

stimulation is perceived not only by an outside observer but also by female pupils present in the classroom! Only when this fact is confirmed, is it possible to move on to the third and fourth stages of Good's model of self-fulfilling prophecy in education.

A lower assessment by the female students on the *Input* subscale ("Requires that the student explain a given notion or phenomenon using his/her own words", $F_{1,919}=14.49$; $p<.001$) indicates that female teachers stimulate thinking processes of female students to a smaller degree than male students'. With this in mind, one could risk a statement that female students are not only motivated to a lesser degree but also taught "in an inferior" manner by female teachers in particular! The results obtained are rather disturbing. First of all, in Poland the teaching profession is extremely feminized with a significant preponderance of female teachers also in the area of mathematics. It follows that a statistical female student has more opportunities to work under a female teacher than under a male one. Secondly, the conduct of female teachers (compared to male teachers) is perceived as inferior by male students. The latter phenomenon shall be the subject of a separate study. Referring to the question posed in the title of this article, it seems justified to contend that lessons of mathematics conducted in Poland are by no means gender neutral. Both teacher and student genders are significant modifiers of the perception of such lessons.

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