

**HOW THE PUBLIC VIEWS SEXUAL RELATIONSHIPS BETWEEN TEACHERS AND
THEIR STUDENTS**

BY

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DEDICATION

To my Lord and savior who will always be the light of my world; to my family, who have always been a great inspiration, and in loving memory of my grandmother, Mbuya Lyna Manjengwa and my friend Vanessa Munoz, who always believed in me far past their dying days. I love you all.

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ABSTRACT OF THE THESIS

How the Public Views Sexual Relationships Between Teachers and
Their Students

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This thesis provides a comprehensive review of literature on the public's perception of sexual relationships between teachers and their students. It was hypothesized that there would be a difference in opinion of the appropriateness of sexual relationships between teachers and students when considered by different age groups. Secondly, it was hypothesized that religious beliefs are influences that contribute to how an individual perceives the relationship. Thirdly, it was hypothesized that perceptions of the relationships will change if the initiator of the relationship changed. Lastly, it was hypothesized that media coverage has an impact on how the public views sexual relationships between teachers and their students. A factorial analysis of variance was conducted to determine if

certain groups vary in their opinions and if those opinions change across ages varied for teacher and student. Among the participants that were given a child in middle school and high school, the perception of those students having relationships with their teachers was negative. Among the participants that were given college and graduate school students the participants varied slightly in favor of saying that such a relationship was acceptable. Most participants mentioned that they have not been effected by media coverage to which they were exposed. They have, however, found media coverage informative and educational relative to the severity of the situation.

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Chapter 1

THE PROBLEM STATEMENT

In recent years, it has become more evident that adults and people that are in positions of authority have been preying upon adolescents and young adults. These adults initiated and perpetuated sexual relationships with countless young adults and adolescents and believed they were going to escape this abhorrent behavior without being held accountable. There have been conflicting views on whether educator sexual abuse cases have declined (Finkelhor & Jones, 2004). Whenever a case emerges, multiple media outlets such as CNN, MSNBC and Fox News vilify adults for taking the innocence of youth. In contrast to this, depending on the age of the victim, younger generations of adults admire the child for being able to invoke the sexual appeal of their teacher or another authority figure. Some adults have looked back with regret and said "I wish I was able to do this with my teachers when I was his age" (Lafave, 2014, comment section). Others were found to have said that while they would not necessarily want their own children involved in

such activities, they would not judge other parents for their children's decisions (Lafave, 2014).

Problem Statement

Public opinion appears to support that students having sexual relations with teachers have been victimized. Some teachers defend their actions believing the feelings to be mutual and do not attribute their actions as committing any crimes (Lafave, 2014). Parents, however, believe the contrary to be true: that the teachers are depraved human beings that should be locked up for life.

Purpose of the Study

The purpose of this study was to gauge the public's views of sexual relationships between teachers and their students. Recent media coverage suggests many people are opposed to such relationships. This study aims to discover the differences in opinions across multiple faiths, ethnicities, and ages. To gather a larger variety of opinions, the ages of the students discussed were changed in vignettes presented.

Research Questions

1. Do religious views have an impact on how people perceive sexual relationships between teachers and students?

2. What is the public perception of sexual relationships between teachers and their students when the initiator of the relationship changes?

3. Is there a difference in opinion of the appropriateness of sexual relationships between teachers and students when considered by different age groups?

4. Will media coverage have a negative effect on how individuals view sexual relationships between teachers and their students?

Delimitations

Considering time constraints, students with disabilities were not included in the excerpts or participant pool for this study.

Assumptions

It was assumed that the public perception of teachers having sexual relationships with their students would be negative. Most of the public would believe that teachers were molesting young people with whom they had sexual relationships as patronizing, an abuse of power and authority and that they should be prosecuted and punished. It is also assumed that in general, the public takes a more protective view of and is more outraged where these untoward relationships occur with or against under age

students more than those over 18. The final assumption was that all the research gathered for the purposes of this study was gathered in an ethical manner.

Definition of Key Terms

Boundaries. Boundaries are mostly set to enhance the goals of the relationship without harm to or exploitation of the client or student (Owen & Zwahr-Castro, 2007).

Boundary crossing example. Accepting a gift from a client or student that is inexpensive, giving the client or student a home telephone number, or meeting with a student or client in a setting that is nontraditional (Owen & Zwahr-Castro, 2007).

Child sexual abuse. Contact between a child and an adult or other person significantly older in a position of power or control over the child in which the child is being used for sexual gratification for the adult or other person (American Psychological Association, 1999). A criminal and civil offense in which an adult engages in sexual gratification (Leventhal, Murphy & Asnes, 2010).

Deviant sexual interests. Enduring attractions to sexual acts that are illegal (having sex with adolescents) or highly unusual (Hanson & Morton-Bourgon, 2005).

Educator. Includes and person over the age of 18 who works with or for a school or other educational or learning

organization. This service may be paid or unpaid, professional, classified or volunteer. Adults that fall in this category might be teachers, counselors, school administrators, managers, secretaries, bus drivers, coaches, parent volunteers for student activities, lunchroom attendants, tutors, music teachers, special education aides, or any other adult in contact in a professional- or school-related relationship with a student (Shakeshaft, 2004).

Educator sexual misconduct. Any conduct that would amount to sexual harassment under Title IX under the United States Education Amendments of 1972 (20 U.S.C., Sect. 1681, 34 C.F.R. part 106). Any conduct that would amount to sexual abuse of a minor person under state criminal codes.

(Fauske, Mullen & Sutton, 2006). Any sexual relationship by an educator with a current student or subordinate (regardless of the student's or subordinate's age), with a former student under 18, or with a former student or subordinate (regardless of age) who suffers from a disability that would prevent consent to a relationship. All students enrolled in the school and any organization in which the educator holds a position of trust and responsibility are included. (Fauske, Mullen & Sutton, 2006). Any activity directed towards establishing a sexual

relationship such as sending intimate letters; engaging in sexual dialogue in person via the Internet, in writing, or by phone; making suggestive comments or dating a student.

Effortful control. The capacity to consciously regulate one's behaviors when called upon to do so (Runions, 2014).

Internalizing problems. Problems with social reticence or emotional problems may impede the establishment of positive teacher-child relationships (Runions, 2014).

Quid pro quo. Latin for "something for something"; something given or received for something else (Merriam-Webster Legal Dictionary, 2017).

Sexual harassment. Sexist remarks; inappropriate sexual advances; seeking sex based on promised remarks' sexual duress through threat; and sexual assault (Stewart, Bridgeland & Duane, 1998).

Organization of Remainder of Study

The remainder of this study will be comprised of a literature review where this topic will be discussed more in depth. The method in which the research was conducted will follow the literature review which will be concluded with the results of this study and a discussion of those results.

Chapter 2

REVIEW OF THE LITERATURE

Per the Occupational Employment Statistics (National Center for Education Statistics, 2015), an estimated 3.5 million educators are employed in the K-12 system, and an estimated four million educators are employed in community and university settings. In the past decade, there has been escalated coverage of sexual assault at both public and private schools in news media. Based on the statistics noted above, it is highly understandable if not expected that teachers or professors would take an interest in their student's education. However, as the researchers have shown, there have been numerous occasions where such interest has gone beyond the boundaries of education, mentoring or professional. In 1997, about 130,000 educated people were identified as victims of child sexual abuse (Dong, Anda, Dube, Giles & Felitti, 2003). Today, that number has grown exponentially. This type of sexual assault has been labeled as that which teachers or people in positions of authority, such as coaches and club leaders have committed in schools.

Fromuth, Holt, and Parker (2001) mentioned that with the growing number of stories about adult sexual exploitation of adolescents in the media, there has been little existing research on sexual abuse happening in grade schools. Most of the research that is available pertains to high school and college age students being abused by their peers, and not teachers (Fromuth, Holt & Parker, 2001). Due to the abundance of research on female teachers that preyed upon their students, this study mentions more female offenders than males. That is not to say that there are more female offenders than male offenders. The research is just limited.

This study aims to gauge the public's perception of teachers and students having sexual relationships. The study examined here is inclusive of both male and female offenders. It was hypothesized that there would be a negative view of these relationships, but that there would also be a grey area, where the participants would deem the relationships acceptable if the student is no longer current and if the student was of age. It was also hypothesized that the media may have an influence on the participant's views of relationships between teachers and their students and that religion may also be a factor in those views.

The following document discusses the risk factors that involved with inappropriate relationships: what this means in terms of ethical standards and power differentials, and the age of the victim. The reactions of the victims towards the abuse will then be discussed with a focus on the adjustment period, reporting times, betrayal of trust, lack of education in sexual harassment, psychological issues associated with the abuse. Of the psychological issues, anxiety and depression were chosen for examination. There are many ways in which a adolescent can become a victim. The risk factors associated with such victimization will be discussed along with such factors as academic difficulties and behavioral difficulties.

This document then covers the characteristics of the offenders. The perceptions of sexual harassment in terms of educator awareness were examined next, along with the news media's interpretation followed by prevention opportunities that can be enforced to try to put a stop to the abuse. In conclusion, studies of popular cases were presented to emphasize the fact that this is a serious issue. Teachers and students are expected to have a teacher-student relationship akin to superior-subordinate structure where the teacher is assumed as the one who knows or should know better than the student. The relationship should never

however, breach the boundary between sexual and nonsexual. Parents entrust their children to these people and assume a risk-free, safe environment.

Factors Associated with Inappropriate Relationships

Ethics. Relationships between teachers and their students can become harmful if they continue with undefined boundaries (Owen & Zwahr-Castro, 2007). An example of an undefined boundary would be a student spending the night at a teacher's house because a school event ran late and the student thinks that the teacher likes him/her when the teacher was just trying to be kind and do a favor for the student's parents. One way to avoid this situation, the teacher should explicitly say that he/she is just doing a favor for the child's parent and get their consent (Owen & Zwahr-Castro, 2007). It is also important for the teacher to not take advantage of the student while the child is under the teacher's care. Dual relationships can be harmful because the student can become confused as to what his or her role is in comparison to the teacher (Owen & Zwahr-Castro, 2007). A student might view the teacher as less of an authority figure and more of a friend if the relationship between the two is more casual and may not give the teacher the proper respect he or she deserves.

Researchers also found that adolescents, when compared to younger adolescents, were viewed as more responsible for their own abuse. Furthermore, when an adolescent was involved, less responsibility was placed on the adult offender (Fromouth, Mackey & Wilson, 2010). Therefore, it becomes difficult to delineate where the line should be drawn between who is right and wrong, or who should be held responsible. Statutory standards make it apparent that in the case where one individual is above the age of 18 and another is below that age, the person above the age of 18 will more likely be to blame. Since society has become more sexually charged with its provocative commercials and explicit music lyrics, some individuals may think that the child, if they are between 16 and 17, should be held responsible as well.

In an article about students who work under the American Psychological Association (APA), was conducted by Robert F. Zakrzewski (2006), and 58 of 433 respondents said that if given the opportunity, they would engage in a sexual relationship with a teacher if they knew that they would not get caught. There were 28 men and 30 women that answered that question in affirmation. The study went on to say that, of the respondents, boys or young men were more

likely to admit to wanting a sexual relationship with one of their professors (Zakrzewski, 2006).

Sexual harassment can take many forms. In many cases it is recognized as romantic or inappropriate relationships between students and authority figures that is entirely prohibited. Some may say that since it was a consensual event, the relationship is okay but in reality, it still defies the rules that are Title IX. Title IX was originally drafted to create equality in sports (20 U.S.C., Sect. 1681, 34 C.F.R. part 106). It stated that no person would be discriminated against because of their gender. This discrimination can manifest itself as harassment on a physical, verbal or nonverbal level. It can even go so far as to be based on the student's race, color, religion, gender, national origin, disability, or any other basis. All of these behaviors are prohibited and can lead to the adulteration of the student's learning environment.

Power Differential. There is a power differential in which people may think the perpetrator took advantage of the student, especially if the student was younger than 18. In most states, 18 is the age of consent (Owen & Zwahr-Castro, 2007). A teacher could have manipulated the student into committing sexual acts or made the student believe that the behavior was normal if the interaction was done at

a younger age. For example, one of Sandusky's younger victims was unaware that it was not common for coaches to let players spend overnights at the coach's house. The behaviors Sandusky displayed were described to him as "tickling" or "wrestling" and not sex (CNN Library, 2016).

Other students that were aware of the relationship may have thought that there was favoritism at play. This can give rise to students not involved in the relationship feeling angered by the student in the relationship (Barbella, 2010). They may feel as if the student received special treatment and if the student also received good grades, that was attributed to the relationship, and not because of the student's knowledge of the subject matter. It is very understandable for the students outside of the relationship to believe a quid pro quo situation has taken place, where if the student does sexual favors for the teacher, it would be an 'easy grade'- no matter what and how much they know.

Some victims of educator sexual abuse may believe that if they had reported the issue, they would have been punished or risked losing their education. They may have felt that their educational experience is more important than a teacher or authority that could be avoided (Zakrzewski, 2006). Students that have involved themselves

in relationships have done so for multiple reasons. Some include, but are not limited to: flattery, coercion, bribery, and quid pro quo (Skinner, et al., 1995).

Universities discourage student-faculty relationships. A 1995 study mentioned that, "given the power differential between faculty and students, students can never truly voluntarily consent to participate in these relationships" (as cited in Skinner, et al., 1995, pg. 131). The reasoning behind this was that the student would be afraid that turning down the advances would jeopardize their academic career or standing. In addition, high achievers would have to defend their academic reputation as their integrity relative to "earning the grade" may be called in to question. Their peers may think that the student did not have to work as hard on assignments and assume the teacher simply stamped on the high and unearned grade.

Age of the Victim. In the cases featured in this study, the ages of the boys involved with their teachers ranged from about 13 to 16. These are formative and impressionable periods during which major developmental changes occur. These changes include puberty, which is a very confusing time for adolescents: male's genitalia begin to react to stimuli, female's breast become more defined (American Psychological Association, 2002). It is likely

that when a teacher is older, they are considered to have more wisdom and because of that, the student may be more interested in them (Fromuth & Holt, 2008).

In the professional realm, faculty are frequently called on to advise students and supervise research or work outside the classroom (Holmes, Rupert, Ross & Shapera, 1999). In the more personal realm, faculty may be asked to provide emotional support, offer advice on personal matters, and interact with students in more informal social settings. Faculty may, thus, have many diverse contacts with students and play multiple roles in their lives (Holmes, Rupert, Ross & Shapera, 1999). Because of the apparent power differential, students are at risk for exploitation as they enter relationships with faculty outside the classroom. It is particularly so when faculty are in positions with evaluative power, students may find it difficult to decline teacher advances or untoward attention, whether it be to an invitation to assist with a professor's research, discuss a personal problem, have lunch, or attend a party at the professor's home (Holmes, Rupert, Ross & Shapera, 1999).

Researchers studying the perceptions of child sexual abuse and teacher sexual misconduct have identified gender as an important variable that influences the perceptions of

abuse (Fromuth, Mackey, & Wilson, 2010). Per Runions (2014), young people's adaptation to school can be reinforced or damaged by the quality of their relationships with their teachers.

Where teacher sexual misconduct is concerned, less individuals felt as though the female teacher-male student dyad was detestable compared to the male teacher-female student dyad (Fromuth, Mackey, & Wilson, 2010). When discussing child sexual abuse, compared to women, men perceived perpetrators as less responsible for the abuse, viewed the abuse as less serious and viewed victims as more responsible for their own abuse (Fromuth, Mackey, & Wilson, 2010). One could assume that the male participants believed that the victims were more to blame for the abuse because they wanted certain aspects of it to happen.

Similarly, Fromuth and colleagues (2010) focused on teacher sexual misconduct noted that women reported the student as being more upset by the relationship and experienced more psychological harm. The reason being that at a young age, a child's brain is not fully developed, being sexualized early can have a negative effect on development. The child might grow up to be sexually confused and not know how to relate to others, particularly those of the opposite sex. In this case, the child might be

upset over the fact that the teacher expressed interest in him or her.

In addition to the gender of the respondent, the gender of the perpetrator and victim in the dyad also had an influence on the perception of child sexual abuse and teacher misconduct (Fromouth, Mackey, & Wilson, 2010). Men were less likely to criticize a female teacher involved with a male student compared to a male teacher involved with a female student. Age has also been identified as an important variable that influences perceptions (Fromuth, et al., 2010). The younger the victim, the more repulsive the deviant teacher behavior was perceived.

Reactions towards abuse

Adjustment. It has been said that when young people have good relationships with their teachers, they are more likely to adjust well to school (Runions, 2014). A relationship that is marked by conflict, on the other hand, may maintain or aggravate young people's behavior and academic problems (Runions, 2014). The child might show signs of abuse by acting out in class and throwing items at the teacher and other students. If the student was already displaying these behaviors before the abuse, they may exhibit themselves on a higher level.

Reporting. While most of the teachers and caretakers' intentions are good, at some point in the tutoring or educational processes, an emotional attachment forms which, if incorrectly fostered, later turns into an attachment. Many individuals may believe that the experience was not perceived as inappropriate; therefore, it may be less likely for any interaction to be reported to authorities once the relationship took place (Fromuth, Mackey, & Wilson, 2010). The teacher may have already gained the trust of colleagues and the student may not have any support on campus. Even if the relationship was reported, it may not be prosecuted due to the lack of a negative view (Fromuth & Holt, 2008).

Some victims of educator sexual abuse fear reprisal, believing that if they report the issue, they will be punished (Zakrzewski, 2006). They may decide to keep it to themselves because they are more concerned about finishing school and getting out than getting into what might turn out to be negative attention about a teacher or authority figure that they can avoid (Zakrzewski, 2006). Students that have involved themselves in sexual relationships do so for multiple reasons, some include but are not limited to: flattery, coercion, bribery, and quid pro quo (Skinner, Giles, Griffith, Sonntag, Berry & Beck, 1995). The teacher

might start with flattery to gain the student's trust and then it my snowball into the teacher asking for sexual favors in exchange for tutoring sessions or the answers for a test.

Sexual Harassment and Lack of Education. Harassment can be very subtle at times. When some college students were asked to recall whether they were sexually harassed in high school, they reported that they were unaware of being harassed (Fromuth, Holt & Parker, 2001). Sexual harassment awareness may not have been discussed enough in schools and because of this, young adolescents were not able to recognize inappropriate language. Perhaps sexual harassment has become entrenched in schools over time, that it has become socially accepted. Essentially, no alarm bells ring. Young women seem unaware it should offend them. Older students may not have felt that the repeated unsolicited advances and requests for dates by professors were forms of sexual harassment (Bursik, 1992).

Other issues may include that students may not view what the teacher's behavior as abusive. He or she may believe that the teachers genuinely care and may believe that the actions taking place are not wrong (Fromuth, Holt & Parker, 2001). A study by Broussard, Wagner, and Kazelskis (1991) mentioned that if an interaction between a

teacher and a student was not viewed negatively, it may have implications about how the situation is handled in terms of reporting and subsequent intervention.

Psychological Issues. Consequences to sexual abuse can range from doing poorly in school, withdrawing from others, drug experimentation, alcohol use, depression, and suicide ideation (Williams, et al., 2014). It is incredibly important that adults keep students safe and help them understand that when someone touches them inappropriately, it is never okay. Adults should stress to young people that they should report all incidents to their parents even when they are not sure it was abuse. Adults should encourage students to report all suspicious behavior especially if the suspected abuser is a teacher, counselor, coach, or any adult figure in the role of seemingly looking after the well-being of the child or adolescent. After the public became aware of Vili Fualaau's relationship with his teacher, Mary Kay Letourneau, he said that he suffered from depression during the trial. To this day, after being married for ten years, he still has troubles regulating his mood and suffers from alcoholism (Letourneau & Fualaau, 2015).

The American Psychological Association (APA) has created a manual describing many diagnosable disorders, the

characteristics of which may contribute to vulnerability to abuse. It is understood that the disorders in this manual must occur multiple times and often in conjunction with other characteristics for them to be called disorders. The following are disorders in the manual but they are only being discussed as characteristics and not disorders.

Depression. Depression is one possible outcome of abuse that can be characterized by the individual feeling sad, empty or hopeless most of the day (APA, 2013). Other characteristics include having a noticeably decreased interest in activities they used to enjoy, the inability to sleep or oversleeping, lack of energy evidenced by extreme slow movements, feeling worthless, decreased ability to think clearly and continuous thoughts about death (APA, 2013). It was noted in Buzi, Weinman, and Smith, (2007) that depressed adolescents may experience more extreme consequences than depressed adults because they are more susceptible to later traumatic life events and are more likely to experience depressive occurrences in adulthood.

Risk factors associated with victimization

It is not natural for adolescents or young adults to become victims of sexual abuse. Some students are singled out because, in many ways, they appeal to their abuser. Factors in which a child can be at risk for being abused

may be gender related because female students may be more susceptible to male teacher advances. Students coming from a broken home may feel more attached to a perceived stable adult figure, such as a teacher (Williams, et. al., 2014; Dong, et. al. 2003). If the child comes from a lower income family, it may be harder for the parents of the child to afford a tutor, the teacher may offer free tutoring using that to get closer to the family and to the child. If the student is and immigrant and not aware of American customs and culture, it is possible they might not know that the advances a teacher makes are inappropriate. Lastly, whether they had a history of dating that would give the impression that they were promiscuous (Williams, et. al., 2014). Young adolescents who are from a family with poor parental relationships are more vulnerable to sexual abuse. Furthermore, adolescents from homes with previously assaulted family members are more likely to experience sexual abuse themselves" (Fromuth, Mackey, & Wilson, 2010, p. 421). It is important for young people in unstable environments like those that have spousal abuse, to feel as if they have a safe place to go. It is possible that a child from an abusive household views school as an outlet or a safe place. It has also been found that adolescents who have been neglected have one or both parents with a

problem of alcohol abuse or have a battered mother (Dong, et al., 2003). This neglect may make the child more vulnerable to advances by other adult figures, who the child thinks is there to rescue them.

Young people with a history of being victims of sexual abuse were three times more likely than their peers to report inconsistent condom use (Buzi, et al., 2003). They demonstrated less knowledge of HIV, less impulse control, less frequent purchase and use of condoms, and significantly higher rates of sexually transmitted diseases, compared to adolescents without a history of sexual abuse (Buzi, et al., 2003). The young ages of some victims may make them more gullible when it comes to protection. It is possible that their teachers or caregivers did not explain the use of protection so the assumption then became that it was not needed.

Academic Difficulties. Runions (2014) stated that when educated people have good relationships with their teachers, they are more likely to adjust well to school. A relationship that is marked by conflict on the other hand, may perpetuate or aggravate negative learning habits and behavior and academic problems (Runions, 2014). These academic problems may prompt a teacher to get closer to their troubled student to help the child achieve scholastic

goals. In doing this, an emotional connection may form and, if the teacher finds the student attractive, they may initiate a relationship either during the school year or after the student was out of school. The most frequently mentioned behaviors for students who are victims in class were: lack of motivation, talking out of turn, bad manners, rudeness, inattentiveness, lack of concentration, disaffection, making noise, hindering other pupils and verbal and physical aggression (Einarsson & Granström, 2002). If a parent notices the change in behavior in their child, they may feel as if something is wrong. The adolescent may not want to discuss what is wrong with their parent in hopes that they can avoid reprisal, even though the teacher is the one that initiated the relationship.

Behavior Difficulties. Characteristics of conduct disorder may formulate after an unwanted encounter with an authority figure. These characteristics include; the student being physically cruel to people or animals, the child bullying other adolescents or engaging in physical fights, and even forcing someone else to have sexual relations with them (APA, 2013). The child may also experience general problems with adjustment at school, which may include behavioral outbursts such as yelling at the teacher in class along with other misconduct behaviors

listed above. Other issues revolving around conduct disorder can be abuse at home. The adolescent may come from an abusive household and may develop habits that reflect that upbringing.

Offender Characteristics

A *fixated abuser*, a predator, is most often found in elementary schools and early middle school grades (Shakeshaft, 2013). This type of abuser is more likely to be male and most likely to be a good teacher by parents and colleagues' assessment or by reputation (Shakeshaft, 2013). He is well liked by everyone: teachers, students, parents, and other authorities. Some members of the community may even come to his defense if ever his integrity was called into question. Approximately 33% of abusers who have targeted those under the age of 13 can be considered fixated abusers (Shakeshaft, 2013).

Perceptions of Sexual Harassment and Educator Awareness

Many teachers and students believe that there is a line that should not be crossed regarding teacher-student relationships (Owen & Zwahr-Castro, 2007). A teacher asking a student to co-author a paper with him/her is acceptable, but a teacher involving him or herself with that student

intimately is not acceptable regardless of age. Students did, however, view those scenarios of a female teacher as less guilty than the male teacher if these acts were moved from classroom to other settings (Owen & Zwahr-Castro, 2007; Fromuth & Holt, 2008).

Two similar cases in New Jersey that involved a male and female teacher have heightened public awareness of the biases inherent in society that we have not always been prepared to admit to (Howell, Egan, Giuliano, and Ackley, 2011). Pamela Diehl-Moore, a 43-year-old teacher, was convicted of having an inappropriate sexual relationship with one of her 13-year-old male students. Her behavior qualified her for the sex offender registry and should have been labeled as statutory rape. Instead of the obvious prison time that she should have been given, she was given five months of probation (Howell, Egan, Giuliano, and Ackley, 2011). James Darden, a 36-year-old teacher, was sentenced to eight and a half years in prison for having an inappropriate relationship with a 13-year-old female student. He was required to register as a sex offender, surrender his teaching license, and is no longer allowed to work in the public sector (Howell, Egan, Giuliano, and Ackley, 2011).

The two judges that presided over these cases had two

completely different views on how to approach sentencing. In Diehl-Moore's case, the judge did not see the harm that was done. He believed that the child was simply exploring his sexuality, and that society did not need to be worried. In contrast to this judge, the Darden judge punished Darden to the full extent of the law stating that this perpetrator "made her a woman well before her time in a very inappropriate way" (Howell, Egan, Giuliano, and Ackley, 2011, p. 181). Even the judges had contradictory views in their statements. It should not be okay for a relationship to take place, regardless of who the perpetrator is and who initiated the contact. The teachers should be punished for what they have done to the educated youth, not simply given probation and a pass on the registry like the Diehl-Moore case.

News Media Interpretations

During the mid-1900s, little attention was paid to issues involving adolescents (Weatherred, 2015). Between 1960 and 1979, the Child Abuse Prevention and Treatment Act (CAPTA), was heavily discussed in the news. CAPTA led to the creation of the National Center on Child Abuse and Neglect and was later replaced by the Office on Child Abuse and Neglect. This organization was involved with more

effective state reporting laws and systems to address reports (Weatherred, 2015). Since physicians were the ones to identify whether an individual had been abused either physically or sexually, they were given permission and the responsibility to report it.

Between 1980 to 1999, the media began reporting stories that featured more young people abused by day care center employees. In addition to this, Jacob Wetterling was abducted in 1989 and was later found murdered. Jacob was a little boy who was about 11 years-old when he was kidnapped. Twenty-seven years later, a man named Danny Heinrich, a known sex offender that lived close to the Wetterlings, admitted to sexually abusing Jacob and shooting him (Ortiz, 2016). Due to the nature of this crime and others, sex offender legislation was passed and adopted across the United States and its territories (Weatherred, 2015). Survivors of sex offender abuse received unwanted airtime when victims-turned-advocates for child protection became very vocal and spoke out against the horrors from which they suffered and continued to haunt them psychologically. The Child Abuse Victims Rights Act of 1986 allowed victims to waive the statute of limitations and file civil lawsuits against their abusers and the institutions that employed them (Weatherred, 2015). In

addition to all the lawsuits that ensued from this victims' rights act, celebrities began to disclose information about their childhood that involved sexual abuse. Seeing celebrities in media and television outlets lending their voices to their personal experiences of victimization provided credibility to the merits needed to expose child sexual abuse.

During the early 2000s, some religious institutions garnered media attention when they were exposed, not only for their members' victimization of young people, but for turning a blind eye to known sexual predators (Weatherred, 2015). Catholic churches in both the United Kingdom and the United States were found to have clergy that were molesting their young adolescents. Altar boys were the most vulnerable of that group (Weatherred, 2015).

From 2010 to the present, there have been several high-profile cases, such as Jerry Sandusky, Mary Kay Letourneau, and Pamela Smart, all of whom will be discussed later in this study. It was also noted that during this time, Institutions were formally put on notice that they would be held accountable for sexual misconduct on campus or institutions over which they had oversight (Weatherred, 2015).

Prevention of Educator Sexual Misconduct

Other professionals working with human relations, such as psychologists, social workers and, above all, psychotherapists are trained to handle their clients' projections and transferences (Einarsson & Granström, 2002). It is unknown whether this training is available to school teachers. Availing teachers of the afore mentioned training will increase awareness and sensitivity to managing projections and transference. Most school systems have a structure in place where faculty or staff are mandated reporters of sexual misconduct.

Other ways to eliminate or decrease the amount of child sexual abuse and other inappropriate teacher-student behaviors includes classes and training on sexual harassment during orientation sessions at the beginning of the school year, as well as hold refresher courses halfway through the school year.

Previous Cases

Mary Kay Letourneau

In Burien, Washington in 1996, Mary Kay Letourneau was 34 when she met 12-year-old Vili Faulaau in her class. She soon took a liking to the young child because of how quiet he was. While spending time together in the classroom

during breaks to develop his artistic abilities, the two got to know each other (Letourneau & Fualaau, 2015). By the end of the school year the two began having sexual interactions. Both Vili and Mary Kay said that their relationship was consensual (Letourneau & Fualaau, 2015). The authorities were first notified about the relationship when Mary Kay's husband found a note written by her to Fualaau. She became pregnant not long after with the couple's first child, making Vili a father at 13-years-old. Mary Kay was arrested, after the police found the couple in a car having sexual relations (Letourneau & Fualaau, 2015). She told the officers he was 18-years-old. She later gave birth to their first daughter in prison. While out on probation later that year, the two were found in her car having sexual relations again and she was arrested once more (Letourneau & Fualaau, 2015). This was for violating her probationary terms which included staying away from the young man. Their second daughter was also born in prison. Mary Kay spent seven and a half years in prison for her relationship with Vili. After her release, the two were married in the Fall of 2004, and have been together ever since (Letourneau & Fualaau, 2015).

Shelley Dufresne and Rachel Respass

In 2014, Shelley Dufresne, 32, married, mother of 3 (10 years teaching) and Rachel Respass, 24, single (2 years teaching) were arrested for molesting a 16-year-old student at Respass' apartment (Bacon-Blood, 2014). The two women were teachers at Destrehan High School in St. Charles Parish. Other staff that had overheard the student bragging about the fact that he had sexual relations with both teachers reported the teachers. The teachers were initially placed on paid leave but Dufresne was later charged with felony carnal knowledge of a juvenile, indecent behavior and contributing to the delinquency of a minor (Bacon-Blood, 2014). Respass was only charged with failing to report the commission of a felony. This was because prosecutors were unable to prove that she participated in the sexual acts, just that she knew it was happening and did not report it (Bacon-Blood, 2014).

Pamela Smart

In 1989, Pamela Smart was a 23-year-old media coordinator at Winnacunnet High School. She was married to a man named Gregory Smart (Zagar, 2014). She was known to have been a fan of Van Halen, a popular rock music group, which made her seem cool to some of the students. She soon

became involved with William "Billy" Flynn, a 16-year-old student in a group of students with which she often spent time. The couple frequently had sexual relations while the friends visited her house, in her car, and other places. As things between the two became more serious, she began to mention that she wanted to leave her husband but did not want to get a divorce (Zagar, 2014; Smart, 2015). She felt as if a divorce would leave her with nothing. Pamela later mentioned to Billy that she wanted him to kill her husband. Billy, and two friends had a failed attempt at kidnapping Gregory. On the second outing to go murder Pamela's husband, the group went to his house and ambushed him (Smart, 2015). They attempted to stage it as a robbery but police quickly found them.

Currently, Pamela is the only person involved in this case that is still in prison (Smart, 2015). It is believed by many that she took advantage of the teens and used her sexuality to convince them to kill her husband. While Pamela is not considered a teacher, she was an adult who worked with and among students. Hers was the case that coined the phrase 'hot for teacher', which is now a popular Van Halen song in their repertoire that describes a student who admits to being attracted to his teacher (Zagar, 2014).

Debra Lafave

In the summer of 2004, Debra Lafave was a 23-year-old teacher when she had her first sexual encounter with her student, a 14-year-old unnamed male. When she was his age, her boyfriend at the time raped her in the bathroom (Lafave, 2014). Due to this self-described trauma, she felt as if it was her "duty" to make men happy. She developed eating disorder and abused alcohol. She also said that she attempted suicide twice: once with pills, and a second time with wrist slitting (Lafave, 2014). This is a classic case of victims of child abuse growing up to be abusers themselves, as well as engaging in destructive behavior. Lafave had relations with one student in a moving vehicle, in hotels, in her classroom, and in different counties. It was said that she did not worry about whether the student told anyone because she did not feel as if what she was doing was necessarily wrong (Lafave, 2014).

A parent who knew one of the boys in the car with her saw her in a different county. The concerned parent notified the parents of the boy who then called the police. She was arrested and charged with four sexual offenses. When asked why she thought she could get away with her actions, she said that she got all the attention because of her looks and she was not worried about the student

mentioning the relationship to anyone (Lafave, 2014).

While the interactions were going on, the boy was getting high-fives from his friends. People that saw Lafave on the streets were snickering and staring at her (Lafave, 2014). In protest, mothers were clutching their children, pulling them away from Lafave letting her know that they did not want their children around her. Comments by some during the case referred to the relationship as "every 13-year-old boys fantasy" (Lafave, 2014, person on the street). From these comments, one could deduce that there were some onlookers who felt kind of mystified by this relationship.

Debra did not think anything she had done was wrong. She believed that she did not commit rape. Her legal defense team tried to pin Debra's actions on a Bipolar psychological disorder (Lafave, 2014). Debra explained that she thought the symptoms contributed to the disorder. Debra was sentenced to house arrest in one Florida County but the state of Florida subsequently dropped the charges because the parents of the child did not want their son to testify. Debra believed that her own sexual rape was violent, but did not believe that the sex she had with the young boy was violent (Lafave, 2014).

She admitted that she committed a sex offense, but did

not see herself as a sex offender. She did however feel as if she should be in jail for what she did (Lafave, 2014).

Gerald "Jerry" Arthur Sandusky

Jerry Sandusky was the assistant football coach for the Pennsylvania State Nittany Lions (Penn State) for 32 years before he retired. He created a foundation called the Second Mile in 1977, which was originally a group foster home but grew to be a non-profit organization founded to help the young people in the area become better community members (CNN Library, 2016). Many allegations that Sandusky was abusing and molesting the boys he coached and encountered through the Second Mile foundation surfaced. This abuse was reported to have occurred from 1994 to 1997. A grand jury was commissioned to investigate Jerry Sandusky's improprieties because these allegations were centered around a very popular and respected university. CNN covered the grand jury's decision via a news release (CNN Library, 2016). As this story dominated the news for a while, one wonders if he truly created his Second Mile foundation to help young boys or if he did so to obtain unfettered access to easy prey.

In 1998 Sandusky was investigated by the Penn State police and the Pennsylvania Department of Public Welfare

for inappropriate actions with an 11-year-old boy whose mother said Sandusky showered with him. In 2002, a Graduate Assistant witnessed Sandusky in the showers with another young boy and did his best to report it to the proper authorities (CNN Library, 2016). He disclosed information to Joe Paterno, who was the head coach at the time, and Paterno reported the incident to Athletic Director, Tim Curley. Paterno and Curley called Sandusky into a meeting and essentially given a slap on the wrist and was simply told not to bring "anyone" on campus (CNN Library, 2016). This issue was treated as a big secret among these various university leaders who failed to report these incidents to the police.

After the grand jury report was released, it became evident that Sandusky had at least ten victims ranging from seven to thirteen-years-old boys. Some came forward to testify or someone came to testify on their behalf (CNN Library, 2016). Sandusky was tried on 52 criminal counts, four of which were dropped and three of which he was found not guilty. The rest of the counts he was found guilty. In a subsequent and ongoing lawsuit that was filed in 2013, the plaintiffs sought to determine if Penn State or their insurance policy were liable for paying Sandusky's victims. At the time of this article posting, 30 men were listed as

victims that sought retribution.

Ben Dunbar

In the case of Ben Dunbar and Karen Ellis, a teacher-student duo in Australia, Dunbar was adamant that he was the one that started his sexual relationship with his teacher (Angelides, 2007). He continued, through interviews with multiple news outlets, denying that he had been a victim of child sexual abuse because he knew exactly what he was doing and the ramifications of his actions. He confessed that he was the predator, and not Ellis (Angelides, 2007). Many believed that Dunbar had no way of understanding what he was doing. They believed that at 15, he should not have been subjected to sexual activity, and that it was Ellis' responsibility to put a halt to any sexual advances he may or may not have put forth. Angelides (2007) says that Dunbar was steadfast, even after coming of age, that he was not a child victim, and that she was not to blame for anything that happened.

In this study

First, it was hypothesized that there would be a difference in opinion of the appropriateness of sexual relationships between teachers and students when considered by different age groups.

Secondly, it was hypothesized that religious views may have an impact on how people perceive sexual relationships between teachers and students. It may be possible that those that held more religious convictions would project stronger negative views of teachers having sexual relationships with their students than those who are less religious. The most religions frown upon these kinds of relationships but since many people put their own interpretation on the readings of their faith, perhaps their perceptions would be different on this matter.

Thirdly, it was hypothesized that the public will hold a different perception of sexual relationships between teachers and their students when the initiator of the relationship changed. Research has shown that at a young age, boys wanted the attention of their female teachers more than their male teachers and this continued to upper level ages (Einarsson & Granström, 2002). Male teachers gave more attention to boys when they were younger, and, as students got older, girls got more attention. Female teachers displayed more attention to young boys and upper level boys (Einarsson & Granström, 2002).

Lastly, it was hypothesized that media coverage resulted in a negative effect on how individuals view sexual relationships between teachers and their students.

Today, viewers carry a lot of the information news pundits give them far beyond the completion of the television broadcast. The outrage over certain cases may resonate with the viewers. The extent to which this phenomenon is highly publicized by the media will be examined by this study.

Summary

The individuals noted at the end of this review have not only changed the lives of the children they had relations with, but they have changed their lives as well. Teachers have been having sexual relationships with their students for many years. It is the duty of the adults in societies to protect the youth so that they do not grow up with jaded views of the environmental factors in the schooling system.

Chapter 3

METHOD

Participants

A total number of 279 surveys were returned. Three surveys were discarded due to being incomplete and having inappropriate responses. Individuals in the major metropolitan area of Southern California that ranged in ages from 18 to 65 years have been identified as potential participants for this research. Of the 276 completed surveys, 164 (59.6%) were female and 111 (40.4%) were male. One individual did not identify to which gender he/she belonged. There were 93 (33.7%) Caucasians, 23 (8.3%) Black/African Americans, 68 (24.6%) Hispanics, 6 (2.2%) Filipinos, 7 (2.5%) Asians, 27 (9.8%) mixed race individuals, and 52 (18.8%) individuals that identified themselves as another race. The highest education levels completed for the participants are as follows: 41 (14.9%) High school, 113 (40.9%) some college, 27 (9.8%) Associates, 68 (24.6%) Bachelors, 20 (7.2%) Masters, 7 (2.5%) Doctorate. There were 179 (64.9%) individuals that classified themselves as Christian or Catholic and 97

(35.1%) individuals that classified themselves as Non-Christian. Religious activities were undertaken by 175 (63.4%) of the participants while 101 (36.6%) said that they did not take part in any religious activities.

Instruments

An instrument was created to assess how the public views sexual relationships between teachers and their students. The Relationship Perception Survey was developed to assess the public's perception of how they view teachers having sexual relationships with their students and how they feel the media and other outlets have contributed to their views. The scale consisted of 30 items, each designed to assess a facet of relationship perception. Some of the questions the researcher came up with, others were gleaned from other questionnaires (Holmes et al., 1999). This instrument has been found to be reliable, with a .945 Cronbach's alpha.

The participants were asked to answer questions in regards to male and female teachers and students of varying ages. Each participant was given a little excerpt depicting the age and gender of the student and the age and gender of the teacher (ex: Victor is a 25-year old male student. Alexis is a 32-year old female teacher). The names of the subjects in each age grouping example were different and

did not depict any one individual known to the researcher. The age ranges of victims included: Middle School (age 13), High School (age 17), Undergraduate School (age 21), and Graduate School (age 25). The age ranges chosen for this study were based on the case regarding Mary Kay Letourneau. When she and Vili started their affair, he was 13 years-old going on 14 and she was 34 years-old. The age of 34 was used as the constant age of teachers and the age groups of the students were raised by four years to include the higher age ranges. It was deemed necessary to include these ages because in previous studies, it was found that a relationship with a teacher closer to the student's age might be viewed as more normative in terms of acceptable sexual relationships (Fromuth, Holt & Parker, 2001).

Due to the amount of age ranges and the fact that the initiator of the relationship was changing, there were 16 different versions of the survey created. The researcher used random assignment to make sure all versions were distributed throughout the data collection process. The researcher also did not know what version the participant received until after the data was collected.

Procedure

The Institutional Review Board (IRB) at California Baptist University was apprised of the study's existence

and has rendered its permission and approval for the study engagement. The participants were approached, and engaged whilst on their lunch break or wandering around in public areas. They were asked if they would like to help with completing a survey for a college assignment. The participants were presented with the survey only when they had given consent, and signed the release form.

Data Analysis

A two-way factorial Multivariate Analysis of Variance (MANOVA) and a 2 (initiator) x 4 (age of student) factorial Analysis of Variance (ANOVA) were used to test the hypotheses in this study. Qualitative analyses of previously coded themes in responses were conducted with the questions for which the participants had to write their answers.

Chapter 4

RESULTS

The hypothesis regarding religious views having an impact on how people perceived sexual relationships between teachers and students was found to be significant. The significance was found with participant's views on sexual relationships between teachers and their students in terms of age of student $F(12,701.416)=6.831, p=.000$; Wilks' $\Lambda=.746$, and religious views $F(4,265)=5.253, p=.000$; Wilks' $\Lambda=.927$. The interaction between the two was not found to be significant. Post hoc tests revealed that there was significance ($p=.000$) with the older students (21 years and 25 years) when compared to the younger students ($p=.000$) (13 years and 17 years). Post hoc tests revealed that there were significant differences between Christians ($M=1.65, SD=1.286$) and non-Christians ($M=2.29, SD=1.893$) in terms of acceptability of teachers flirting with their students as it relates to their religious views. All levels of significance were found at $p=.000$. Post hoc tests also revealed that there were significant differences between Christians ($M=1.44, SD=1.142$) and non-Christians ($M=2.14,$

SD=1.848) in terms of acceptability of teachers kissing their students as it relates to their religious views. Most levels of significance were found at $p=.000$. Continued post hoc tests revealed that there were significant differences between Christians ($M=1.71$, $SD=1.388$) and non-Christians ($M=2.34$, $SD=1.963$) in terms of acceptability of teachers telling their student they are attracted to them as it relates to their religious views. All levels of significance were found at $p=.000$. The last post hoc tests revealed that there were significant differences between Christians ($M=1.53$, $SD=1.219$) and non-Christians ($M=2.26$, $SD=1.965$) in terms of acceptability of teachers dating their students as it relates to their religious views. All levels of significance were found at $p=.000$.

The hypothesis that regarded the public perception of sexual relationships between teachers and their students when the initiator of the relationship changes bore no significance. There was significance found with the age of student $F(3,146.919)=23.428$, $p=.000$ and the interaction between the initiator and age of student $F(3,17.516)=2.793$, $p=.041$. Post hoc tests revealed that there were significant differences between the students above the age of 18 ($M=2.97$, $SD=2.000$; $M=2.46$, $SD=1.807$) and below the ages of 18 ($M=1.12$, $SD=.360$; $M=1.58$, $SD=1.253$) in terms of whether

the relationship would be okay if either the teacher or student initiated it. All levels of significance were found at $p=.000$.

The hypothesis that there would be a difference in opinion of the appropriateness of sexual relationships between teachers and students when considered by different age groups was supported. The participants answered the question regarding their opinions of what they have seen in the media and whether the students should be held accountable as well. Of the participants that responded to the question: 124 participants felt that the relationship was unacceptable, 126 participants felt that the student should be held accountable, 39 participants felt that the student should not be held accountable, 12 participants felt that the teacher should have some type of punishment and one thought the student should have a punishment, 31 participants thought that if the child was old enough to consent the relationship would be okay, 21 participants felt that if the relationship did not interfere with the student's school the relationship would be okay, 27 participants felt that the relationship would be okay in general and 16 individuals did not have an opinion of the matter.

The question regarding media coverage having a negative effect on how individuals viewed sexual relationships between teachers and their students was not supported. Of the participants that answered the question: 106 participants felt that their opinions were not changed, 39 individuals felt that they have become more informed by the media coverage, 39 participants felt that the relationships were still unacceptable, 27 individuals had a negative reaction towards the media coverage, 13 participants felt that the media coverage reflected their views. Other participants felt that they did not want to answer the question, have not seen enough news coverage, and one individual went so far to say that the media exaggerates their stories way too much for them to be real.

Summary

Most the participants that answered the question regarding their views of sexual relationships between teachers and their students believed that the relationships were completely unethical and unacceptable. Many of those same participants believed that the student should be held accountable.

Chapter 5

DISCUSSION

The problem statement laid the groundwork for this research which was to examine the public's views on sexual relationships between teachers and their students. Many people above the age of 18 believe that a child should not have to worry about being molested or assaulted while in school, or any other place held sacred for children to play. The review of the literature explained in detail what previous research has found and what programs have been launched to assist mental health professionals care for their patients. The method section displays the procedure undertaken in this research.

Conclusions

The age of the student had a significant effect on whether the participant believed it was acceptable for the teachers to flirt with their students, kiss their students, date their students, or to tell the student that he or she is attracted to the student. The religious views of the participant (Christian or Non-Christian) also had a significant effect on these four items. While there was no

interaction between the two religious groupings, it should be noted that, on an individual level, there was a significant interaction for acceptability ratings for a teacher kissing a student and a teacher dating a student, which was expected due to research done by Holmes, et. al. (1999). This has implications that a teacher flirting with a student and telling them that they are attracted to them is not viewed negatively.

The public's reaction to the initiator of the relationship did not have a significant effect; however, the age of the student initiating the relationship had significance. The initiator of the relationship not having a significant effect was not expected. It was believed by the researcher that most of the participants would not be accepting of the relationship regardless of who the initiator was. The fact that the age of the student had significance for the younger age groups (ages 13 and 17) indicates that most of the participants felt as if the teachers having sexual relationships with their younger students were clearly breaking the law. The interaction between the two age groups was significant, meaning, that there was significance across the ages in terms of who the initiator was. There is no previous research on this finding. Significance was found between those that were

under 18 years and those older than 18 years. This finding was not expected because the researcher thought all participants would be against teachers and students having sexual relationships. In fact, they were more accepting of the relationships if the student was above 18. Participant number 234 said it best: "At the university level students are adults, and unless they are mentally or emotionally incapable, they are able to make their own choices regarding partners. It is the responsibility of the teacher in this to state clear boundaries with all while their teacher as it is an imbalance of power in the relationship."

Recommendations

It is the desire of the researcher to make citizens everywhere more aware so that they know their children could be at risk for being harmed by a caretaker. This is not to prod parents into home-schooling their children, but they should pay attention to their children more, and take care to explain to their child that it is not okay to be touched by an adult or older child. It is also important for parents to explain what kind of touching is inappropriate.

Psychologists

Group affected by outcome

The teachers, coaches, and other caretakers of today must be more aware of their colleagues. It is very important that everyone holds themselves and each other accountable. It is recommended, as mentioned before that there be more orientation lectures regarding sexual harassment and other discriminatory actions.

Students should be made aware that this harassment in fact very common and should learn how to tell if someone is flirting with them. They should also know that it is okay to say no and to go to the police if they are made uncomfortable in any way.

Limitations

Not all the locations intended for study allowed the research to be done. Considering this, the time it took to get approval made it difficult to gather the desired number of participants. A hypothesis had to be removed because of the delay and lack of approval from desired locations. Initially, the thought of having a lot questions gave the impression of a stronger construct. Upon running the analysis however, it became apparent that it would have been better to reduce the amount of questions to make it easier to analyze the data. Participants frequently asked

how old the sibling of the student was. In hindsight, it would have been better if the age for the sibling in all cases was known and kept constant. A few of the items in the survey were confusing to the participants. Due to this, they were discarded.

Self-Report and Interpretation

The information provided by the participants were based on a self-report method. The researcher would like to acknowledge that all answers provided are only as valid as reported results and not as truth and that they do not fully reflect the views of the researcher.

Future Research

It is the researcher's desire that more attention would be brought to male offenders that are teachers, coaches, or care-takers. Due to the current discussions about race and gender identity issues in America, it would be interesting to discover how the public will view relationships on a biracial or homosexual level.

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APPENDIX

APPENDIX A

RELATIONSHIP PERCEPTION SURVEY

Relationship Perception Survey

Please answer the following questions:

Gender:

Age: _____

Female

Male

Major of Study:

_____ None

Religion:

_____ None

Rather Not Say

Religious Activity:

On average, how many days per week do you participate in religious activities?

0

1

2

3

4

5

6

7

Highest Education:

High School

Some College

Associates

Bachelors

Masters

Doctorate

Ethnicity:

_____ Not Say

Rather

Marital Status:

Never Married

Married

Divorced

Separated

Widowed

Please answer the following questions using the sentence provided:

Billy is a 13-year old male student. Karen is a 32-year old female teacher.

Please choose the number that indicates how much you agree or disagree:

- | | | |
|----------------------|-------------|-------------------|
| 1- Strongly Disagree | 2- Disagree | |
| 3- Slightly Disagree | 4- Neutral | |
| 5- Slightly Agree | 6- Agree | 7- Strongly Agree |

16. It is acceptable for Teacher to flirt with Student.

1 2 3 4 5 6 7

17. It is acceptable for Teacher to kiss Student.

1 2 3 4 5 6 7

18. It is okay for Teacher to tell Student that he/she is attracted to him/her.

1 2 3 4 5 6 7

19. It is acceptable for Teacher to date Student.

1 2 3 4 5 6 7

21. This relationship would be okay if Teacher/Student is the one that initiates it.

1 2 3 4 5 6 7

Please answer the following using the front and back of this survey. Please indicate the number of each question you are responding to.

27. Based off of what you have seen in the media, what is your opinion of the male and female teachers who have been reported to be in sexual relationships with their students? Are the students to be held accountable as well?

28. How has media coverage affected your views of sexual relationships between teachers and their students?

The following table shows the breakdown of how the surveys were structured:

Students		Teachers	
Name	Age	Name	Age
Billy	13	Karen	32
Josie	13	Kevin	32
Brandon	17	Kasey	32
Jaclyn	17	David	32
Brett	21	Sarah	32
Mandy	21	Alan	32
Victor	25	Alexis	32
Barbara	25	Derek	32