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Students Attitudes
Towards Greener
Schools

Students
Attitudes
Towards
Greener
Journals

The National

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Science Foundation
(NSF) and Texas
Pioneer Foundation
supported program
Project Flowing
Waters, a NSF
Graduate STEM
Fellows in K-12
Education (GK-12)
program, funded ten
doctoral students in
the Texas State
University Biology

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and Geography
Departments to
serve as "resident
scientists" in high
and middle school
science classrooms.
This study examines
the first two years of
this program in the
2008-2009 and
2009-2010 school
years. The science
teachers were from

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two junior high schools and one high school in the San Marcos Consolidated Independent School District (SMICSD). The education part of Project Flowing Waters was to provide SMCISD science classrooms with a "resident

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scientist" who would develop inquiry science lessons and describe their scientific research to secondary students. Project Flowing Waters GK-12 fellows, "resident scientists", had two jobs; to conduct scientific research and to collaborate

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with local secondary
science teachers on
inquiry science

lessons. Through
this program, middle
and high school
students
experienced
resident scientist led
inquiry lessons and
field trips to enable
them to master the
science Texas

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Essential
Knowledge and
Skills, (TEKS)
throughout the
entire academic
year. The purpose
of this study to
determine the
secondary school
students' attitudes
towards science
before and after
their experiences

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with the NSF GK-12
fellows, "resident
scientists". The

primary data
sources in this study
are pre and post
student attitude
surveys. Other
secondary data
include applications,
lesson plans,
research posters,
pictures, test results

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and demographic information. We analyzed the attitudes of secondary school students ($n=126$) in 2 science teachers classes in the first year and ($n=284$) in 5 science teachers' classes that had NSF GK-12 Fellows. We compared their

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attitudes prior to and after their experiences with resident scientists. Physical education teaching and learning efforts obviously target the student. Like parents, teachers, administrators and any other directly or indirectly involved

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parties, students do have opinions based on their experience on their respective physical education classes and physical education in general. These opinions, or so-called attitudes, are important to research due to

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their potential of
giving insight to the
learner's

perspective, which
may also serve as
an authentic
feedback from the
student. This study
investigated

German secondary
school students'
attitudes toward
physical education.

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Results have the
intention to reveal
what attitudes
towards physical
education German
students have and
which factors
influence these
attitudes. The study
sample contained
students from the
different school
types Gymnasium,

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Realschule, and Haupt-/Werkrealschule. The students were surveyed via questionnaire that was developed based on validated research instruments from prior studies in the field. Data was analyzed integrating independent

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variables such as
students' gender,
physical education
grade, grade point
average, body mass
index,
socioeconomic
status, type of
school, citizenship,
and the exercise
and physical activity
behavior of
students, their

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parents and their
peers.

Physical education
teaching and
learning efforts
obviously target the
student. Like
parents, teachers,
administrators and
any other directly or
indirectly involved
parties, students do
have opinions

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based on their
experience on their
respective physical
Journals

e

Student Attitudes,
Student Anxieties,
and How to Address
Them

High School
Students' Attitudes
Toward People with
Disabilities

The Effect of the

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Open Event on
Students' Attitudes
Towards Science in

Journals
School Across the
Transfer from

Primary to
Secondary
Education

Attitudes and
Perceptions toward
Physical Education:
A Study in

Secondary School

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Students

ATTITUDES

TOWARDS

MATHEMATICS

AND

MATHEMATICAL

ACHIEVEMENT IN

SECONDARY

SCHOOLS IN

ENGLAND:

EXPLORING THE

ROLE OF SOCIAL

CLASS, GENDER

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Students Attitudes
AND ETHNICITY

Urban Secondary
School Students'
Attitudes Toward
Physical
Education

Bachelor Thesis
from the year
2007 in the
subject History
- Didactics,
grade: A,

University of
Cape Coast

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SCIENCE

EDUCATION

(DASSE)),

course: Project
for History,

language:

English,

abstract:

Knowledge of
one's heritage
is one of the
most cherished

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ideals in a
society. This
creates the
awareness of how
the people lived
in the past -
the way they
dressed, the way
they danced, the
food they ate,
their economic
resources and
how they passed
on the above

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cultural values
Towards Greener
Journals
to their future
generations. In
many African
indigenous
settings, for
instance, the
cultural
heritage such as
festivals,
religion,
languages spoken
and even the
type of

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education they
practiced all
have their
meanings and
have evolved
from the past.
It is therefore
obvious that to
understand the
present, we must
definitely know
the past. It is
only based on
the knowledge of

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the past that we
can predict the
future and live
fruitful lives
based on the
past
circumstances.
The primary aim
of History
teaching in
Africa is to put
the African
child into the
stream of

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History from which he has been absent for so long. People do not accord it the necessary attention it deserves. This is fundamentally due to the little importance attached to it. Consequently,

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students are not
aware of their
past and yet
they seemed not
to be perturbed.

A questionnaire
was administered
to 180

respondents were
randomly sampled
from three High
Schools in Cape
Coast

Municipality of

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Ghana. SPSS was used to conduct descriptive statistics on the data collected from the respondents. The results show that students offer history because of their interest in the subject. Their offering history

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has nothing to do with advice from parents, friends and its easiness as a subject of study.

Unfortunately, the resources available in the three High schools are awfully inadequate. The

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Journal
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predominant
teaching method
is a combination
of lecture
method,
dictation of
notes and the
use of visual
aids and the
discussion
method. However,
another equally
important
methods such as

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excursion were not being employed in the teaching of history. This may be due to financial constraints and lack of cooperation from the schools' administration. It is therefore recommended that

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history as a
subject should
be made
compulsory for
at least a year
in the High
Schools. The
government must
also resource
teachers to
deliver the
subjects using
all the
necessary

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teaching
methods.

Teachers of the
subjects should
also improvise
in the face of
lack of
resources in
teaching the
subject.

This
dissertation,
"Within the
Pilot Study in

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Hong Kong for
Towards IEA Second
Mathematics

Study: a Study
of Attitudes
Towards

Mathematics in
the Secondary
Schools" by Kwok-
chuen, Ng, ???,

was obtained
from The
University of
Hong Kong

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Mathematics -
Study and
teaching

(Secondary)

Mathematics -
Study and
teaching

(Secondary) -

China - Hong
Kong

Mathematical
ability High
school students
- China - Hong

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Kong - Attitudes
Towards Greener
Journals
ability

Secondary school
students -
Attitudes
Exploratory
Factor Analysis
Study for the
Scale of High
School Students'
Attitudes
Towards
Chemistry

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The Attitudes of
Secondary School
Form Five

Students in Hong
Kong Towards
Physical
Education

Case Study of
Selected Senior
Secondary
Schools in the
Cape Coast

Municipality
Urban Secondary

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School Students'
Attitudes Toward
Physical

Education

An Assessment of
Male Students'
Attitudes

Towards Home
Economics in
Selected

Secondary
Schools in
Botswana

Saudi Arabia is one

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of the biggest
Towards Greener
Journals
countries in the
Middle East, and it
has paid particular
attention to public
education to
prepare students to
become good
citizens. Physical
education (PE) can
have a vital
influence on all
children and

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adolescents'
Towards Greener
lifestyles, including
Journals
those with
disabilities. The
purpose of this
study was to
examine attitudes
of Saudi Arabian
students with and
without disabilities
toward PE as well as
their sport and
activities

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preferences. A second purpose was to investigate the effect of school levels and student participation in physical activity after school on students' attitudes in PE. A final purpose was to determine predictors of

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enjoyment and
perceived
usefulness of PE.

Participants were
11-19-year-old
elementary, middle,
and high school
students from the
Eastern Province,
Saudi Arabia.

Participants
included 195
students without

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disabilities and 205
with disabilities.

Students were
queried as to
personal
information, their
student activities
and sports
preferences, and
also completed the
Student Attitudes
Toward Physical
Education Survey.

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The results of this study indicated that the overall mean score of attitudes of all participants toward PE was 3.48 on a scale of 1-5, indicating a moderate positive attitude toward PE. In general, students without disabilities had more positive

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attitudes toward
physical education
than students with
disabilities. In
addition, high
school students
without disabilities
had less favorable
attitudes toward PE
than middle or
elementary school
students. Moreover,
attitudes of high

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school students with disabilities toward PE showed less positive attitudes toward PE than middle and elementary school students with disabilities.

However, there was no significant difference between elementary school

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students with
disabilities and
middle school
students with
disabilities in
attitudes toward
PE. Also, students
who participated in
physical activity
outside school
showed more
positive attitudes
toward PE than

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students who did not participate in physical activity outside school.

Lastly, for students with disabilities, individual sport, competitive activities, cooperative activities, and aquatic activities were significant

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predictors of
attitudes toward
enjoyment of PE.

For those without
disabilities,
cooperative
activities, team
sports, and fitness
activities were
significant
predictors of
attitudes toward
enjoyment of PE.

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This dissertation,
"The Attitudes of
Secondary School
Form Five Students
in Hong Kong
Towards Physical
Education:
Implications for
Programme Design"
by Sheung-ping,
Leung, 梁想平, was
obtained from The
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58 Subjects:
Physical education
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- Hong Kong

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Physical education
teachers - China -

Hong Kong High
school students -

China - Hong Kong -
Attitudes Physical

education and

training Physical

education teachers

Secondary school

students - Attitudes

Social surveys -

Secondary school

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students

This study

examined the

difference in

attitudes towards

mathematics

between male and

female Hispanic

students in a large

Florida school

system using the

Attitudes Towards

Mathematics

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Inventory (ATMI).

This study is
important because
it studies a
population that is
underserved in the
literature of
mathematics
pedagogy: the
Hispanic high
school student. The
ATMI itself has
mostly been used

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on college students.
This is one of the
earliest attempts to
use it in a high
school setting.

Though the survey
was available to all
students in the
cooperating
schools, only
surveys where the
student self-
identified as

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Hispanic were examined. The results were examined using a MANOVA in the SPSS statistical package. The result was that there was a statistically significant difference between Hispanic male and female students on

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the ATMI scales of
Self-confidence and
Enjoyment, with
males enjoying the
edge on each. There
was no statistically
significant
difference between
Hispanic male and
female students on
the ATMI scales of
Value and
Motivation. The

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conclusion is that though Hispanic female high school students appreciate the advantages of a rigorous math education, and despite their motivation to achieve, there is a disconnect when translating value and motivation into

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self-confidence and enjoyment. This study was limited by restrictions on the number of schools that allowed access to their students, by the fact that this was not a random sample, and the fact that there was nothing to prevent

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students from
taking the survey
more than one
time. It is hoped
that this will spark
further research
into the needs of
Hispanic students.
A larger, more
comprehensive
study is needed,
which includes non-
Hispanic students

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Journals
and allows a
comparison
between cultural

groups.

Catalog of NIE

Education Products

Resident Scientists

in the Classroom

Junior High School

Students' Attitudes

Toward Use of

Alcohol

Attitude Towards

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Science

Comparing Gender,
Secondary School
Type and Grade

In general,
students'
attitudes were
found to
deteriorate in
more senior
grades. There
were

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significant
sex

differences on
all scales

except

Attitude

Towards

Success and

usefulness of

Mathematics.

Boys tended to

have more

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positive
Towards Greener
Journals
attitudes than
girls.

Students from
single sex
schools had
more positive
attitudes than
students from
coeducational
schools. The
results of

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this thesis
Towards Greener
Journals
indicate that
students in
single sex
school
environments
are more
likely to hold
attitudes that
are consistent
with success
in

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mathematical
Towards Greener
study. Girls
Journals
in

coeducational
schools are
particularly
disadvantaged,
with generally
less positive
attitudes.

The research
into how

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students' attitudes affect their learning of science related subjects has been one of the core areas of interest by science educators. The

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development in
Towards Greener
science
Journals
education

records

various

attempts in

measuring

attitudes and

determining

the

correlations

between

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behavior,
Towards Greener
Journals
achievements,
career

aspirations,

gender

identity and

cultural

inclination.

Some

researchers

noted that

attitudes can

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be learned and
teachers can
encourage

students to
like science
subjects
through
persuasion.

But some view
that attitude
is situated in
context and

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has much to do
with

upbringing and
environment.

The critical
role of

attitude is
well

recognized in
advancing

science

education, in

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particular

Towards Greener

Journals
designing

curriculum and

choosing

powerful

pedagogies and

nurturing

students.

Since Noll's

(1935) seminal

work on

measuring the

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scientific
Towards Greener
Journals
attitudes, a

steady stream
of research
papers
describing the
development
and validation
of scales have
appeared in
scholarly
publications.

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Despite these efforts, the progress in this area has been stagnated by limited understanding of the conception of attitude, dimensionality and inability

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to determine
the multitude
of variables
that made up
such concept.
This book
makes an
attempt to
take stock and
critically
examine
classical

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views on
Towards Greener
science
Journals

attitudes and
explore
contemporary
attempts in
measuring scie
nce-related
attitudes. The
chapters in
this book are
a reflection

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of researchers
Towards Greener
Journals
who work
tirelessly in
promoting
science
education and
highlight the
current trends
and future
scenarios in
attitude
measurement.

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A strong mathematics background is essential for job opportunities and advancement in a developing country like Malaysia. It gives students

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the confidence
and ability to
solve problems
and become
rational as
well as
critical in
their
thinking.
However,
Malaysian
students'

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mathematics achievement is relatively low as compared to other school subjects. This difference is more pronounced in rural schools. Previous studies have

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highlighted
the
relationship
between
students'
attitude and
achievement in
mathematics.
Hence, it is
important to
investigate
the

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contributing
factors that
affect

students'
attitudes
towards
mathematics.
This book is
adapted and
modified from
a PhD thesis
entitled:

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“Factors affecting students’ attitude towards mathematics in Sabah, Malaysia” of the first author. In this book, the relationships

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among

Towards Greener

perceived

Journals

parental

influences,

teacher

affective

support,

classroom

instruction,

gender, SES,

students'

previous

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achievement
Towards Greener
Journals
and students'
attitude

towards
mathematics
are portrayed
using
Structural
Equation
Modeling
approach.
Findings from

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the study can
be utilised to
understand the
complex
interplay of
relationships
that form
students'
attitude
towards
mathematics,
including

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factors that
can be
addressed by
the classroom
mathematics
teacher. This
book will be
useful for
secondary
school
mathematics
teachers,

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researchers,
Towards Greener
school adminis
Journals
trators,
students, and
policymakers.
Male and
Female Middle
School
Students'
Attitudes
Toward Science
Belizean

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Schools
Journals

Teachers'

Judgments of

Discipline

Problems and

Belizean

Secondary

School

Students'

Attitudes

Toward

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Education
Towards Greener
Journals
Attitudes and
Persuasion

Perceptions of
"Americanism"

"This study is an attempt to investigate the impact of using authentic materials on some of my high

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school students,
especially those
who have poor
attitudes towards
learning the English
language. In fact,
lack of motivation,
and the
unwillingness to
learn English among
them has always
been one of my
major interests and

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concerns in the
same time. Many of
the students

attribute their poor
attitudes to their
textbooks which
they describe as
being boring and
insufficient. Hence,
this study attempts
to identify the
weaknesses in the
prescribed

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textbooks from my
students' points of
view and to

determine the
students' attitudes
towards

incorporating
authentic materials
in their ESL

classes."--Abstract,
p. iii.

It is important to
develop students'

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positive attitudes
chemistry lessons in
school because
research has
suggested that
attitudes are linked
with academic
achievement.

Therefore, how to
evaluate the
attitudes is an
important topic in
education. The

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purpose of this study was to develop a Likert-type scale that could measure high school students' attitudes toward chemistry. In order to develop this scale, it was benefited from some studies in the literature and expert

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ideas. After adjustments based on expert recommendations, a scale which is consisted of 25 items was developed and applied to 200 high school students. In order to determine the construct validity, exploratory

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factor analysis was performed. In this way, a final scale consists of 20 items. The factor analysis results indicated that the scale has two factors explaining 45.9% of the total variance. In addition, the scale' reliability coefficient (Cronbach's alpha)

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was found as 0.89.

Obtained results showed that the scale which is reliable and valid measurement tool can be used to determine the attitudes of secondary school students to chemistry.

Women continue to

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be

underrepresented in certain disciplines of science. Differences in male and female students ' attitudes toward science have been observed down to the middle school level.

Attitudes, however, may be formed through the

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integration of
multiple constructs:
attitudes toward
school science,
desire to become a
scientist, value of
science to society,
and perceptions of
scientists. To fully
understand the
problem of the
underrepresentation
of females in

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science, differences
in male and female
middle school

students ' attitudes
toward science were
analyzed across
these constructs. A
causal-comparative
design was used to
compare students '
attitudes toward
science based on
biological sex. The

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students responded to Likert-type items on the My Attitudes Toward Science survey during their regularly scheduled science class periods. The sample included sixth, seventh, and eighth grade science students in middle schools located in

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suburban central
New Jersey. Data
analysis was

performed through a
multivariate analysis
of variance. The
findings indicated no
significant difference
exists in middle
school students '
attitudes toward
school science,
desire to become a

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scientist, value of
science to society,
and perceptions of
scientists based on
biological sex of the
students.

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for Inclusion and
Social Cohesion in
Europe
High School
Students' Attitudes

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Course

Survey of Students'
Attitudes Towards
Physical and Health
Education in London
Secondary Schools
A Handbook for
Science Teachers
Attitude Research in
Science Education

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Attitudes and
Persuasion provides
an up-to-date
overview of the
crucial role that
attitudes play in our
everyday lives and
how our thoughts
and behaviour are
influenced. The
nature, function and
origins of attitudes
are examined, and a

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review of how they
can be measured is
given. The book
addresses complex
questions such as
whether we always
behave in
accordance with our
attitudes and what
factors may
influence us to
change them.

Science education

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is important as it equips students with scientific knowledge that can enrich their everyday lives. It helps students to solve problems, learn to be rational as well as be critical in their thinking. However, science learning is deemed challenging as

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students see the
subject as difficult
and sometimes
tedious to learn.

Thus, interest in
science is essential
to ensure
continuous learning
in science. It is
important to
promote positive
attitudes towards
science among

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students. Positive attitudes towards science are associated with better achievement in science, increased cooperation as well as participation in class. Malaysia needs a generation who are creative and critical thinkers,

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thus it is vital to enhance students' attitudes towards science. As students spend most of their time in a classroom, therefore, shaping students' perceptions of science classroom environment is crucial in enhancing

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their attitudes
towards science.

This book is
adapted and
modified from a
master ' s degree
thesis entitled:
“ Relationship
between Form 4
Students '
Perceptions of
Science Classroom
Environment and

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Attitudes towards
Science” of the first
author. This book
includes analysis of
students’
perceptions of
science classroom
environment and
attitudes towards
science. This book
attempts to answer
questions regarding
the level of students’

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perceptions of
science classroom
environment, the
level of students '
attitudes towards
the effect of gender
and school locations
on students '
perceptions of
science classroom
environment and
attitudes towards
science, and the

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influence of
perceptions of
science classroom
environment on
students' attitudes
towards science.

This book will be of
interest to
researchers in
science education,
especially,
perceptions of
science classroom

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environment and
attitudes towards
science.

This book is based on a commitment to teaching science to everybody. What may work for training professional scientists does not work for general science education. Students bring to

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the classrooms
preconceived
attitudes, as well as
the emotional
baggage called
"science anxiety."

Students may
regard science as
cold, unfriendly, and
even inherently
hostile and biased
against women.

This book has been

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designed to deal with each of these issues and results from research in both Denmark and the United States. The first chapter discusses student attitudes towards science and the second discusses science anxiety. The connection between

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the two is discussed before the introduction of constructivism as a pedagogy that can aid science learning if it also addresses attitudes and anxieties. Much of the book elucidates what the authors have learned as science teachers

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and science
education
Towards Greener
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researchers. They studied various groups including university students majoring in the sciences, mathematics, humanities, social sciences, business, nursing, and education; high

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school students;
teachers' seminary
students; science
teachers at all levels
from middle school
through college; and
science
administrators. The
insights of these
groups constitute
the most important
feature of the book,
and by sharing

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them, the authors
hope to help their
fellow science
teachers to
understand student
attitudes about
science, to
recognize the
connections
between these and
science anxiety, and
to see how a
pedagogy that takes

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these into account
can improve science
learning.

Swiss Secondary
School Students'
Attitudes Towards
Native and Non-
native English
Accents
Students' Attitudes
Towards Chemistry
and Their Reported
Participation in

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Chemistry

Classroom in Senior

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in Ujung Pandang

Indonesia

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Toward Putonghua

in Two Selected

Anglo-Chinese

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Classic and

Contemporary

Measurements

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Attitudes of
Students with and
Without Disabilities
Toward Physical
Education and Their
Sports and Activities
Preferences in
Saudi Arabia

Contents:

Introduction,

Theoretical

Perspective, Review

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*of Related
Literature, Planning
and Procedure, Data
Collection and
Presentation,
Analysis and
Interpretation,
Summary, Findings
and Suggestion.*

*The purpose of this
study was to
investigate urban*

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*secondary school
students' attitudes
toward physical
education. A
secondary purpose
of this study was to
investigate urban
secondary school
students' attitudes
toward physical
education by gender
and grade level. The*

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*instrument used to
measure urban
students' attitudes
toward physical
education was
developed by
Subramaniam and
Silverman (2000).
Psychometric
evidence of validity
and reliability for
the instrument was*

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*provided in the pilot
study. Participants
in the pilot study*

*were 502 urban
secondary school
students. The results
from the pilot study
indicated that the G-
C alpha reliability
coefficient for the
factors to assess
urban secondary*

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*school students'
attitudes toward
physical education
ranged from .97
affect (enjoyment) to
.96 cognition
(usefulness). Fit
statistics indicated
that the scores from
the instrument for
attitudes toward
physical education*

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*showed properties of
construct validity for
high school students.*

*The study to
investigate urban
secondary school
students' attitudes
toward physical
education consisted
of 3656 students
from 17 high schools
in the New York City*

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*Department of
Education. The
results suggested
that students in the
9th grade scored
higher than students
in the 10th, 11th,
and 12th grades.
Additionally, males
scored higher than
females for all sub-
factors (enjoyment-*

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teacher, enjoyment-curriculum, usefulness-teacher and usefulness-curriculum). Scores for males remained stable as they progressed through grades while scores for females decreased as grade level increased.

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Scores for students were moderate indicating that these students, may possess less than positive attitudes toward physical education.

This monograph analyses and describes successful educational actions

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*with a specific focus
on vulnerable
groups (i.e. youth,
migrants, cultural
groups e.g. Roma,
women, and people
with disabilities).*

*Concrete data that
shows success in
school performance
in subject matters
such as math or*

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Students Attitudes

*language will be
provided, as well as
children, teachers
and families
accounts of the
impact of this
success. Alongside,
there is an analysis
of the relationship
between these
children's
educational*

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*performance with
their inclusion or
exclusion from
different areas of
society (i.e. housing,
health, employment,
and social and
political
participation). Many
studies have already
diagnosed and
described the causes*

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Journals

*of educational and
social exclusion of
these vulnerable
groups. This
monograph,
however, provides
solutions, that is,
actions for success
identified through
the INCLUD-ED
project, thus
providing both,*

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contrasted data and solid theoretical background and development. Some examples of these actions are interactive groups (or heterogeneous grouping in the classroom with reorganisation of human resources),

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*extension of the
learning time,
homework clubs,
tutored libraries,
family and
community educative
participation, family
education, or
dialogic literary
gatherings. All these
actions have been
defined as successful*

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Journals

*educational actions,
which mean that
they lead to both
efficiency and
equity. Finally,
recommendations
for policy and
practice are
included and
discussed.*

*Gender Differences
in Hispanic High*

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*School Students'
Attitudes Toward
Mathematics*

*Exploring Togolese
High School*

*Students' Attitudes
Towards Learning
English*

*Students' Attitudes
Towards
Mathematics*

Students' Attitude

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*Towards Religion in
Relation to
Personality*

*Characteristics,
Intelligence, and
Socio-economic
Status*

*U.S. High School
Students' Attitudes
Towards Non-
standard English
Accents*