7	BAD	10	1.1	8	5.1
HARASSMENT	36	4.0	30	19.0	BOY	19	2.1	16	10.1
SCHOOL	29	3.3	26	16.5	CALLING	10	1.1	9	5.7
NOT	28	3.1	26	16.5	COMMENTS	14	1.6	13	8.2
WITH	28	3.1	23	14.6	DON'T	12	1.3	11	7.0
GIRLS	26	2.9	23	14.6	FRIENDS	18	2.0	14	8.9
HARASSED	22	2.5	18	11.4	GET	13	1.5	12	7.6
THINGS	22	2.5	20	12.7	GIRLS	26	2.9	23	14.6
TIME	21	2.4	19	12.0	GUY	19	2.1	16	10.1
BOY	19	2.1	16	10.1	GUYS	19	2.1	17	10.8
GUY	19	2.1	16	10.1	HARASSED	22	2.5	18	11.4
GUYS	19	2.1	17	10.8	HARASSMENT	36	4.0	30	19.0
WITNESSED	19	2.1	18	11.4	I	143	16.0	83	52.5
FRIENDS	18	2.0	14	8.9	I'VE	16	1.8	12	7.6
OTHER	18	2.0	15	9.5	KNOW	11	1.2	11	7.0
SEEN	18	2.0	14	8.9	LOT	13	1.5	12	7.6
YES	18	2.0	18	11.4	ME	62	7.0	33	20.9
SEXUAL	17	1.9	16	10.1	NEVER	13	1.5	12	7.6
I'VE	16	1.8	12	7.6	NO	14	1.6	14	8.9
SOMEONE	15	1.7	15	9.5	NOT	28	3.1	26	16.5
COMMENTS	14	1.6	13	8.2	OTHER	18	2.0	15	9.5
NO	14	1.6	14	8.9	PEOPLE	60	6.7	47	29.7
REALLY	14	1.6	12	7.6	PERSON	12	1.3	9	5.7
YEAR	14	1.6	12	7.6	PICKING	10	1.1	10	6.3
GET	13	1.5	12	7.6	REALLY	14	1.6	12	7.6
LOT	13	1.5	12	7.6	SCHOOL	29	3.3	26	16.5
NEVER	13	1.5	12	7.6	SEEN	18	2.0	14	8.9
SOMETIMES	13	1.5	13	8.2	SEXUAL	17	1.9	16	10.1
STUDENTS	13	1.5	11	7.0	SOMEONE	15	1.7	15	9.5
TALK	13	1.5	11	7.0	SOMETIMES	13	1.5	13	8.2
DON'T	12	1.3	11	7.0	STUDENTS	13	1.5	11	7.0
PERSON	12	1.3	9	5.7	TALK	13	1.5	11	7.0
KNOW	11	1.2	11	7.0	THINGS	22	2.5	20	12.7
ALWAYS	10	1.1	10	6.3	TIME	21	2.4	19	12.0
BAD	10	1.1	8	5.1	WITH	28	3.1	23	14.6
CALLING	10	1.1	9	5.7	WITNESSED	19	2.1	18	11.4
PICKING	10	1.1	10	6.3	YEAR	14	1.6	12	7.6
AROUND	9	1.0	9	5.7	YES	18	2.0	18	11.4

Figure 16: Most Frequently Used Words in Question Five for Females



- "Foreign exchange students I have seen being harassed because they are not Americans. Boys harass girls; they may call it teasing, but it is still often inappropriate."
- "Guys constantly yell sexual things out to people walking in the hall."
- "Guys grabbing girls and talking about sexual things when it obviously makes the girls uncomfortable."

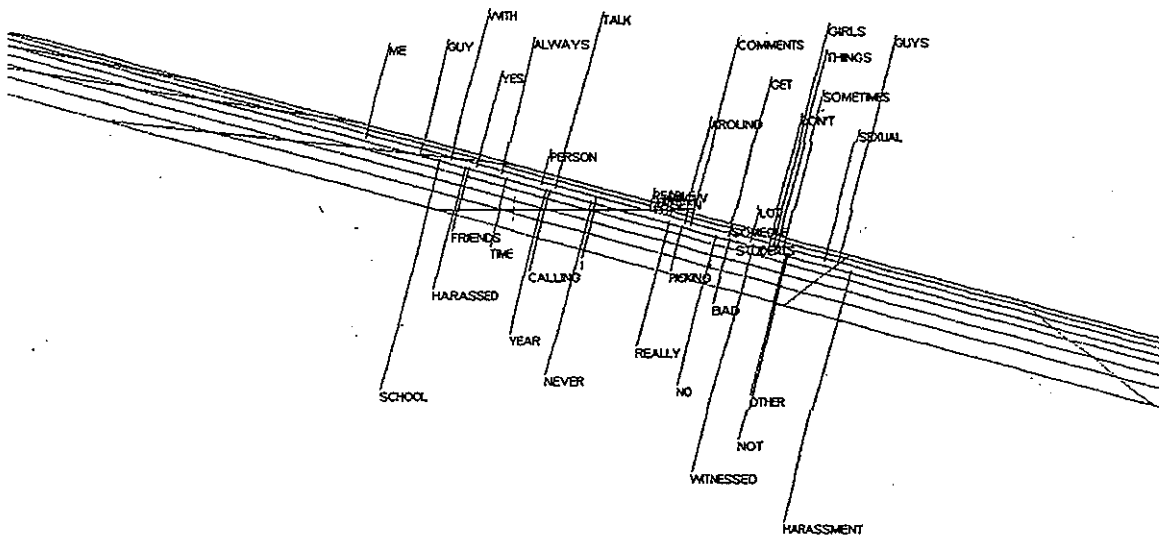


Figure 18: Perceptual Map of Most Important Concepts in Question Five for Females

## Male Responses to Question Five

Overall, male students responded with the following.

DESCENDING FREQUENCY LIST					ALPHABETICALLY SORTED LIST				
WORD	FREQ	PCNT	CASE FREQ	CASE PCNT	WORD	FREQ	PCNT	CASE FREQ	CASE PCNT
I	107	15.3	67	40.6	ACTS	8	1.1	7	4.2
PEOPLE	61	8.7	43	26.1	ANOTHER	11	1.6	10	6.1
HARASSMENT	50	7.1	39	23.6	BAD	8	1.1	8	4.8
SEEN	27	3.9	23	13.9	DON'T	16	2.3	14	8.5
NO	23	3.3	23	13.9	FEEL	8	1.1	7	4.2
NOT	22	3.1	21	12.7	FRIENDS	9	1.3	8	4.8
STUDENTS	21	3.0	14	8.5	GET	14	2.0	13	7.9
ME	19	2.7	14	8.5	HARASSED	12	1.7	11	6.7
WITNESSED	19	2.7	19	11.5	HARASSMENT	50	7.1	39	23.6
KID	18	2.6	15	9.1	HAVEN'T	8	1.1	8	4.8
OTHER	18	2.6	18	10.9	I	107	15.3	67	40.6
YES	17	2.4	17	10.3	I'VE	15	2.1	14	8.5
DON'T	16	2.3	14	8.5	INCIDENTS	9	1.3	8	4.8
I'VE	15	2.1	14	8.5	KID	18	2.6	15	9.1
SCHOOL	15	2.1	14	8.5	KIDS	10	1.4	9	5.5
GET	14	2.0	13	7.9	KNOW	12	1.7	11	6.7
NEVER	14	2.0	12	7.3	LOT	8	1.1	6	3.6
PERSON	14	2.0	12	7.3	ME	19	2.7	14	8.5
SOMEONE	14	2.0	13	7.9	NEVER	14	2.0	12	7.3
HARASSED	12	1.7	11	6.7	NO	23	3.3	23	13.9
KNOW	12	1.7	11	6.7	NOT	22	3.1	21	12.7
ANOTHER	11	1.6	10	6.1	OTHER	18	2.6	18	10.9
SOMETHING	11	1.6	11	6.7	PEOPLE	61	8.7	43	26.1
VERBAL	11	1.6	10	6.1	PERSON	14	2.0	12	7.3
KIDS	10	1.4	9	5.5	PICKED	8	1.1	8	4.8
PICKING	10	1.4	10	6.1	PICKING	10	1.4	10	6.1
REALLY	10	1.4	10	6.1	REALLY	10	1.4	10	6.1
FRIENDS	9	1.3	8	4.8	SCHOOL	15	2.1	14	8.5
INCIDENTS	9	1.3	8	4.8	SEEN	27	3.9	23	13.9
TEACHERS	9	1.3	6	3.6	SOMEONE	14	2.0	13	7.9
TIME	9	1.3	9	5.5	SOMETHING	11	1.6	11	6.7
WITH	9	1.3	9	5.5	STUDENT	8	1.1	6	3.6
ACTS	8	1.1	7	4.2	STUDENTS	21	3.0	14	8.5
BAD	8	1.1	8	4.8	TEACHERS	9	1.3	6	3.6
FEEL	8	1.1	7	4.2	THINGS	8	1.1	7	4.2
HAVEN'T	8	1.1	8	4.8	TIME	9	1.3	9	5.5
LOT	8	1.1	6	3.6	VERBAL	11	1.6	10	6.1
PICKED	8	1.1	8	4.8	WITH	9	1.3	9	5.5
STUDENT	8	1.1	6	3.6	WITNESSED	19	2.7	19	11.5
THINGS	8	1.1	7	4.2	YES	17	2.4	17	10.3

Figure 19: Most Frequently Used Words in Question Five for Males



Most males indicate that they have not witnessed harassment at school. This view is clearly shown in the perceptual map in Figure 21. Those who describe incidents of harassment report instances of a verbal or physical nature. These types of instances are illustrated in the extracts below.



Extracts:

- "There are always people picking on people who are smart, aren't jocks, don't have a lot of money, and if they're different."
- "people slap other people's asses constantly."
- "people are called homos, bitches, and all kinds of obscene names in the halls."
- "Pushing and shoving occurs but nothing serious. A lot of verbal harassment."
- "verbal in the halls."

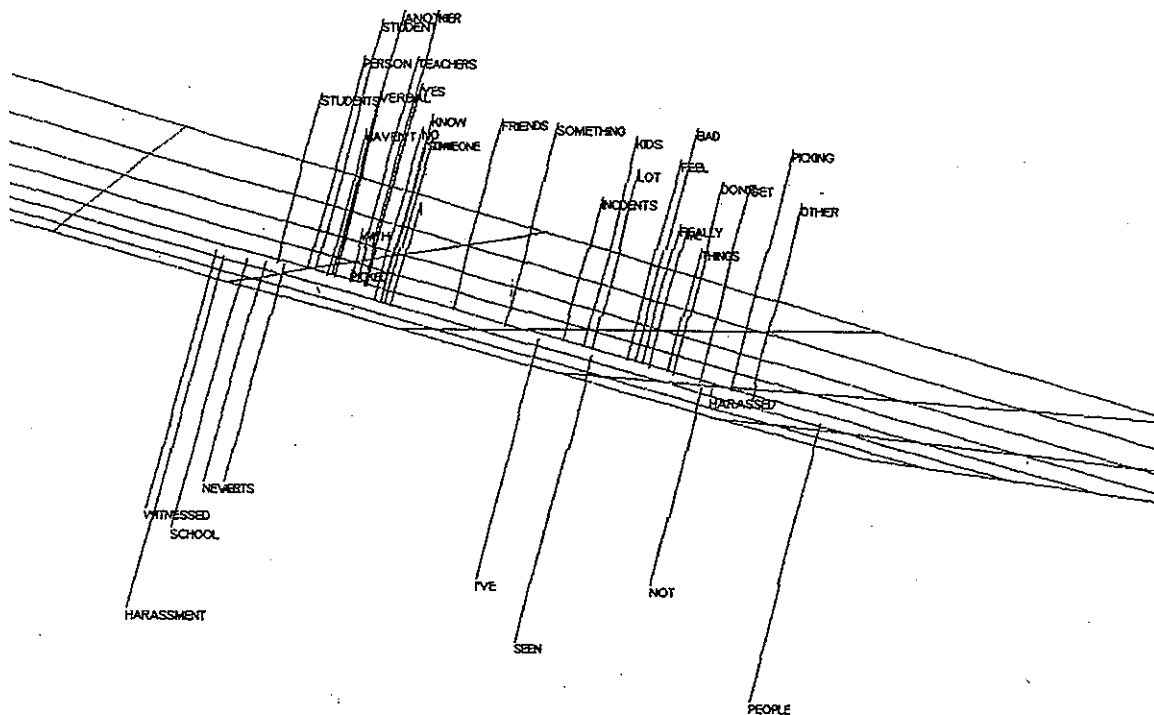


Figure 21: Perceptual Map of Most Important Concepts in Question Five for Males

An important finding of the differences between female and male views of harassment is that males do not report observing or participating in inappropriate sexual talk or touching. Yet, females report that this behavior occurs. We might speculate, then, that either this is a behavior that is not done in front of other "witnesses," or that when males engage in sexual talk or touching, they do not perceive it to be harassment.

## Question 6: Comments

These are the overall additional comments from students.

DESCENDING FREQUENCY LIST					ALPHABETICALLY SORTED LIST				
WORD	FREQ	PCNT	CASE FREQ	CASE PCNT	WORD	FREQ	PCNT	CASE FREQ	CASE PCNT
I	94	15.1	67	54.9	AM	7	1.1	7	5.7
SCHOOL	59	9.5	37	30.3	BAD	6	1.0	4	3.3
LANSING	38	6.1	34	27.9	BETTER	7	1.1	7	5.7
PEOPLE	33	5.3	28	23.0	DON'T	13	2.1	12	9.8
THINK	30	4.8	26	21.3	EVERYONE	6	1.0	6	4.9
NOT	26	4.2	21	17.2	FEEL	11	1.8	11	9.0
HARASSMENT	25	4.0	20	16.4	FRIENDS	7	1.1	7	5.7
STUDENTS	22	3.5	18	14.8	GET	11	1.8	8	6.6
TEACHERS	20	3.2	13	10.7	GOING	6	1.0	5	4.1
WITH	19	3.0	16	13.1	GOOD	18	2.9	17	13.9
GOOD	18	2.9	17	13.9	GREAT	6	1.0	6	4.9
SURVEY	17	2.7	16	13.1	HARASSMENT	25	4.0	20	16.4
DON'T	13	2.1	12	9.8	HELP	6	1.0	5	4.1
KIDS	12	1.9	9	7.4	HIGH	8	1.3	7	5.7
OTHER	12	1.9	9	7.4	HOPE	6	1.0	6	4.9
FEEL	11	1.8	11	9.0	I	94	15.1	67	54.9
GET	11	1.8	8	6.6	I'VE	6	1.0	5	4.1
REALLY	10	1.6	8	6.6	KIDS	12	1.9	9	7.4
VIOLENCE	10	1.6	7	5.7	LANSING	38	6.1	34	27.9
ME	9	1.4	7	5.7	LOT	7	1.1	6	4.9
NEED	9	1.4	9	7.4	ME	9	1.4	7	5.7
SOMETHING	9	1.4	8	6.6	NEED	9	1.4	9	7.4
HIGH	8	1.3	7	5.7	NOT	26	4.2	21	17.2
AM	7	1.1	7	5.7	OFTEN	6	1.0	5	4.1
BETTER	7	1.1	7	5.7	OTHER	12	1.9	9	7.4
FRIENDS	7	1.1	7	5.7	PEOPLE	33	5.3	28	23.0
LOT	7	1.1	6	4.9	PROBLEM	6	1.0	6	4.9
THINGS	7	1.1	6	4.9	PROBLEMS	6	1.0	5	4.1
WILL	7	1.1	6	4.9	REALLY	10	1.6	8	6.6
BAD	6	1.0	4	3.3	SCHOOL	59	9.5	37	30.3
EVERYONE	6	1.0	6	4.9	SOMETHING	9	1.4	8	6.6
GOING	6	1.0	5	4.1	STUDENTS	22	3.5	18	14.8
GREAT	6	1.0	6	4.9	SURVEY	17	2.7	16	13.1
HELP	6	1.0	5	4.1	TEACHERS	20	3.2	13	10.7
HOPE	6	1.0	6	4.9	THINGS	7	1.1	6	4.9
I'VE	6	1.0	5	4.1	THINK	30	4.8	26	21.3
OFTEN	6	1.0	5	4.1	TIME	6	1.0	5	4.1
PROBLEM	6	1.0	6	4.9	VIOLENCE	10	1.6	7	5.7
PROBLEMS	6	1.0	5	4.1	WILL	7	1.1	6	4.9
TIME	6	1.0	5	4.1	WITH	19	3.0	16	13.1

Figure 22: Most Frequently Used Words in Comments Question for Total Sample

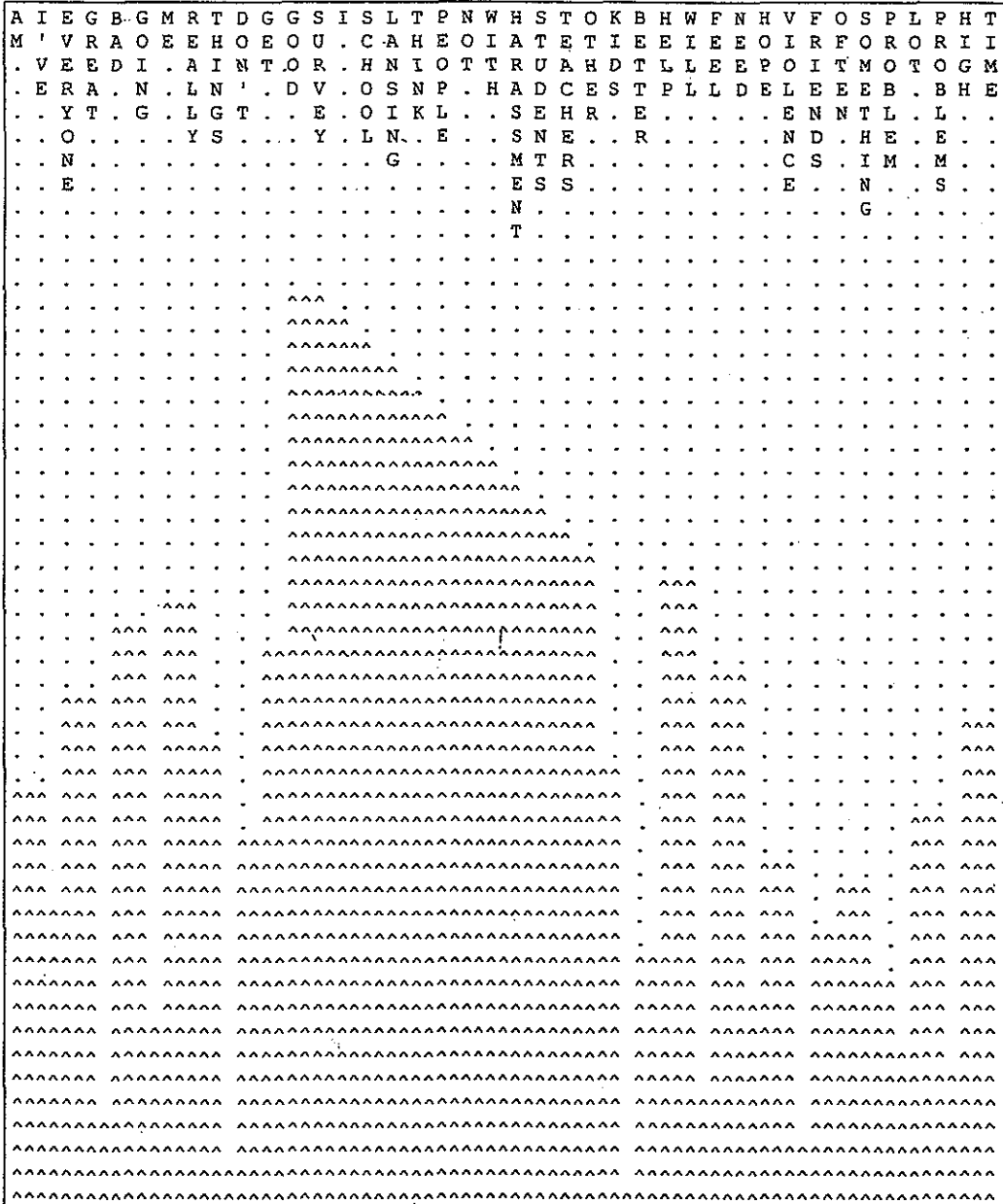


Figure 23: Most Important Concepts in Comments Question for Total Sample

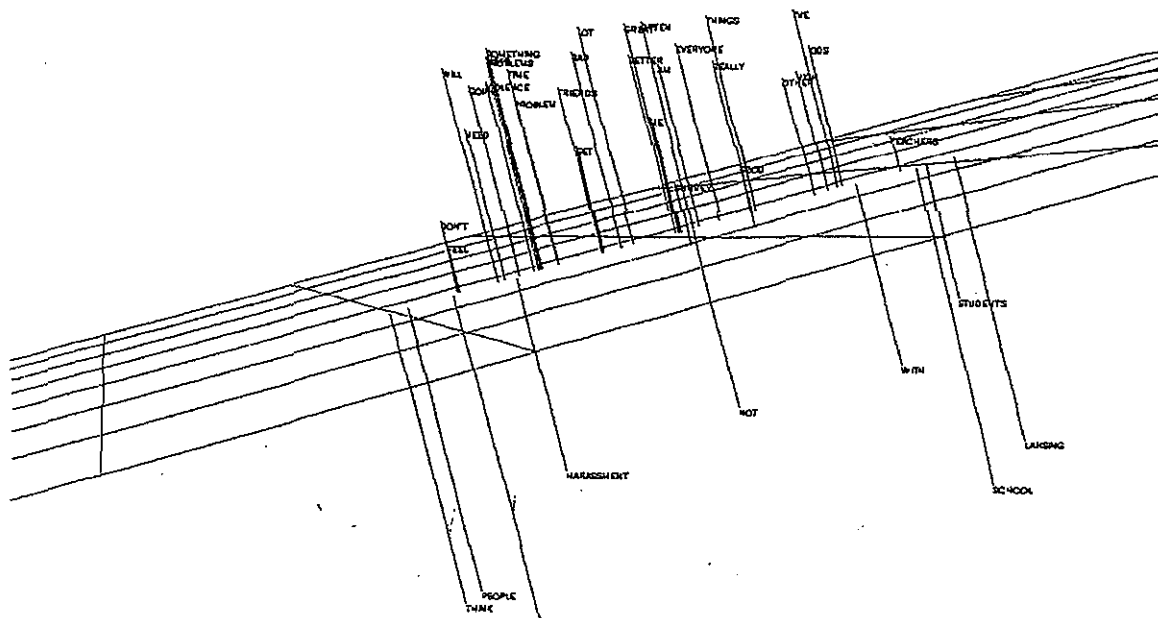


Figure 23: Most Important Concepts in Comments Question for Total Sample

#### Extracts:

- "Our school is relatively good about harassment."
- "The whole violence in school issue is blown way out of proportion. I feel very safe in school because true harassment is rare. Most kids get along with each other fine."
- "I think it would be good to have an assembly or something to bring attention, not so much to the violence, but the harassment, so that everybody knows that it's wrong and disturbing. Maybe then it wouldn't happen so much."

#### Conclusion

Most students report that they have an overall good attitude toward being a part of the Lansing High School community. They are happy and feel safe.

There seems to be a bi-polar attitude about sports in Lansing High School. On the positive side, students report that participating in sports makes them feel proud, and provides them with learning experiences as well as opportunities to make and be with their friends. On the negative side, students report a perception of an over-emphasis on sports, and that this contributes to feelings of alienation and unfairness within the school community.

Harassment, as discussed by the students, does not seem to be a major problem, but students report that it does exist at school. There seems to be a difference in perceptions between female and male students regarding the definition of harassment. Males seem to focus on physical aggression and verbal behavior such as name calling when discussing harassment whereas females seem to focus on sexual issues such as inappropriate sexual comments, and sexually-oriented physical contact.

Perhaps one of the most important findings of the differences between female and male views of harassment is that females report that males use inappropriate sexual talk and/or inappropriate touching which makes the females feel uncomfortable. Yet, males do not report observing or participating in such behaviors. We might speculate that when males engage in sexual talk or touching, they do not perceive such behavior as harassment.

This perceptual difference between males and females suggests that an educational or training unit about male and female views of harassment might be beneficial to the student body, and would likely be an efficient way to address the issue as discussed by the students.

Hello:

This survey is designed to ask you for your thoughts in your own words. We believe this is a way for your views to be heard. What **YOU** think is important to us. The survey should only take approximately 10-15 minutes to complete.

This survey is completely anonymous. Your answers to the questions will be grouped with the answers of everyone taking the survey so that no one individual will be identified. The results of this study will be analyzed and interpreted by an outside research group. If you would like to see a copy of the report, one will be made available in the high school office. If you would like to talk with someone about any of the issues raised in this survey, please feel free to see or call Pennee Barresi in the school office at 533-4652.

INSTRUCTIONS:

1. Please tear off this cover sheet.
2. DO NOT put your name on the survey.
3. When you have completed the survey, place it in the provided envelope, and seal the envelope.

Thank you for participating in this study.

Sincerely,

The Committee Against Violence in Education

Grade: (Please circle one)      9<sup>th</sup>      10<sup>th</sup>      11<sup>th</sup>      12<sup>th</sup>

Gender: (Please circle one)      Female      Male

Please PRINT legibly for our typists. Feel free to use the back of this paper if you need more writing space. Thank you.

1. Briefly describe how students at Lansing High School get along with each other.

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2. Briefly describe any activities with or by people from school that have made you feel good about being a part of the Lansing community

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3. Briefly describe any activities with or by people from school that have made you feel bad about being a part of the Lansing community.

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4. Briefly describe what YOU mean when you use the word, "harassment."

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5. If you have ever witnessed or experienced an act(s) of harassment by people from school, please describe the incident(s).

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Comments:

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