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Lower Secondary Student Attitudes Towards Social Studies in a Catholic School

Ekaterina Thiveos
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**Lower Secondary Student Attitudes Towards Social Studies
in a Catholic School**

by

Ekaterina Thiveos

**A Thesis Submitted in Partial Fulfilment of the
Requirements for the Award of Bachelor of Education with Honours
at the Faculty of Community Services, Education and Social Sciences,
Edith Cowan University, Mt Lawley.**

January 2000

USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

ABSTRACT

This case study examined lower secondary student attitudes towards social studies and identified the factors that influenced attitudes in one Catholic secondary school located in the Perth metropolitan area. A total of 475 students were enrolled in Years 8 to 10 at the school in 1999.

A modified version of *Student Attitudes Towards Social Studies* (Moroz 1996) questionnaire with 94 items, was utilised to gauge secondary student attitudes towards the learning area. A total of 421 lower secondary students participated in the survey.

The data was analysed using the statistical software package *SPSS 9.0 for Windows*, where descriptive statistics were the primary statistical analysis method used for the study. Numerical responses were summarised in the form of means, standard deviations and frequencies. Formal statistical tests (Independent T-tests and Analysis of variance, ANOVA) were used to explore the statistical significance of variable relationships in the data. The open-ended questions of the student questionnaire were analysed by identifying and coding common and frequent responses by students.

The survey results showed that from 14 school subjects social studies was the eleventh most liked subject. It also showed that student attitudes towards social studies were positive, however, liking for the learning area declined significantly by 13.30% from Years 8 to 10. Female students were more positive towards the learning area compared to male students. The results of the study show that the reasons for the low status and the magnitude of deterioration in student attitudes towards social studies was because students disliked the delivery of the subject, its repetitive content and the learning activities undertaken in social studies lessons.

DECLARATION

I certify that this thesis does not to the best of my knowledge and belief:

- (i) incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education;
- (ii) contain any material previously published or written by another person except where due reference is made in the text; or
- (iii) contain any defamatory material.

Signature: _____

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07 . 01 . 00

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CONTENTS

	Page
ABSTRACT	iii
DECLARATION	iv
ACKNOWLEDGEMENTS	v
FIGURES AND TABLES	ix
 CHAPTER ONE: INTRODUCTION	
Overview	1
Introduction	1
Social studies in Western Australia	2
Significance of the study	5
Purpose of the study	5
Research questions	6
Limitations of the study	6
Definitions and terms	7
Plan of the thesis	10
 CHAPTER TWO: LITERATURE REVIEW	
Introduction	12
Previous studies	12
Theoretical framework	20
Summary	23

CHAPTER THREE: METHOD

Introduction	25
School population and sample size	26
Instrument used in the collection of data	26
Reliability values	29
Data collection	31
Analysis of Data	31
Ethics	32
Summary	32

CHAPTER FOUR: FINDINGS

Introduction	34
Demographics	34
Key issues associated with student attitudes towards social studies	36
Differences in responses to the constructs based on student demographics	36
Student responses to the constructs	54
Learning activities in social studies	55
The status of social studies and other school subjects	58
Rate of decline: social studies and other school subjects	68
Students' liking for social studies	76
Students' liking for their social studies teacher	80
Students' likes and dislikes	83
Summary	89

CHAPTER FIVE: DISCUSSION AND CONCLUSION

Introduction	94
Discussion of results for each research question	94
Limitations	101
Implications	102
REFERENCES	105
APPENDIX A : <i>SSATSS</i> Questionnaire	108
APPENDIX B: Ethics Clearance and Letters	114
APPENDIX C: Descriptive Statistics	118
APPENDIX D: Means Report	131
APPENDIX E: Frequency Tables	142
APPENDIX F: Independent Sample Test	166
APPENDIX G: Oneway ANOVA	183
APPENDIX H: Descriptive Statistics - Constructs	190

FIGURES AND TABLES

FIGURES

Page

CHAPTER TWO

Figure 2.1:	Factors affecting student attitudes toward social studies	21
-------------	---	----

CHAPTER FOUR

Figure 4.1:	Year level decline - Student attitudes to school and social studies	41
Figure 4.2:	Year level decline - social studies & other subjects	70
Figure 4.3:	Year level decline - social studies & academic subjects	71
Figure 4.4:	Female year level decline - social studies & academic subjects	73
Figure 4.5:	Female and male year level changes in attitudes towards social studies	73
Figure 4.6:	Male year level decline - social studies & academic subjects	75

TABLES

CHAPTER THREE

Table 3.1:	SATSS/SSATSS constructs and reliability estimates	30
------------	---	----

CHAPTER FOUR

Table 4.1:	Number of female and male students surveyed	35
Table 4.2:	Number and gender of students in each class surveyed	35
Table 4.3:	Construct One: Student attitudes to school	38

Table 4.4: Construct One: Student attitudes to school - year level differences	39
Table 4.5: Construct Two: Student attitudes to social studies	40
Table 4.6: Construct Two: Student attitudes to social studies - year level differences	41
Table 4.7: Construct Three: Usefulness of social studies	42
Table 4.8: Construct Three: Usefulness of social studies - year level differences	43
Table 4.9: Construct Four: Perceived teacher attitudes to social studies	44
Table 4.10: Construct Four: Perceived teacher attitudes to social studies - year level differences	45
Table 4.11: Construct Five: Perceived teacher attitudes to students	46
Table 4.12: Construct Five: Perceived teacher attitudes to students - year level differences	47
Table 4.13: Construct Six: Classroom environment	49
Table 4.14: Construct Six: Classroom environment - year level differences	49
Table 4.15: Gender differences	50
Table 4.16: Construct Seven: Classroom management	51
Table 4.17: Construct Seven: Classroom management - year level differences	51
Table 4.18: Construct Eight: Student perception of their own ability in social studies	52
Table 4.19: Construct Nine: Perceived parental support for social studies	53
Table 4.20: Construct Nine: Perceived parental support for social studies - year level differences	54
Table 4.21: Overall student response to each construct	55

Table 4.22: Frequency of learning activities undertaken in social studies lessons	57
Table 4.23: Overall student attitudes towards social studies and other school subjects	59
Table 4.24: Female and male student attitudes towards social studies and other school subjects	60
Table 4.25: Year 8 student attitudes towards social studies and other school subjects	62
Table 4.26: Year 9 student attitudes towards social studies and other school subjects	63
Table 4.36: Year level differences - Students' liking for social studies	78
Table 4.37: Gender and year level differences - Students' liking for social studies	79
Table 4.38: Gender differences - Students' liking for their social studies teacher	81
Table 4.39: Year level differences - Students' liking for their social studies teacher	82
Table 4.40: Gender and year level differences - Students' liking for their social studies teacher	82

Chapter One

Introduction

Overview

It has been three years since Moroz (1996) conducted his study to investigate Western Australian Government primary school students' (Years 4 to 7) and their teachers' attitudes towards social studies. The purpose of his study was to determine the status of social studies in middle and upper primary school and to identify the factors contributing to its status. Moroz's study, showed that students' liking for social studies, declined from Years 4 to 7 by 23.22%, three times more than other school subjects.

Moroz's study provided the motivation for this case study where the aim was to investigate the attitudes of lower secondary students towards the social studies learning area and to find out if the support for social studies from Years 4 to 7 continued in the lower secondary years (8, 9 & 10) of a Catholic school.

This case study entailed a survey of all lower secondary students at one Catholic school. An existing instrument *Student Attitudes Towards Social Studies* (Moroz, 1996) was modified and utilised to gauge student attitudes towards the learning area. The study investigated student attitudes towards social studies over the lower secondary years of schooling and it sought to determine which factors influenced student attitudes towards the learning area.

Introduction

The introductory chapter sets the scene for the case study, by providing an outline of the important developments that have occurred in the teaching of social studies, over the last two decades in Western Australia. The chapter also outlines the case

study's significance and purpose, details the research questions underpinning the study, describes the limitations of this study and provides definitions and terms used in the thesis. An outline and brief description of the thesis chapters is then provided.

Social studies in Western Australia

Social studies was, until 1997, one of the 'four core' subjects (English, mathematics, science and social studies) taught in Western Australian schools. Today, it is one of the eight mandated learning areas (Curriculum Framework, 1998) and is now called Society and Environment (The terms social studies and Society and Environment will be used interchangeably throughout this thesis). The learning area has changed significantly over the last two decades.

In the mid 1970s, a *Social Studies K-10 Syllabus Committee* formed in an endeavour to develop a social studies curriculum from Kindergarten to the Year 10. This became known as the K-10 concept. The K-10 committee sought to develop a curriculum which would provide a coherent and sequential treatment of knowledge, skills and values to ease the transition from the primary to the secondary years of schooling. Knowledge, skills and values were sequenced to incorporate the complex stages of concept development in children and adolescents, to recognise and build from developmental stages in the student's emotional and intellectual growth and enable interesting, relevant subject matter to be treated without repetition (Education Department of Western Australia, 1992, p.1). The *K-10 Syllabus* outlined that students would complete 15 units of study from Years 8 to 10. Selection of content for each year level was organised by five major themes (Environment, Resources, Society and Culture, Change and Decision Making) and each theme was linked to at least one social science discipline. This organisation of the *K-10 Syllabus* also provided the fundamental

basis for the study of social science disciplines (Geography, Economics, Anthropology and Sociology, History and Political and Legal Studies) in upper secondary.

The *Social Studies K-10 Syllabus* approach was content driven and essentially an inputs based approach to the teaching-learning process. Within this structure, student centred approaches to learning were emphasised. Social studies sought to: contribute to students' understanding of contemporary society, develop academic and social skills, foster personal value stances and enrich students' social competence (Education Department of Western Australia, 1992, p.1). In 1981, the *K-10 Syllabus* was accepted as a curriculum for Government and non-Government primary and secondary schools throughout Western Australia.

In the mid 1980s, the *K-10 Syllabus* was reviewed by the *Beazley Report of the Committee of Enquiry into Education in Western Australia*. Development and implementation of *Unit Curriculum* in 1988, was a result of the *Beazley Report*. Under *Unit Curriculum*, changes occurred to the structure, type and progression of units taught, the sequence of skills development and assessment and grading procedures.

The *Unit Curriculum* saw the introduction of new units of work, and the modification and integration of some existing *K-10 Syllabus* units. Units were to be taught over 10 weeks and a minimum of six units were to be completed by students from Years 8 to 10. The choice of units taught, as a part of *Unit Curriculum*, depended on school decision as to the number of units on offer, timetabling and pathways. The sequence of skills developed under *Unit Curriculum*, was also dependent on the number of units studied. *Unit Curriculum* focused on the use of grades and Grade Related Descriptors (GRD) for assessment purposes.

In April of 1989 the Australian Education Council (AEC), a body comprising the Federal and State Ministers of Education, at 'The Hobart Declaration on Schooling', produced the *Common and Agreed National Goals for Schooling in Australia*. 'Ten national goals for schooling [provided] a framework for cooperation between schools, States and Territories and the Commonwealth. The goals intended to assist schools and systems to develop specific objectives and strategies, particularly in the areas of curriculum and assessment' (Australian Education Council, 1989).

As a result of the Hobart Declaration, a National Curriculum was mooted, and in 1990 social studies was renamed as Studies of Society and Environment. However, in 1997 in Western Australia (as a result of a Curriculum Council directive) the words 'Studies of' were dropped and Society and Environment became one of eight mandated learning areas. The eight learning areas which are mandated for all schools in Western Australia are: the arts, English, languages other than English, mathematics, physical and health education, science, society and environment and technology and enterprise.

Today, *Unit Curriculum* is still used in most secondary Government and non-Government schools. Recent curriculum development and the introduction of the *Curriculum Framework* in 1998 will eventually see the *Unit Curriculum* replaced with an outcomes based approach to teaching. At present, Government and non-Government Western Australian schools are in the process of implementing the *Curriculum Framework* and the *Outcomes and Standards Framework Student Outcome Statements* to report student performance. The *Curriculum Framework* is to be fully implemented in all primary and secondary schools by 2004. By this date only Government schools are expected to be reporting student performances using the *Outcomes and Standards Framework*

Student Outcome Statements. The non-Government sector schools have not committed to the *Outcomes and Standards Framework*.

As a result of these forces of change, learning environments in Western Australian schools are now entering a transition phase where teachers are expected to shift from an inputs, content driven approach to an outcomes based approach to learning. As outlined in this section on social studies in Western Australia, social studies curriculum development in Australia over the past 20 years or so has been subject to a range of social, economic, educational, professional, political and bureaucratic forces (Maye,1998,p.1). The social studies learning area is a significant part of the Western Australian school curriculum at both primary and secondary school levels and research into this learning area would serve to inform the *Curriculum Framework* implementation process.

Significance of the study

This case study is significant because electronic searches of library databases had failed to identify any research into the attitudes of Years 8, 9 and 10 students towards the social studies learning area. In particular, no research into lower secondary Catholic school student attitudes towards social studies was found. This study will provide the case study school with a data base of information about the learning area. Findings from the study will provide useful knowledge about a learning area not extensively researched and may provide an impetus for other studies.

Purpose of the study

The purpose of this case study was to identify the attitudes of Year 8, 9 and 10 students towards social studies and the factors that influence these attitudes, in

one Catholic secondary school located in the Perth metropolitan area. The overall aim of the study was to investigate whether the negative trend in the attitudes towards social studies found in primary schools, was evident in a lower secondary Catholic school. The case study also focused on whether gender and/or year level differences affected students' perception of the learning area.

Research questions

The aim of the case study research was to answer the following questions:

1. *What are the attitudes of Year 8, 9 and 10 Catholic school students towards the social studies learning area?*
2. *What factors influence the attitudes of Year 8, 9 and 10 Catholic school students towards the social studies learning area?*

The main aim of this research was to ascertain the status of social studies and the factors that affect this status at one secondary Catholic school. Research into student attitudes towards social studies have been investigated in a limited capacity by educators in Australia and the United States. Literature related to this study is explored further in chapter two.

Limitations of the study

A limitation of this case study was that it was a convenience sample of a metropolitan Catholic school. The school was chosen on the basis of its location, the number of students enrolled in lower secondary, the researcher's knowledge of the school and the access granted to conduct the research. This means the findings cannot be generalised across the lower secondary years of Catholic schools in Western Australia.

A larger study of randomly selected schools, would allow conclusions to be generalised across the Catholic secondary school sector. Nevertheless, the case study approach will provide a useful insight into what student attitudes towards social studies at the school are and will further validate the instrument utilised by Moroz (1996), *Student Attitudes Towards Social Studies (SATSS)*. Further research could include rural Catholic schools, and in time, the impact of the *Curriculum Framework* and outcomes based education on the learning area could be studied to determine if these variables impact in any way on the status of the learning area.

Definition and terms

Attitude:

A relatively stable predisposition or readiness to react in a specific way to a person, group, idea or situation. Attitudes are complex products of learning, experience and emotional processes (Longman Dictionary of Psychology and Psychiatry, 1984, p. 71).

Catholic school:

Western Australian primary and secondary fee paying schools that are constructed and funded by Catholic parishes, the Commonwealth, the Western Australian State Government, student's parents and communities.

Curriculum Council of Western Australia:

In 1997 the State Government identified a need and was committed to establish the Curriculum Council to take over the work of the Secondary Education Authority. The functions and powers of the Curriculum Council include:

1. development of the *Curriculum Framework*;
2. implementation of the *Curriculum Framework*;
3. exemption from the *Curriculum Framework*;
4. post compulsory schools (TAFE - vocational training) and;
5. supercede the role of the SEA.

(Curriculum Framework, 1998)

Curriculum Framework:

The *Curriculum Framework* sets out what all students should know, value and be able to do as a result of the programs they undertake in schools in Western Australia from Kindergarten through to Year 12. Its fundamental purpose is to provide a structure around which schools can build curriculum. It is neither a curriculum nor a syllabus, but a framework to direct the provision of learning opportunities for students attending government or non-Government schools or home schooling. It is aimed at giving schools and teachers flexibility and ownership over curriculum in a dynamic and rapidly changing world environment (Curriculum Framework, 1998, p.1).

Dependent variable:

The dependent variable is the variable that is being measured and is expected to vary depending upon the level of the independent variable (Blackmore, 1994, p.190). For this study the dependent variable measured is student attitudes to social studies.

Government school:

Western Australian primary and secondary schools that are constructed, maintained and funded by the Western Australian State Government.

Independent variable:

The independent variable in a study is the variable, the levels of which are manipulated or selected by the investigator (Blackmore, 1994, p. 190). Independent variables in this study include student, teacher and learning environment variables.

Likert scale:

The procedure involves the researcher selecting a set of attitude statements, to which subjects are asked to indicate their agreement or disagreement along a five-point (or sometimes longer) scale ranging from 'strongly agree' to 'strongly disagree' (Burns, 1997, p. 460).

Perception:

The awareness of objects, relationships, and events via the senses, including such activities as recognizing, observing, and discriminating. These activities enable us to organize and interpret the stimuli we receive into meaningful knowledge of the world (Longman Dictionary of Psychology and Psychiatry, 1984, p. 543).

Social studies:

Is the study of people as social beings, as they have existed and interacted with each other and the environment, in time and in place (Education Department of Western Australia, 1992, p. 1).

Social Studies K-10 Syllabus:

The *Social Studies K-10 Syllabus* was accepted as a curriculum for Government and most non-Government schools in 1981. The syllabus provided a coherent and

sequential treatment of knowledge, skills and values. It was revised in 1985 and continues to be used at the time of this study.

Society and Environment Learning Area:

The Society and Environment Learning Area enables students to understand how individuals and groups live together and interact with their environment. It encourages them to actively explore, make sense of and contribute to improving the world around them (Curriculum Framework, 1998).

Outcomes and Standards Framework - Student Outcome Statements:

Student Outcome Statements are a framework (for Western Australian Government schools, primary and secondary) to describe student's learning achievements in each of the eight mandated learning areas.

Unit Curriculum:

A result of the Beazley Report of the Committee of Enquiry into Education in Western Australia in 1988, was the development and implementation of the *Unit Curriculum* in Western Australia. Today, *Unit Curriculum* is used in secondary Government and non-Government schools.

Plan of the thesis

The following outlines the structure of the thesis:

Chapter two

Chapter two offers a review of the literature associated with previous studies of student attitudes towards the social studies learning area. It provides a description

of the theoretical assumptions underpinning the study and identifies the variables impacting on student attitudes towards the learning area.

Chapter three

Chapter three begins with an account of the selection of subjects and the instrument utilised to gather data to answer the proposed research questions. A description of the questionnaire design and its validity and reliability follows. The chapter concludes by describing procedures used to complete the data collection.

Chapter four

Chapter four provides a description of the procedures used to conduct the analysis of data and the results of the survey are reported and discussed. It concludes with a summary of the key findings.

Chapter five

Chapter five provides a general discussion of the findings and limitations of the study. The chapter concludes with a discussion on how the findings of this case study may have implications for classroom practices and future research.

Chapter Two

Literature Review

Introduction

Chapter two provides a review of the literature related to student attitudes towards social studies and the theoretical model adopted for the case study research. The review of the literature describes the status of social studies in various school contexts. Particular emphasis is placed on research findings from Australian and United States school settings.

Previous studies

Little research has been conducted to identify student attitudes towards social studies in Western Australian secondary schools, particularly in the Catholic sector. Research though has been conducted in Western Australian primary schools, (Moroz, 1997 & 1996a/b; Print, 1990; Moroz & Washbourne, 1989; Fraser, 1981 & 1980) and in the United States elementary and high schools (Corbin, 1994; Hutchen, 1993; McGowan 1990; Fouts, 1990 & 1989; McTeer, 1986; Shaughnessy & Haladyna, 1985; McGowan, 1984; Schug, Todd & Berry, 1984; Haladyna, Shaughnessy & Redsun, 1982; Haladyna & Thomas, 1979; Fernandez, Massey & Dornbusch, 1976; McTeer, 1975; McTeer, Blanton & Lee, 1974; Kaoru, Thomas and Karns, 1969; Curry & Hughes, 1965). The findings of these studies will provide a background for this case study.

The literature shows that in the United States, over the last three decades, research findings at the high school level have found student attitudes to be consistently negative towards social studies. Haladyna and Thomas (1979) in their study of approximately 3000 elementary school (referred to as primary school in Western

Australia) student attitudes towards school and subject areas found that the data unmistakably suggested students were somewhat positive and enthusiastic about school but grew 'increasingly disenchanted as a function of grade level'. Students in Grades 7 and 8 appeared to be the most negative. While students sampled were negative about school, this did not carry over to subject matter nor did more positive attitudes towards subject matter carry over to attitudes towards school (Haladyna & Thomas, 1979, p.20).

Haladyna and Thomas (1979) did not explore the factors influencing students' declining attitudes towards school and school subject matters, especially social studies. Thus, though the data provided evidence of an 'alarming trend' (Haladyna & Thomas, 1979, p.22), it was not conclusive. Other studies sought to determine the factors that contributed to the year level decline.

A study conducted by Shaughnessy, Haladyna and Redsun (1982a) explored the relationship of student, teacher and learning environment variables to attitudes towards social studies. Data was collected by surveying students in Grades 4, 7 and 9. Emphasis of the study was placed on whether the differences in attitudes were a function of gender and which of the set of variables (student, teacher and classroom learning environment) was most related to attitudes towards social studies. Results indicated that student motivation, teacher quality/traits and classroom organisation variables were most consistently related to social studies attitudes for each grade level and gender (Shaughnessy, Haladyna and Redsun, 1982a, p.36).

Teacher quality/traits included, 'enthusiasm for the subject, a willingness to help students at a personal level, use of praise and reinforcement, fairness to students and a commitment to help students learn' (Shaughnessy, Haladyna and Redsun, 1982a, p.22-23). The study found that, consistently, the relation of overall teacher

quality to attitudes was strong enough to suggest that teachers did indeed make a direct difference in classroom attitudes (Shaughnessy, Haladyna and Redsun, 1982a,p.36). The study found that aspects of the classroom learning environment were also determinants of student attitudes.

In relation to the classroom learning environment, social-psychological (refers to an emotional perception of the class and the school) and management-organisation (refers to the teacher's direct control over the class and instruction) were the main factors (Shaughnessy, Haladyna and Redsun,1982a, p.23). The results clearly indicated that the learning environment along with the teacher variables played a significant role in accounting for the variance of class social studies attitude scores across the three grade levels studied.

Other studies conducted supported these findings. Hornstein's study (1990) involved interviewing elementary school children to obtain descriptions about what happened during their social studies lessons. A major focus of the study was on what the children enjoyed and disliked about the subject area and what they would like to do more and less of during their lessons. Students were also given the opportunity to state what they would like to change about the subject area.

From the interviews, eight distinct protocols for social studies instruction emerged: (1) 'teacher reads'; (2) 'students read'; (3) 'lecture/discussion'; (4) 'correct, read, complete'; (5) 'packets'; (6) 'outlining'; (7) 'copy the notes'; and (8) 'varied activities' (Hornstein,1990,p.1). Findings suggested that the learning environments (protocols for instruction) were predominately teacher-centred and not at all inquiry based. Thus, it was not unexpected, that almost half of the elementary school children interviewed stated they disliked social studies.

Schug, Todd and Berry (1984) used open ended interviews to investigate what elementary and high school students thought about the social studies curriculum. The study showed students did not perceive social studies to be enjoyable nor important. A common response by students was that 'social studies was boring'. Many students found social studies content to be uninteresting because the information is too far removed from their own experiences, too detailed for clear understanding or because it repeats information learned earlier (Schug, Todd and Berry, 1984, p.386). In 1985, Shaughnessy and Haladyna also found that most students they surveyed suggested that social studies was boring and irrelevant. The findings suggested that social studies content, repetition of social studies programs and teaching methods contributed to the 'boring' tag applied to the learning area.

A major concern for social studies educators that arose from this study was that teachers had failed to communicate to students the importance of the subject area. Schug, Todd and Berry (1984, p.387), described that student attitudes towards social studies might be more accurately described as an indifference. They concluded that the pattern of student responses clearly suggests that more active learning experiences and greater variety in teaching methods are ways social studies instructions could be improved (Schug, Todd & Berry, 1984, p.387). The results indicated that students' perception of the usefulness and importance of social studies was not as positive as with other school subjects

Fernandez, Massey and Dornbusch (1976, p.56) investigated approximately 700 high school students' perception of social studies and found that social studies was regarded differently from the other academic subjects. Students perceived that social studies high school courses were not as important when compared to mathematics and English for their future occupations. Students believed that the basic skills they encountered in mathematics and English classes were important for

entry into almost any job or college they aspired to (Fernandez, Massey and Dornbusch, 1976, p. 56). An explanation given was that the basic skills meant to be taught in social studies classes were obviously 'not being communicated to the students or the students were not perceiving them as important for the future' (Fernandez, Massey and Dornbusch, 1976, p. 56). Thus, students were less likely to relate their personal experiences in social studies lessons to their adult lives. The study suggested that the status of social studies among students, teachers and their parents, in the United States was not at all positive.

Research into student attitudes towards social studies conducted in Western Australia (Moroz, 1996 and Print, 1990) found two major concerns in the area of social studies education. Firstly, the status of social studies when compared to other school subjects was considerably low and secondly, research findings suggest that students liking for (or its status) social studies declined as students progressed from middle to upper primary school.

Moroz (1996), in his study of 3132 Western Australian Government primary school students found there was a 23.22% decline in the status of social studies as students progressed through years 4 to 7. This was approximately three times greater than the overall decline in attitude towards the other 12 subjects studied by students in the primary years of schooling. The study showed students were moderately positive about social studies in Year 4, 5 and 6, however, they held negative attitudes in Year 7. Of the thirteen school subjects, social studies ranked twelfth most popular by the students, ahead only of religion. Moroz's (1996b) study confirmed not only that there was a poor status of social studies in the city primary school environment but, found an alarming rate of year level decline in student attitudes towards the subject. Research into country students' perceptions of the learning area showed that the students also perceived social studies to be one of the least liked learning areas (Moroz, 1997). Country students ranked social studies twelfth from a list of thirteen school subjects. Both studies found

that as students progressed through the primary years of schooling, the lack of enthusiasm towards the subject area became increasingly greater

Print's statewide survey (1990) involved primary and secondary students in Western Australian Government and non-Government schools. Print (1990, p. 50) found that primary students appeared to be 'quite positive towards social studies and generally regard it as a useful and interesting subject at school.' Print (1990) also found moderate student support for social studies at the secondary school level.

Research shows student attitudes towards social studies as they progressed through the years of schooling become increasingly negative. One explanation suggests that the lack of interest in social studies amongst high school students is explained by gender (Corbin, 1994, p. 4). Curry and Hughes (1965) study of female students' perception of social studies found that when girls were compared with boys, girls tended to show a greater interest and liking towards the subject area. Fraser's study of secondary students found 'girls expressed significantly more favourable attitudes towards English, social studies and art, but significantly less favourable attitudes towards mathematics' (1981, p. 128). McTeer, Blanton and Lee (1974) also found females more positive towards social studies than males.

On the other hand, McTeer's studies (1975 & 1986) found that males were more positive than females towards social studies. Of the high school seniors sampled (McTeer, 1986) 24.9% of the males compared to 18.6% of the females selected social studies as the most liked subject area (Corbin, 1994, p. 4). Less males (16.4%) than females (23.2%) suggested they disliked social studies. According to McTeer (1986: cited in Corbin, 1994, p. 4), 'a possible reason for gender differences in attitudes towards social studies was the dominant role of males in subjects such as history and government.'

Haladyna and Thomas (1979) examined if sex differences contributed to different attitudes towards school subjects. The most significant finding was that the decline in attitudes towards school was greater for males than it was for females. However, Haladyna and Thomas found that no significant differences existed in student attitudes towards social studies, as most students regardless of their sex, rated the subject in very low positions.

Fouts (1990) study of female students' perception of social studies showed that girls viewed social studies in a less favourable manner than boys. However, Fouts (1990) stated that girls liked and enjoyed social studies more than boys, when they had a female teacher. In comparison, Moroz and Washbourne (1989) found that there were no significant gender differences in the way students perceived the usefulness, degree of difficulty or appeal of social studies (Ministry of Education, 1990, p.5). Moroz (1997) found male country students liked social studies significantly more than female country students.

Studies conducted in both Australia and the United States to investigate attitudes towards the subject area, all confirmed that one of the reasons for the decline in attitudes towards the learning area is due to the topic taught not being interesting to students. Moroz (1996) found that students preferred social studies when it was treated in a more active learning mode. Fouts (1990) study of female students perception of social studies found that students preferred social studies lessons which were cooperative and collaborative learning environments. Hutchen's (1993) study identified that students were 'hooked' on social studies when they were involved in cooperative learning and inquiry tasks. Teacher reliance on the use of predominately teacher-centred learning activities was found to be an influence on student attitudes towards social studies.

The literature shows that teachers are one of the reasons for the decline in student attitude towards social studies. The findings repeatedly suggest that most teachers

conduct social studies lessons in a similar didactic way and that little has changed over the years, that is, they continue to use teacher-centred delivery rather than student-centred inquiry strategies (Moroz & Baker, 1996, p.13). McGowan's (1990) study concluded that teacher style more than teaching practices were more influential upon student attitudes towards social studies. Hornstein (1990) in his study found that curriculum and instruction was focused only on the transfer of information and that inquiry (of any sort) was absent from the learning environment. The findings indicate that the teacher is a determinant of student attitudes towards the subject area.

Moroz and Baker (1996) argue if the learning area is to regain status in schools, 'profound changes are required, particularly in the area of teacher development.' Fouts (1989) hypothesises that changing the classroom environment by introducing *diverse teaching strategies, active student participation in the lesson, cooperative learning and better positive interpersonal relations*, would result in a positive change in attitude towards social studies at junior and senior high school levels. 'Studies conducted where the teaching practices are interactive, inductive and student-centred reveal the development of positive student attitudes towards this important subject area' (Moroz & Baker, 1996, p.17).

Research in the United States suggests that students do not like social studies. Students in Western Australian Government primary schools are positive about the learning area, except in Year 7. Research conducted by Kaoru, Thomas and Karns (1969), Haladyna and Thomas (1979), Fraser (1981) and Moroz and Washbourne (1989) found significant year level deterioration in student attitudes towards social studies from middle to upper primary school year levels. Moroz (1996b) Fouts (1990) and Hutchens (1993) assert that students prefer social studies classrooms when an active and cooperative learning environment exists. Fouts (1990) hypothesises ways in changing the classroom environment, while

Moroz and Baker (1997) argue that in order to regain status, focus needs to be placed on the area of teacher development. The studies cited indicate student attitudes are influenced by a range of student, teacher and learning environment factors. Haladyna, Shaughnessy and Redsun (1982b) devised a model that identified factors that impacted on student attitudes towards the learning area which will be adopted for this case study research.

Theoretical framework

The theoretical basis for this case study research into student attitudes towards social studies adopts the model developed by Haladyna, Shaughnessy and Redsun (1982b). This model proposed that students' attitudes towards the learning area related to the interaction of a set of factors linked to student, teacher and learning environment variables, which are exogenous and endogenous to the schooling process (Figure 2.1).

Exogenous variables exist outside of the schooling process and include: the student's home environment, demographics such as age and gender of the student and teacher, teacher qualifications, the social studies syllabus taught and student, teacher and school socio-economic factors. These variables are referred to as 'givens' by Haladyna, Shaughnessy and Redsun (1982b) in the schooling process, as they can not be manipulated within the classroom learning environment.

Endogenous variables are those that may be manipulated and are powerful determinants of attitude. Such variables are embedded in the schooling process and are controlled by teachers, school administrators and personnel. Variables include, teacher style and use of strategies (i.e. using positive reinforcement, providing feedback and student centred inquiry based tasks), school

implementation of curriculum, classroom structure and student attitudes towards school and the subjects.

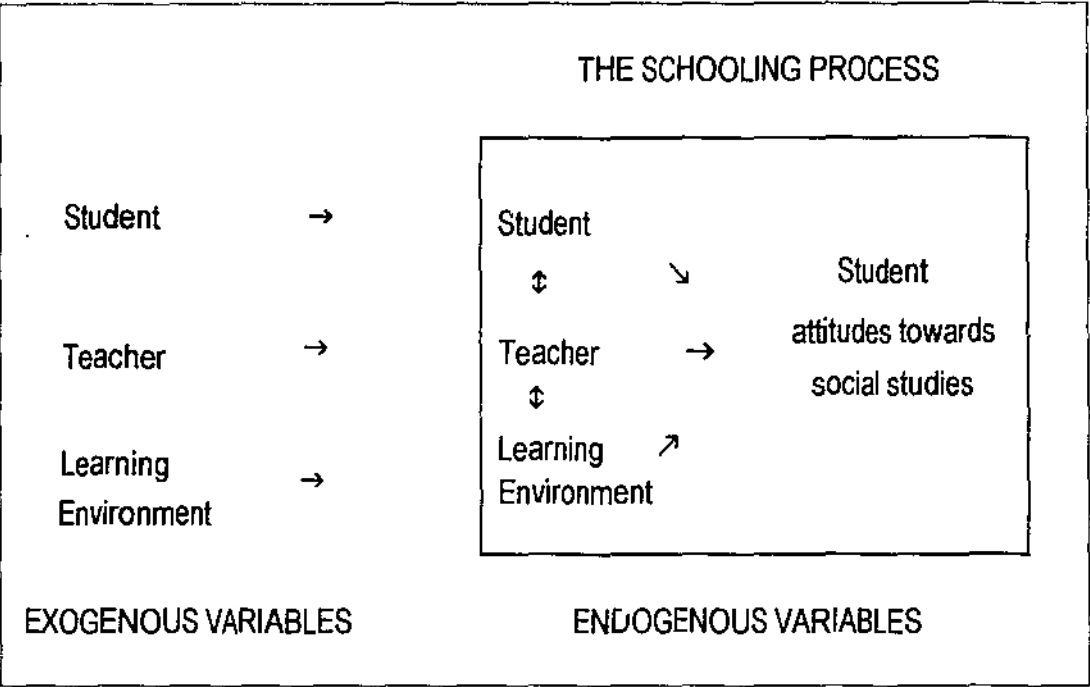


Figure 2.1: Factors affecting student attitudes towards social studies

The model shows the role of exogenous and endogenous variables on students’ attitudes towards social studies. The factors or correlates of attitude in the model include all independent variables grouped under student variables, teacher variables and learning environment variables, which may in any combination influence the dependent variable of student attitude.

Student attitudes may be influenced by variables including, the teacher’s age and gender, student’s age and gender, location or the socio-economic status of the school, student’s home environment and size and gender mix of classes. The model shows that teacher and learning environment variables are significantly related to student attitudes towards social studies. The learning environment is directly influenced by the teacher and directly influences the student’s attitude towards social studies (Haladyna, Shaughnessy and Redsun, 1982,p.3).

Student variables

Student variables consist of pre-existing student tendencies such as student gender and age (as represented by year level), student motivation and their perception of own ability, student perception of subject matter's importance and home/community environments. These are all possible influences on student attitudes towards school and school subjects. This case study focused on the variables of age, as reflected by year level and gender to determine whether or not gender and or year level differences are factors that play a role in shaping student attitudes. Attention was also placed on whether student's perception of: their own ability, usefulness of the subject matter, their teacher's attitude towards social studies and students, aspects of the classroom learning environment and parental support for the subject area are factors affecting attitudes to social studies. The learning environment section of the questionnaire, explores the nine key issues or constructs associated with student attitudes towards social studies.

Teacher variables

Teacher variables incorporate teacher age and gender, years of experience, qualifications, and instructional style and practices. Instructional style and practices refers to teacher motivation and enthusiasm towards the subject matter, praise and reinforcement, fairness to students, respect for individual student needs and commitment to teaching and the subject area. The above mentioned teacher variables are not specifically investigated in this research due to time and cost constraints and because of the case study approach adopted it would mean only eleven social studies teachers' attitudes would be investigated. Future research could investigate teacher attitudes towards social studies and the factors that influence these attitudes.

Learning environment variables

Learning or classroom learning environment variables include school locality and socioeconomic factors, population of the school, size and gender mix of classes

and classroom climate and organisation. Learning environment variables are important factors that influence student attitudes and perceptions of the learning area. The learning environment section of the questionnaire explores student's perception of aspects of the classroom learning environment. Due to the limited size and scope of this case study not all of the above mentioned learning environment variables were investigated.

The model developed by Haladyna, Shaughnessy and Redsun (1982b) demonstrates that the teacher and learning environment plays a 'key' role in the formation of student attitudes towards the social studies learning area. Essentially, teacher behaviour (instruction and attitude) can influence students and the classroom environment and as a consequence affect attitudes towards social studies and other school subjects.

Summary

Chapter two serves to demonstrate previous studies conducted, both in Australian and United States school contexts, to determine student attitudes towards social studies and the factors that influence these attitudes. The findings of these studies provide the background for this case study. The review of the literature demonstrates that the status of social studies when compared with other school subjects is low, and that liking for the subject area declines as students progress from middle primary through upper primary, to the lower secondary years of schooling. The theoretical basis for the study which examines student attitudes towards social studies in one Catholic secondary school is grounded on the model developed by Haladyna and Shaughnessy (1982). The model proposed all independent variables (classed as student, teacher and learning environment) could influence the dependent variable of student attitudes. The case study placed particular focus on the student variables of: student perception of their own

ability, the usefulness of the subject matter, the classroom learning environment, teacher attitudes to social studies and students and parental support for the subject area.

Chapter three outlines the method in which the case study research was undertaken.

Chapter Three

Method

Introduction

Chapter three outlines the method in which this case study was undertaken. It begins with an account of the study's design, a description of the target population for the study, and an outline of the instrument used to gather the data. A description of the questionnaire design and its validity and reliability follows. Details of how the data was collected and analysed is provided. The chapter concludes by addressing the ethical considerations of this case study.

The study has two purposes: firstly, to investigate lower secondary student attitudes towards the social studies learning area in one Catholic school located in the Perth metropolitan area; and secondly, to try to determine which factors influence these attitudes.

The dependent variable (student attitude) is significantly influenced by independent variables (student, teacher and learning environment variables). The interplay between the two sets of variables is shown in Figure 2.1. Particular focus was placed on the independent variables of student age (as represented by year level) and student gender in determining student attitudes.

Two questions guided the case study:

1. *What are the attitudes of Year 8, 9 and 10 Catholic school students towards the social studies learning area?*
2. *What factors influence the attitudes of Year 8, 9 and 10 Catholic school students towards the social studies learning area?*

The research design involved all students in Years 8, 9 and 10 at the selected school completing a questionnaire developed to determine their attitudes towards social studies.

School population and sample size

The sample was derived from the lower secondary years of schooling at a selected Catholic school in the Perth metropolitan area. This school was selected on the basis of convenience, and therefore is not representative of Western Australian metropolitan Catholic secondary schools.

The school is a Catholic co-educational day school (Years 8 to 12) with 728 students enrolled in 1999. Eighty staff members are employed at the school. A total of 475 students were enrolled in Years 8 to 10 at the school.

A total of 421 lower secondary students participated in the survey. Fifty four students did not complete the survey due to their absence from school. No students who were present on the day of the survey declined to participate. The survey was undertaken on one day in the final week of term one of the 1999 school year. This may be considered as a limitation because the students were reporting their perceptions about the social studies learning area based only on having completed the first nine weeks of schooling in 1999. Time constraints of this study did not permit the collection of data at the end of a school year.

Instrument used in the collection of data

An existing attitude scale instrument, developed and validated by Moroz (1996), *Student Attitudes Towards Social Studies (SATSS)*, was utilised for this study. Originally the instrument was used to gauge the attitudes of 3132 students towards social studies in metropolitan Government primary schools.

For this case study *SATSS* was modified by deleting sections not relevant to secondary students and all items relating to subjects specifically offered in primary school were altered to accommodate a range of school subjects undertaken in lower secondary. A pilot study to determine the validity and reliability of the instrument was not conducted as the original instrument was trialed and validated by Moroz.

The modified instrument, *Secondary Student Attitudes Toward Social Studies (SSATSS)*, with 94 items, utilised a five point Likert-type scale to measure attitudes towards social studies. On the scale, five was positive, one was negative and the neutral point was three. Different response formats or scales were utilised in the student questionnaire. The varying response formats did not hinder the respondents as no difficulties in answering the questionnaire were observed or reported. *SSATSS* included demographics (student and teacher gender and student year level), statements about the classroom learning environment, frequency of learning activities in social studies, status of social studies and other school subjects, an open-ended question section and two-stand alone items. A copy of the student questionnaire is provided in Appendix A.

Learning Environment

The instrument included scales or constructs which attempted to measure variables of the learning environment identified from the literature as having an impact on attitudes towards social studies. In this section, 45 items (statements about the learning environment) addressed nine issues which were organised as constructs. There were five items for each construct, which collectively were thought to measure the construct variable or key issues. These were cycled throughout the list of 45 items to minimise the patterning of responses by the students.

The nine constructs were:

- Attitudes to school
- Attitudes to social studies
- Usefulness of social studies
- Perceived teacher attitudes to social studies
- Perceived teacher attitudes to students
- Classroom environment
- Classroom management
- Perception of own ability
- Parental support for social studies

Student responses ranged from 'strongly agree' (5) to 'strongly disagree' (1). Of the 45 items, 17 items were reversed (negative statements) to provide greater reliability and to minimise the probability of set responses. The validity of the constructs, as tested by Moroz (1996), is reported in Table 3.1.

Frequency of learning activities in social studies

This section of the questionnaire dealt with instructional practices. Students were asked to indicate the frequency of participation in various learning activities during social studies lessons. The scale ranged from 'at least once a week' (5) to 'hardly ever' (1). It was included in the questionnaire to gain insight into the 'range or variety and the frequency of occurrence of instructional practices' (Moroz, 1996, p.45).

Status of social studies and other school subjects

The instrument asked students to state their liking for 14 school subjects. Included in the list were academic subject areas (also referred to as core subjects) such as English, mathematics, science and social studies. Elective subjects included were

physical education, computing, home economics, drama, media studies, art, health, design and technology, music and photography (Elective subjects studied by students were chosen on the basis of student preference). Student responses ranged from 'like a lot' (5) to 'dislike a lot' (1). This was a significant section of the questionnaire as it would answer the research question '*What are the attitudes of Year 8, 9 and 10 Catholic school students towards the social studies learning area?*'.

Open-ended questions

The open-ended question section adds a qualitative dimension to the questionnaire. The two questions (items 92 & 93) asked students to state their likes and dislikes about social studies.

Stand-alone items

Two stand-alone items (49 & 94) were included in the questionnaire. Item 49 required students to state their liking for their social studies teacher. Responding on a five point Likert scale, responses ranged from 'strongly agree' (5) to 'strongly disagree' (1). Item 94 dealt with students' liking for social studies. Student responses ranged from 'Social studies is my favourite subject' (1), to 'I don't like anything about social studies at all' (5). 'Social studies is OK' (3), was the neutral response on the scale.

Reliability values

The consistency of each *SSATSS* construct was measured using Cronbach's alpha coefficients. A correlation coefficient indicates the direction and the strength of a linear association (relationship) between two equal variables. The direction of the relationship is indicated by the sign (+ or -) and the strength of the relationship is represented by the absolute size of the coefficient (Burns, 1997, p.198). The closer

the coefficient to 1 (whether positive or negative) the stronger the association (relationship) between the variables. The relationship between each of the items for each construct, is indicated by the size of the coefficient (whether these are positive or negative):

Alpha Coefficient	Descriptors
0.90 - 1.00	Very high correlation
0.70 - 0.90	High correlation
0.40 - 0.70	Moderate correlation
0.20 - 0.40	Low correlation
Less than 0.20	Slight correlation

(Burns, 1997, p. 198)

Table 3.1 shows the standardised alpha coefficient for both Moroz's pilot and final study and reliability estimates for this case study. The reliability estimates for the final survey (*SATSS*) ranged from 0.450 to 0.842 and for the case study (*SSATSS*), values ranged from 0.364 to 0.858. The data shows an improvement in the alpha coefficients for all nine constructs, except for the construct dealing with 'classroom environment'. A possible reason for the improved alpha for each construct, is that the literacy levels of the *SSATSS* respondent group was higher.

Table 3.1: *SATSS/SSATSS* constructs and reliability estimates

Constructs	Cronbrach Alpha Coefficients		
	Pilot	Final Survey	Case Study
	<i>SATSS</i>	<i>SATSS</i>	<i>SSATSS</i>
Attitudes to school	0.793	0.795	0.827
Attitudes to social studies	0.852	0.842	0.840
Usefulness of social studies	0.696	0.758	0.826
Perceived teacher attitudes to social studies	0.615	0.554	0.659
Perceived teacher attitudes to students	0.505	0.673	0.784
Classroom environment	0.225	0.450	0.364
Classroom management	0.679	0.641	0.726
Perception of own ability	-0.275	0.767	0.858
Perceived parental support for social studies	0.694	0.713	0.746

Data collection

The researcher and two research assistants administered the questionnaires to the 421 lower secondary students who were present on the day of the survey and were willing to participate. The research assistants were Bachelor of Education students in their final year. Both research assistants received instruction on the procedures of the data collection.

Standardised introductions were adhered to when administering the survey to avoid prompting or tainting of the data. The research assistants were required to outline the different response formats within the questionnaire and how students were to complete the survey. The research assistants answered any questions students had and collected completed surveys.

A majority of the teachers, while given the option of staying in their classrooms, were absent from the room while the survey was administered to their students. Students were given a 30 minute time frame to complete the survey which proved to be more than adequate.

Analysis of Data

Research data was analysed using the computer software package, *SPSS 9.0 for Windows* (SPSS Inc, 1999).

Descriptive statistics were the primary statistical analysis method used for the study (items 1-91, & 94). Numerical responses were summarised in the form of means, standard deviation and frequencies. Formal statistical tests (Independent T-test and Analysis of variance, ANOVA) were used to explore the statistical significance of variable relationships in the data. In the open-ended question

section, both questions were analysed by identifying and coding common and frequent responses by students.

Ethics

The research proposal was approved by the School Postgraduate Studies Committee and clearance was granted by the Ethics Committee at Edith Cowan University to undertake the research. Permission to conduct the research was obtained from the Principal and Head of the Society and Environment Department at the case study school. Letters seeking consent from parents for student participation was made available to the Principal who undertook the task of informing students and their parents. Students were given the option of not participating in the survey however, none refused. Participants were briefed about the purpose of the investigation and procedures to be followed. Anonymity and confidentiality of the school and all participants was guaranteed. Documents of relevance are contained in Appendix B.

Summary

The purpose of this study was to determine student attitudes towards social studies and the factors that influence these attitudes. The respondent group included a total of 421 students present on the day of the survey at the case study school. The modified instrument *SSATSS* was utilised to measure the responses of lower secondary students. *SSATSS* included demographics, learning environment, frequency of learning activities in social studies, status of social studies and other school subjects, open-ended questions and stand-alone items. Data was analysed using the statistical software package *SPSS 9.0 for Windows*, where descriptive statistics were the primary statistical procedures used in the analysis of the research

data. Formal statistical tests were used to investigate if any significant variable relationships existed. The results from the survey are discussed in chapter four.

Chapter Four

Findings

Introduction

Data was analysed using the 1999 statistical package *SPSS 9.0 for Windows*. Primary statistical analysis employed descriptive statistics (frequency, means and standard deviations), while formal statistical operations such as T-tests and Analysis of variance (ANOVA), were used to identify any relationships between the independent variables (student, teacher & learning environment) and the dependent variable, student attitude towards social studies. Particular interest was placed on whether year level and gender differences contributed to student attitudes towards social studies and other school subjects. Open-ended questions were analysed by identifying and classifying common and frequent responses by students.

Demographics

A total of 728 students were enrolled at the school in 1999. At the time of the survey there were 475 students in lower secondary, 179 students in Year 8, 154 students in Year 9 and 142 students in Year 10. The respondent group of 421 included all lower secondary students present on the day of the survey. This proportion of students made up 58.6% of the school population and 1% of the total number of students enrolled in Catholic schools in Western Australia in 1999. Of the 421 students surveyed, 39% were in Year 8, 33% were in Year 9 and 28% of lower secondary students were in Year 10 (see Table 4.1). There were slightly more males than females in the survey sample, male students comprising 50.6% of the respondent group.

Table 4.1: Number of female and male students surveyed

Year	Females	Males	Total
8	75	89	164
9	74	65	139
10	59	59	118
Total	208	213	421

The total number of classes surveyed was 17. There were six classes in both Year 8 and 9 and five classes in Year 10. Year 8 class numbers ranged from 22 to 31 students, 22 to 32 students in Year 9 and 24 to 32 students per class in Year 10 (see Table 4.2). Most classes had slightly more boys than girls. Of the 17 classes surveyed, all were taught by female teachers except for one Year 10 class.

Table 4.2: Number and gender of students in each class surveyed

Class	No of Students	Females	Males
1	31	15	16
2	25	10	15
3	21	9	12
4	28	15	13
5	30	12	18
6	30	14	16
7	21	8	13
8	22	9	13
9	23	15	8
10	22	15	7
11	31	19	12
12	19	8	11
13	20	7	13
14	30	17	13
15	21	9	12
16	27	15	12
17	20	11	9
Total	421	208	213
Percentage of students in lower secondary	88.6%	43.8%	44.8%

Key issues associated with student attitudes towards social studies

The learning environment section of the student questionnaire, identified student attitudes to nine key issues or constructs associated with social studies:

- Attitudes to school
- Attitudes to social studies
- Usefulness of social studies
- Perceived teacher attitudes to social studies
- Perceived teacher attitudes to students
- Classroom environment
- Classroom management
- Perception of own ability
- Parental support for social studies

Each construct contains five items. Student responses on a five point Likert scale, ranged from 'strongly agree' (5) to 'strongly disagree' (1). In the proceeding tables, results are provided for each item in each construct and standardised alpha coefficients obtained for the constructs are reported. Results are presented by discussing the overall construct and then gender and year level differences that exist. Results of the data analysis are found in Appendix C, D, E, F G and H.

Differences in responses to the constructs based on student demographics

Differences in attitudes between the genders and across year levels were evident for almost every item comprising the nine constructs. For a number of items, these differences in attitudes were significant beyond the 0.001 level.

In the following tables, results from the analyses (T-test and ANOVA) for each item are reported. Cells which contain one to three asterisks, represent a significant difference in responses based upon the following key:

*	=	significant difference at the 0.05 level
**	=	significant difference at the 0.01 level
***	=	significant difference at the 0.001 level

If there is no significant difference in responses between the groups for the items, the cell will contain 'ns'.

Construct One - Student attitudes to school

Table 4.3 shows the results for those items measuring student attitudes towards school. Overall, lower secondary student attitudes towards school were moderate. Students indicated that they were 'happy to go to school', (with a mean of 3.41) however, students' 'liking for school' was not as positive. Though the results indicate that students were only moderately positive towards school, students stated that they found most subjects they learnt at school to be interesting. Approximately 40% of students did not agree with the statement 'We have good rules in our school' and a further 24% were undecided about their opinion towards the statement. Just over one third of the students in the lower secondary years agreed that the school rules were good.

A comparison of male and female responses to items in this construct found no significant differences. Nevertheless, when female students are compared to males, females indicated that they were more 'happy to come to school'. However, female students' 'liking for school' (with a mean of 3.18) was not as positive when compared with male students (mean 3.28).

Significant differences in student attitudes towards school were evident when comparing year level responses. Year 8 students were more positive (significant at the 0.001 level) towards the statement 'I am happy to come to school' when compared with Year 9 and 10 students (see Table 4.4). Students 'liking for school'(item 22) showed a similar result where Year 8 responses were significantly more positive (at the 0.001 level) than that of students in other year levels. A comparison of responses to item 40, showed that Year 8 students were most positive towards the statement 'We have good rules in our school.'

Table 4.3: Construct One: Student attitudes to school

		Percentages of total students					Item mean	SD
Item no.	Item	5	4	3	2	1		
4	I am not happy to come to this school.*	7.6	10.9	34.7	26.4	20.4	3.41	1.15
13	At school I find most subjects interesting.	16.2	40.0	28.3	10.0	5.5	3.51	1.05
22	I don't like school.*	13.8	13.4	29.6	22.2	21.0	3.23	1.30
31	I like most of the teachers in this	15.7	29.5	29.8	17.1	7.9	3.28	1.15
40	We have good rules in our school.	13.6	22.4	24.1	18.4	21.5	2.88	1.34

Standardised alpha coefficient = 0.827

Scale: 5 = Strongly agree, 3 = Unsure, 1 = Strongly disagree

* Negatively-phrased survey items and scoring have been reversed

Due to rounding, row totals may not sum to 100%

SD = Standard deviation

Overall, the data showed students liked most of the teachers at the school and were most favourable towards their social studies teacher. However, a comparison of year level responses, found students liking for teachers became significantly more negative as they progressed through the lower secondary years of schooling, at the 0.001 level. A high standardised alpha coefficient of 0.827 was obtained for

the construct measuring student attitudes towards school, meaning that there is a high correlation between the items that make up the construct.

Table 4.4: Construct One: Student attitudes to school - year level differences

Item no.	Item	Means			Level of Significance
		Year 8	Year 9	Year 10	
4	I am not happy to come to this school.*	3.78	3.20	3.14	***
13	At school I find most subjects interesting.	3.80	3.42	3.23	***
22	I don't like school.*	3.70	2.99	2.87	***
31	I like most of the teachers in this school.	3.74	3.07	2.89	***
40	We have good rules in our school.	3.45	2.65	2.37	***

* Negatively-phrased survey items and scoring have been reversed
Level of significance: * = 0.05, ** = 0.01, *** = 0.001

Construct Two - Student attitudes to social studies

The correlation between the items that formed this construct, 'Student attitudes to social studies' is considered to be high and therefore is a valid construct. The results show students generally liked social studies. While more than 44% of students indicated that they liked the subject area, 30% of students were unsure whether they liked social studies. With a low mean of 3.06, students were marginal in their support for the statement 'I enjoy the activities we do in social studies' which indicates that students barely liked the learning activities undertaken in social studies lessons. In addition, students indicated that they found the things they learnt in social studies to be interesting (see Table 4.5). An interesting result in the data was that students indicated they had a strong positive perception about their own achievement in social studies. With a mean of 4.20, more than 85% of

students strongly agreed with the statement 'In social studies I try to do as well as I can'.

Female students (mean 4.22) were more positive about their achievement in social studies than males (mean 4.19), however, there was no significant difference in attitudes between the genders (see Appendix F).

Table 4.5: Construct Two: Student attitudes to social studies

Item no.	Item	Percentages of total students					Item mean	SD
		5	4	3	2	1		
5	I enjoy the activities we do in social studies.	4.8	30.7	36.2	20.7	7.6	3.04	1.01
14	I do not like social studies.*	10.7	14.8	30.3	28.2	16.0	3.24	1.20
23	I like the topics we do in social studies.	9.6	28.5	36.4	16.3	9.3	3.13	1.09
32	In social studies I try to do as well as I can.	40.4	45.2	10.3	2.4	1.7	4.20	0.85
41	The things we learn in social studies are not interesting.*	10.7	14.6	26.5	32.5	15.8	3.28	1.21

Standardised alpha coefficient = 0.840

Scale: 5 = Strongly agree, 3 = Unsure, 1 = Strongly disagree

* Negatively-phrased survey items and scoring have been reversed

Due to rounding, row totals may not sum to 100%

SD = Standard deviation

A comparison of year level responses found Year 8 students were more positive about their achievement in social studies than Year 9 and 10 students. With a mean of 4.39 for the item in Year 8, it dropped significantly with an absolute decline of 0.42 to 3.97 in Year 10 (see Table 4.6). Overall, Year 8 students with a mean of 3.54 (item 14) were significantly more positive towards the subject area, at the 0.001 level, when compared with Year 9 and 10 students (both with a mean

of 3.05). Figure 4.1 shows year level decline in student attitudes towards school and social studies.

Table 4.6: Construct Two: Student attitudes to social studies - year level differences

Item no.	Item	Means			Level of Significance
		Year 8	Year 9	Year 10	
5	I enjoy the activities we do in social studies.	3.41	2.81	2.81	***
14	I do not like social studies.*	3.54	3.05	3.05	***
23	I like the topics we do in social studies.	3.47	2.89	2.94	***
32	In social studies I try to do as well as I can.	4.39	4.18	3.97	***
41	The things we learn in social studies are not interesting.*	3.63	2.98	3.15	***

* Negatively-phrased survey items and scoring have been reversed
Level of significance: * = 0.05, ** = 0.01, *** = 0.001

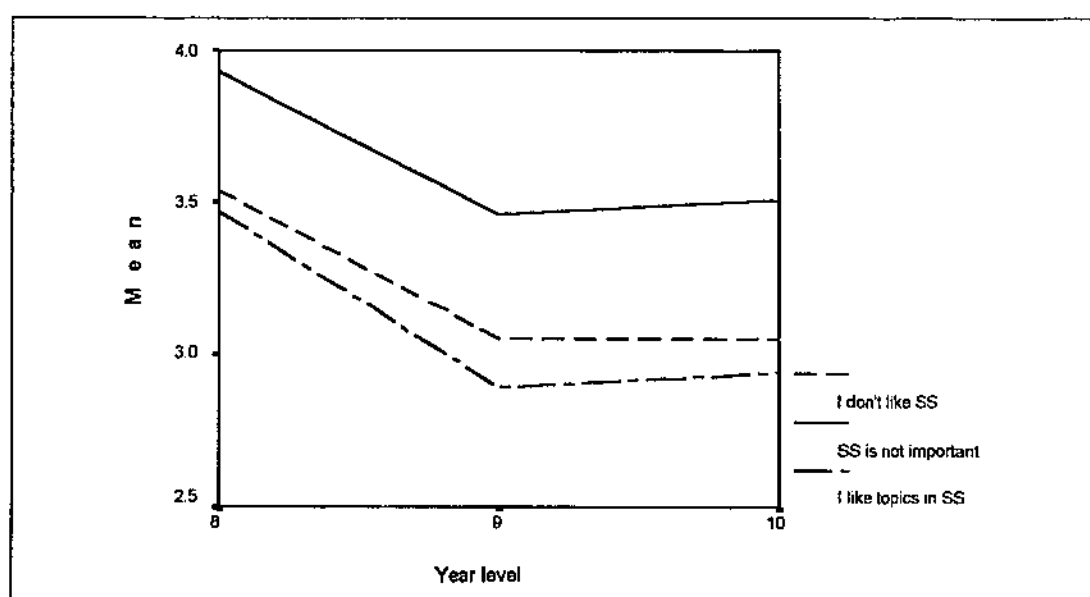


Figure 4.1: Year level decline - Student attitudes to school and social studies

Construct Three - Usefulness of social studies

Construct three which assessed students perception of the usefulness of social studies, obtained a high standardised alpha coefficient of 0.826, indicating a high correlation between the items that make up the construct. The results for each item pertaining to this construct are set out in Table 4.7. Students perceived social studies to be a useful and an important subject. More than 77% of students felt that it would help them with an understanding of the world around them and 56% of students indicated that they expected to make use of what they learnt in social studies. Thirty five percent of students were positive that social studies would help them gain future employment, while 36.8% indicated they were unsure. Overall, 63% of students indicated that doing social studies was important and disagreed that they did not learn much in social studies.

Table 4.7: Construct Three: Usefulness of social studies

Percentages of total students								
Item no.	Item	5	4	3	2	1	Item mean	SD
6	What we do in social studies will help me understand more of the world around me.	24.9	52.3	16.4	4.8	1.7	3.94	0.87
15	I expect to make use of what I learn in social studies.	14.8	40.3	30.8	8.6	5.5	3.5	1.02
24	If I do well in social studies it will help me get a job.	11.0	24.0	38.6	15.3	11.0	3.09	1.13
33	Doing social studies is not important.*	6.4	8.6	21.7	39.4	23.9	3.66	1.12
42	I don't learn much in social studies.*	4.0	7.1	17.4	47.6	23.8	3.80	1.01

Standardised alpha coefficient = 0.826
Scale: 5 = Strongly agree, 3 = Unsure, 1 = Strongly disagree
* Negatively-phrased survey items and scoring have been reversed
Due to rounding, row totals may not sum to 100%
SD = Standard deviation

Significant differences in student responses were evident when a comparison of year level responses was conducted (see Table 4.8). Year 9 and 10 students were most negative towards item 24, 'If I do well in social studies it will help me get a job', disagreeing that social studies would help them gain future employment. Year 8 students, with a moderately positive mean of 3.44 were most supportive towards the statement. Student responses to item 33 found significant differences, at the 0.001 level, amongst the year levels. Year 9 students with a mean score of 3.46, when compared with the means for Year 8 and 10 students, was significantly lower.

The data shows that students liked and believed social studies to be important. They valued the learning area in terms of it being important, useful and helpful in understanding the world around them, but were only marginally positive about its job value.

Table 4.8: Construct Three: Usefulness of social studies - year level differences

Item no.	Item	Means			Level of Significance
		Year 8	Year 9	Year 10	
6	What we do in social studies will help me understand more of the world around me.	4.20	3.81	3.74	***
15	I expect to make use of what I learn in social studies.	3.81	3.43	3.16	***
24	If I do well in social studies it will help me get a job.	3.44	2.88	2.83	***
33	Doing social studies is not important.*	3.93	3.46	3.51	***
42	I don't learn much in social studies.*	4.07	3.67	3.58	***

* Negatively-phrased survey items and scoring have been reversed
 Level of significance: * = 0.05, ** = 0.01, *** = 0.001

Construct Four - Perceived teacher attitudes to social studies

Students generally perceived that their teachers enjoyed and were interested in social studies. Over 80% of students indicated that their teachers perceived social studies to be an important subject area and 81% stated that their teacher was interested in social studies.

Table 4.9: Construct Four: Perceived teacher attitudes to social studies

Item no.	Item	Percentages of total students					Item mean	SD
		5	4	3	2	1		
7	My teacher is interested in social studies.	42.9	38.4	13.9	1.7	3.1	4.16	0.94
16	My teacher does not enjoy social studies lessons.*	3.3	4.8	28.6	34.3	29.0	3.81	1.02
25	My teacher thinks that social studies is not important.*	3.8	2.6	12.9	37.9	42.7	4.13	0.99
34	In social studies my teacher often talks about world news.	13.4	36.3	30.5	14.3	5.5	3.38	1.06
43	My teacher likes to display our social studies work.	13.1	26.5	33.2	19.1	8.1	3.17	1.13

Standardised alpha coefficient = 0.659

Scale: 5 = Strongly agree, 3 = Unsure, 1 = Strongly disagree

* Negatively-phrased survey items and scoring have been reversed

Due to rounding, row totals may not sum to 100%

SD = Standard deviation

Students felt that during social studies lessons the teacher discussed world news issues (item 34) and a large percentage of students perceived that teachers enjoyed their social studies lessons. Fewer than 40% of students stated that their teachers liked to display their work in classrooms (see Table 4.9).

Significant differences at the 0.001 level were found between year levels for item 34, 'In social studies my teacher often talks about world news' (see Table 4.10). Year 10 students responded more positively with a mean of 3.76 than Year 8

(mean 3.28) and Year 9 students (mean 3.17). A possible reason for this difference could be that in both the *Social Studies K to 10 Syllabus* and *Unit Curriculum*, units of study completed in Year 10 focus on current and past world events and issues. The open ended question section also found that the discussion of current world events and issues, was frequently mentioned by students as one of the most liked aspects of social studies lessons. Year 10 students (mean 3.66) were most positive (significant difference at the 0.001 level) that their teacher liked to display work when compared with Year 8 (mean 3.45) and Year 9 (mean 3.29) students. A moderate correlation of 0.659 was obtained for the items contributing to the 'Perceived teacher attitudes to social studies' construct.

Table 4.10: Construct Four: Perceived teacher attitudes to social studies - year level differences

Item no.	Item	Means			Level of Significance
		Year 8	Year 9	Year 10	
7	My teacher is interested in social studies.	4.32	3.93	4.22	***
16	My teacher does not enjoy social studies lessons.*	4.00	3.63	3.76	**
25	My teacher thinks that social studies is not important.*	4.37	3.99	3.97	***
34	In social studies my teacher often talks about world news.	3.28	3.17	3.76	***
43	My teacher likes to display our social studies work.	3.45	3.29	3.66	***

* Negatively-phrased survey items and scoring have been reversed
Level of significance: * = 0.05, ** = 0.01, *** = 0.001

Construct Five - Perceived teacher attitudes to students

An alpha coefficient of 0.784 was gained for this construct. This means the correlation between the items for this construct is considered to be high and

therefore is a valid construct. Generally, students felt their teachers were fair and liked all students. Fewer than 65% of students disagreed that during social studies lessons their teacher was unfair, while 20.7% of students were unsure. Item 26 which investigated student perception of their teacher's liking for students found 59% indicated that they agreed with the statement, while more than a quarter of the students indicated they were unsure (see Table 4.11).

As a group, students thought that their social studies teacher encouraged them to do well during lessons and would reinforce good work completed by students in class. Approximately 69% of students suggested that their social studies teacher was interested in student opinion, while 17.5% indicated they were unsure about the statement.

Table 4.11: Construct Five: Perceived teacher attitudes to students

		Percentages of total students						
Item no.	Item	5	4	3	2	1	Item mean	SD
8	In social studies lessons the teacher is not interested in my opinion.*	4.1	6.7	19.5	38.2	31.5	3.86	1.06
17	In social studies lessons the teacher tells me when my work is good.	21.9	47.1	16.0	11.0	4.0	3.72	1.05
26	In social studies lessons the teacher likes most of the students.	18.7	41.1	25.1	9.1	6.0	3.57	1.08
35	In social studies lessons the teacher is unfair.*	5.8	8.9	20.7	40.9	23.8	3.68	1.10
44	In social studies lessons the teacher encourages me to do well.	20.0	44.8	22.6	8.6	4.0	3.68	1.02

Standardised alpha coefficient = 0.784

Scale: 5 = Strongly agree, 3 = Unsure, 1 = Strongly disagree

* Negatively-phrased survey items and scoring have been reversed

Due to rounding, row totals may not sum to 100%

SD = Standard deviation

From Years 8 to 10 significant differences (at the 0.001 level) were evident for item 35, with an absolute decline from 3.99 in Year 8 to 3.48 in Year 10. Year 8 students were strongest in agreement with the statement ‘In social studies lessons the teacher is unfair,’ with a mean score of 3.99 however, this declined by 0.51 to 3.48 in Year 10. Significant differences were found at the 0.001 level for other items in the construct (see Table 4.12). Overall, the data shows a high percentage of students were unsure whether their teacher liked most of their students, were fair or encouraged students to do well. This suggests the teacher-student relationship needs building.

Table 4.12: Construct Five: Perceived teacher attitudes to students - year level differences

Means					
Item no.	Item	Year 8	Year 9	Year 10	Level of Significance
8	In social studies lessons the teacher is not interested in my opinion.*	3.99	3.78	3.79	ns
17	In social studies lessons the teacher tells me when my work is good.	3.86	3.82	3.41	***
26	In social studies lessons the teacher likes most of the students.	3.84	3.49	3.31	***
35	In social studies lessons the teacher is unfair *	3.99	3.49	3.48	***
44	In social studies lessons the teacher encourages me to do well.	3.89	3.72	3.35	***

* Negatively-phrased survey items and scoring have been reversed
Level of significance: * = 0.05, ** = 0.01, *** = 0.001
ns = no significance

Construct six - Classroom environment

An alpha coefficient of 0.364 was obtained for this construct. This shows a low correlation exists between the items that make up this construct and therefore, items must be considered on an individual basis. The data (see Table 4.13) shows

that students liked and believed social studies to be important. Fewer than 21% of students looked forward to their next social studies lesson, while just over 41% of students disagreed with the statement 'I look forward to my next social studies lesson', approximately 38% of students were undecided. Students agreed that in social studies lessons students worked well together and that lessons were not too noisy. More than 44% of students stated that many students wasted time during social studies lessons, while 29.8% indicated they were unsure. About 50% of students stated they tried to get a higher mark in social studies than their friends (see Table 4.13).

A comparison of male and female responses for item 10 and 36 found no significant difference between the two genders, however females were more positive towards the statement than males. A significant difference (at the 0.05 level) was evident between female and male responses for item 45, where males showed to be more positive towards the statement 'In social studies I try to get a higher mark than my friends'(see Table 4.15).

A significant difference was evident between year group responses for item 9 (see Table 4.14). With a moderate positive mean of 3.85 in Year 8, an absolute decline of 0.83 to 3.02 was evident by Year 10. Year 10 students, with a mean of 2.39, were significantly more negative towards the statement 'Many of the students waste time in social studies lessons' than students in other years.

Construct seven - Classroom management

The high correlation 0.726 that exists between the items for this construct 'Classroom management' validates the construct. About 56% of students perceived that their teacher was able to control students in their classrooms, while 23% indicated they were unsure.

Table 4.13: Construct Six: Classroom environment

Percentages of total students								
Item no.	Item	5	4	3	2	1	Item mean	SD
9	I look forward to my next social studies lesson.	5.0	15.7	37.8	23.0	18.5	2.66	1.10
18	In social studies lessons the students work well together.	10.5	43.2	31.0	12.2	3.1	3.46	0.94
27	Social studies lessons are too noisy.*	7.9	11.4	34.8	31.2	14.8	3.34	1.11
36	Many of the students waste time in social studies lessons.*	17.7	26.5	29.8	19.8	6.2	2.70	1.15
45	In social studies I try to get a higher mark than my friends.	25.2	25.7	26.8	15.7	6.7	3.47	1.21

Standardised alpha coefficient = 0.364

Scale: 5 = Strongly agree, 3 = Unsure, 1 = Strongly disagree

* Negatively-phrased survey items and scoring have been reversed

Due to rounding, row totals may not sum to 100%

SD = Standard deviation

Table 4.14: Construct Six: Classroom environment - year level differences

Means					
Item no.	Item	Year 8	Year 9	Year 10	Level of Significance
9	I look forward to my next social studies lesson.	3.85	3.29	3.02	***
18	In social studies lessons the students work well together.	3.67	3.45	3.17	***
27	Social studies lessons are too noisy.*	3.53	3.24	3.18	ns
36	Many of the students waste time in social studies lessons.*	2.84	2.81	2.39	*
45	In social studies I try to get a higher mark than my friends.	3.60	3.49	3.27	ns

* Negatively-phrased survey items and scoring have been reversed

Level of significance: * = 0.05, ** = 0.01, *** = 0.001

ns = no significance

Only 37% of students indicated that during social studies lesson the class was well organised while a high proportion of students (40.3%) indicated they were unsure about their opinion towards the statement. Overall, 67.3% of students thought that their teacher's explanation of ideas and instructions were clear and that they used good resource materials during social studies lessons. Student attitudes were barely positive towards the statement, 'In social studies lessons there is lots to do when I finish my work early', with 34% in agreement and 33% indicating they were unsure (see Table 4.16). Significant differences (at the 0.05/0.01 levels) were found between gender and year level responses towards this item (37). The mean for male students was significantly higher and more positive when compared to female students (see Table 4.15). Across the year levels the mean declined by 0.59 in Year 8 to 2.73 in Year 10 (see Table 4.17).

Table 4.15: Gender differences

Item no.	Item	Means		Level of Significance
		Females	Males	
20	I can do all the work in social studies.	3.52	3.73	*
37	In social studies lessons there is lots to do when I finish my work early.	2.93	3.16	*
45	In social studies I try to get a higher mark than my friends.	3.29	3.65	*

* Negatively-phrased survey items and scoring have been reversed

Level of significance: * = 0.05, ** = 0.01, *** = 0.001

ns = no significance

Construct eight - Perception of own ability

Construct eight which assessed students perception of their own ability in social studies obtained a high coefficient of 0.858 and therefore is a valid construct.

Table 4.16: Construct Seven: Classroom management

Percentages of total students								
Item no.	Item	5	4	3	2	1	Item mean	SD
10	In social studies lessons the teacher is able to control students.	14.6	41.9	23.2	12.9	7.4	3.43	1.12
19	We have good materials to read and use in social studies.	16.1	44.1	24.9	9.4	5.5	3.56	1.04
28	In social studies lessons the class is well organised.	5.5	31.7	40.3	17.5	5.0	3.15	0.94
37	In social studies lessons there is lots to do when I finish my work early.	10.5	23.8	33.3	24.5	7.9	3.05	1.10
46	In social studies the teacher clearly explains what we have to do.	22.2	45.3	15.5	12.2	4.8	3.68	1.09

Standardised alpha coefficient = 0.726
Scale: 5 = Strongly agree, 3 = Unsure, 1 = Strongly disagree
* Negatively-phrased survey items and scoring have been reversed
Dure to rounding, row totals may not sum to 100%

Table 4.17: Construct Seven: Classroom management - year level differences

Means					
Item no.	Item	Year 8	Year 9	Year 10	Level of Significance
10	In social studies lessons the teacher is able to control students.	3.85	3.29	3.02	***
19	We have good materials to read and use in social studies.	3.91	3.30	3.36	***
28	In social studies lessons the class is well organised.	3.31	3.10	2.98	ns
37	In social studies lessons there is lots to do when I finish my work early.	3.32	2.99	2.73	**
46	In social studies the teacher clearly explains what we have to do.	4.02	3.45	3.48	***

* Negatively-phrased survey items and scoring have been reversed
Level of significance: * = 0.05, ** = 0.01, *** = 0.001
ns = no significance

Overall, students had a positive perception of their own ability to be successful in social studies. Over 50% of students indicated they were the type to do well in social studies. Students also felt that they could complete all the work tasks set during social studies lessons with 47% indicating it was easy for students to achieve success in social studies, while 74% of students suggested that social studies was not too hard for them (see Table 4.18). In the open-ended section of the questionnaire, students suggested that what they liked about social studies was that it was easy for them to complete the work and gain good marks for project work.

Table 4.18: Construct Eight: Student perception of their own ability in social studies

Percentages of total students								
Item no.	Item	5	4	3	2	1	Item mean	SD
11	I am not the type to do well in social studies.*	6.7	13.4	27.6	32.6	19.7	3.45	1.15
20	I can do all the work in social studies.	19.2	41.1	26.4	9.9	3.4	3.63	1.01
29	Social studies is too hard for me.*	3.8	7.7	17.5	44.0	27.0	3.83	1.03
38	It is easy for me to do my best in social studies.	13.4	34.4	33.5	14.1	4.5	3.38	1.03
47	I am a successful student in social studies.	12.6	36.0	33.4	11.9	6.0	3.37	1.04

Standardised alpha coefficient = 0.858

Scale: 5 = Strongly agree, 3 = Unsure, 1 = Strongly disagree

* Negatively-phrased survey items and scoring have been reversed

Due to rounding, row totals may not sum to 100%

SD = Standard deviation

A significant difference (at the 0.05 level) was found between male and female responses to item 20 (see Table 4.15). Males were more positive about their ability by 0.21, with a mean of 3.73 when compared to females. No significant differences were found between year level responses.

Construct nine - Parental support for social studies

As the results indicate (see Table 4.19), there was strong parental support for students to do well in social studies. More than 60% of students agreed that their parents encouraged them to do well in social studies and that they thought social studies was an important subject for students to do well in. More than 80% of students suggested parents encouraged them to complete social studies homework and that they were interested in their childrens' social studies work.

Table 4.19: Construct Nine: Perceived parental support for social studies

Item no.	Item	Percentages of total students					Item mean	SD
		5	4	3	2	1		
12	My parents do not encourage me to do my social studies homework.*	3.1	3.6	11.5	30.3	51.6	4.24	1.00
21	My parents help me with my social studies homework if I need help.	29.0	35.2	18.1	9.0	8.6	3.67	1.22
30	My parents encourage me to do my best in social studies.	39.7	36.1	17.0	36.1	39.7	4.06	1.00
39	My parents are not interested in the social studies work I do.*	2.9	2.9	13.6	40.9	39.7	4.12	0.95
48	My parents think that social studies is not an important school subject.*	3.1	4.1	18.1	39.6	35.1	4.00	0.99

Standardised alpha coefficient = 0.858

Scale: 5 = Strongly agree, 3 = Unsure, 1 = Strongly disagree

* Negatively-phrased survey items and scoring have been reversed

Due to rounding, row totals may not sum to 100%

SD = Standard deviation

No significant differences in student responses towards items for this construct was evident between the two genders. However, differences (at the 0.05/0.001 level of significance) were found between year level responses. Year 8 students with a mean of 4.24 for the item 'My parents think social studies is not an important subject' was significantly greater (at the 0.01 level) than that of student responses

in Year 9 and Year 10 (see Table 4.20). For items 21 and 30 (see Table 4.20) Year 8 students indicated to be most positive towards the statements than students in other year levels.

Table 2.20: Construct Nine: Perceived parental support for social studies - year level differences

Item no.	Item	Means			Level of Significance
		Year 8	Year 9	Year 10	
12	My parents do not encourage me to do my social studies homework.*	4.36	41.9	4.11	ns
21	My parents help me with my social studies homework if I need help.	3.94	3.59	3.40	***
30	My parents encourage me to do my best in social studies.	4.23	4.04	3.84	**
39	My parents are not interested in the social studies work I do.*	4.31	4.12	3.84	***
48	My parents think that social studies is not an important school subject.*	4.24	3.85	3.83	***

* Negatively-phrased survey items and scoring have been reversed
 Level of significance: * = 0.05, ** = 0.01, *** = 0.001
 ns = no significance

Student responses to the constructs

Nine key issues or constructs associated with social studies were used to determine student attitudes towards aspects of school and social studies. The overall mean results for each construct are reported in Table 4.21.

Overall, student attitudes towards school and social studies were moderate. For the construct 'Attitudes to school' the mean score was 3.27 and 3.38 for the construct dealing with student 'Attitudes to social studies'. Students perceived social studies to be a useful subject, with an overall mean score of 3.60 for the

construct 'Usefulness of social studies' and perceived that their teachers were also positive towards the subject area and their students. Attitudes towards the classroom learning environment in social studies lessons overall were barely positive (see Table 4.21) and with an alpha coefficient of 0.364 the construct was not a valid construct in eliciting student attitudes towards the classroom environment. The results also indicated that students had a positive perception of their own ability in the subject area and parental support for social studies was perceived to be high.

Table 4.21: Overall student response to each construct

Construct	Mean	SD	Standardised alpha coefficients
Attitudes to school	3.27	0.92	0.870
Attitudes to social studies	3.38	0.84	0.840
Usefulness of social studies	3.60	0.70	0.826
Perceived teacher attitudes to social	3.74	0.66	0.659
Perceived teacher attitudes to students	3.70	0.78	0.784
Classroom environment	3.12	0.59	0.364
Classroom management	3.38	0.73	0.726
Perception of own ability	3.54	0.84	0.858
Parental support for social studies	4.02	0.73	0.746

Learning activities in social studies

Students were asked to indicate the frequency of twenty eight learning activities (instructional practices) undertaken during social studies lessons. The data for all lower secondary year levels was grouped together and the frequency of learning activities was considered as a whole. Learning activities were ranked in order (see Table 4.22), from most common to the least common learning activities undertaken in social studies. The rank order of learning activities was based on the combined percentages of students who indicated they undertook the learning activities either once a week or every fortnight.

The results showed that the most frequent learning activities conducted in social studies lessons were:

- Homework (96% of students undertook this at least every two weeks);
- Text book work (91% of students undertook this at least every two weeks);
- Reading (81% of students undertook this at least every two weeks);
- Copying from the blackboard (71% of students undertook this at least every two weeks); and
- Map work (63% of students undertook this at least every two weeks).

The data shows that the most common learning activities experienced by students during social studies lessons were predominately teacher-centred activities. The least frequent activities experienced in social studies were student-centred and inquiry based approaches such as:

- Problem solving;
- Small group activities;
- Computer activities;
- Newspaper activities;
- Whole class discussions;
- Role-plays;
- Guest speakers; and
- Excursions.

The results are interesting. At a time when student centred learning and inquiry based approaches are commonly recommended for learning in social studies and other school subjects, the data shows that social studies lessons at the case study school adopt teacher centred approaches (that predominately focus only on the transfer of information) and that diverse teaching strategies that involve active student participation and cooperative learning were absent from or infrequently used in the classroom learning environment.

Table 4.22: Frequency of learning activities undertaken in social studies lessons

	At least once a week	Every two weeks	Once a month	Once a term	Hardly ever	5+4
	5	4	3	2	1	5+4
<i>How often do you have each of the following:</i>						
Homework	91.5	4.1	0.2	0.2	3.9	96
Text book work	82.3	8.6	4.1	1.7	3.3	91
Reading	65.5	15.2	8.9	3.6	6.8	81
Copying from the blackboard	49.8	20.9	11.5	5.0	12.7	71
Map work	31.8	31.1	21.1	9.3	3.7	63
Research	26.6	31.2	26.1	10.1	6.0	58
Atlas work	28.2	26.8	24.2	12.7	8.1	55
Pictures & Diagrams	25.1	26.3	23.4	12.0	13.3	51
Reading aloud to class	22.5	18.6	10.9	13.1	34.9	41
Current events (News)	16.7	21.6	16.9	14.0	30.9	38
Colouring in	14.7	21.2	19.2	12.0	32.9	36
Graphs	15.5	20.9	16.7	12.4	34.5	36
Essays (a page of writing)	9.8	24.9	33.7	15.1	16.5	35
Social Studies projects	8.0	23.3	42.7	20.4	5.6	31
Tests	8.0	18.6	45.2	26.1	2.2	26
Problem solving	7.6	17.4	16.5	6.6	51.8	25
Tables	10.2	14.9	19.5	13.9	41.5	25
Video or T.V. programmes	4.1	18.1	27.5	20.3	30.0	22
Small group activities	4.3	15.3	17.2	15.8	47.4	20
Library	3.4	14.7	39.9	27.5	14.5	18
Films	2.2	13.8	23.5	25.4	35.1	16
Tracing	7.3	8.7	12.9	13.8	57.3	16
Computer activities	5.6	4.8	8.2	14.3	67.1	10
Newspaper activities	2.4	6.8	21.5	29.3	40.0	9
Whole class discussions	46.7	18.9	10.8	7.7	16.0	6
Role-plays	2.2	2.0	3.9	4.9	87.0	4
Guest speakers	1.0	2.2	2.9	10.4	83.5	3
Excursions	1.2	0.2	1.7	6.0	90.8	1

Due to rounding, row totals may not sum to 100%

Note: items have been ranked on the basis of the two most frequent categories (5+4)

The status of social studies and other school subjects

Students attitudes towards social studies and other school subjects

Students were asked to state their liking for 14 school subjects on a five point scale ranging from 'like a lot' (5) to 'dislike a lot' (1). Mean scores were calculated for student responses and subject areas were ranked in accordance to their mean score. Subjects are ordered from most liked to least liked. All lower secondary students completed academic (English, mathematics, science and social studies) and the compulsory subjects of physical education and health education at the case study school. Elective subjects studied were chosen on the basis of student preference. Media studies was not offered at the school, and consequently students were instructed not to respond to this item in the questionnaire. The results for media studies are provided however, they are not discussed. Students were also instructed not to respond to school subjects they did not study. The data clearly shows that students were positive about social studies however, the learning area was perceived as one of the least favoured subject areas.

All

Of the 14 school subjects examined, overall social studies ranked eleventh, ahead of English, media studies and music education. The most liked subjects were physical education and art. Physical education and art, along with design and technology and photography were rated positively by students, with all means above 4.00 (see Table 4.23). Elective subjects such as home economics, computing and drama also rated positively by students, ranking as three of the seven most liked school subjects. Of the academic subjects, science ranked the highest in eighth position with a moderately positive mean of 3.55. Mathematics (mean 3.30) followed in ninth position while English ranked the lowest of the

academic subjects in twelfth position. The data shows that students were most positive towards those subjects which focus on performance, rather than written type assessments.

Table 4.23: Overall student attitudes towards social studies and other school subjects

Rank	Subject	Mean	SD
1	Physical Education	4.24	1.07
2	Art	4.11	1.12
3	Design & Technology	4.00	1.19
4	Photography	4.00	1.14
5	Home Economics	3.88	1.20
6	Computing	3.73	1.25
7	Drama	3.73	1.33
8	Science	3.55	1.15
9	Maths	3.30	1.27
10	Health	3.27	1.20
11	Social Studies	3.21	1.20
12	English	3.15	1.23
13	Media Studies	3.11	1.16
14	Music	2.79	1.46

Scale: 5 = Like a lot, 3 = Not sure, 1 = Dislike a lot
SD = Standard deviation

Gender Differences

A comparison of male and female attitudes towards social studies and other school subjects was interesting. Females ranked social studies a low twelfth, with a mean of 3.24. On the other hand, male students ranked social studies higher in eleventh position but, they were not as positive towards social studies (with a mean of 3.17). However, no significant differences were found between male and female student attitudes towards social studies.

Females student attitudes were most favourable towards art and home economics. Males favoured physical education and design and technology out of the school subjects. When comparing female and male attitudes towards school subject areas,

significant differences (at the 0.01/0.001 levels) were found in students' liking for home economics, art and design and technology (see Appendix F).

Table 4.24: Female and male student attitudes towards social studies and other school subjects

Females (n = 208)			Males (n = 213)		
Subject	Mean	SD	Subject	Mean	SD
Art	4.32	1.01	Physical Education	4.31	1.11
Home Economics	4.24	0.97	Design & Technology	4.20	1.08
Photography	4.23	1.02	Art	3.87	1.18
Physical Education	4.17	1.03	Computing	3.83	1.32
Drama	3.88	1.28	Photography	3.80	1.21
Design & Technology	3.73	1.27	Science	3.64	1.13
Computing	3.63	1.16	Drama	3.58	1.37
Science	3.45	1.16	Home Economics	3.53	1.30
Health	3.35	1.11	Maths	3.46	1.24
Media Studies	3.35	1.06	Health	3.20	1.28
English	3.31	1.17	Social studies	3.17	1.27
Social studies	3.25	1.14	English	2.99	1.27
Maths	3.13	1.28	Media Studies	2.90	1.20
Music	3.06	1.37	Music	2.54	1.51

Scale: 5 = Like a lot, 3 = Not sure, 1 = Dislike a lot
SD = Standard Deviation

Females were more positive towards home economics (mean 4.24) when compared to males (mean 3.53). This was also the case for art. Males on the other hand, were significantly more positive towards design and technology than females (see Table 4.24). A possible reason for such a significant difference between the genders is that predominately design and technology has been considered a male orientated subject and home economics a female orientated subject area.

When comparing gender differences in attitudes towards academic subjects, both ranked science as the highest of the academic subjects, females in eighth and males in sixth position. Males were more positive towards the subject area with a mean of 3.64, while females scored a mean of 3.45. Females ranked English (mean

3.31) second highest of the academic subjects, while males were least favourable towards the subject area, scoring a low mean of 2.99. Males were more favourable towards mathematics than females, with mathematics ranking the lowest of the academic subjects for females.

Year level differences

Significant differences (at the 0.05, 0.01 and 0.001 levels) in student attitudes towards computing, social studies, health education and design and technology were found when responses were compared on the basis of year levels (see Appendix F and G).

Year 8

Year 8 students ranked social studies a low eleventh, with a mean of 3.46. The most liked subjects were physical education and design and technology. Students were moderately positive towards mathematics, ranking it the highest of the academic subjects. Science followed in tenth position, while English was the least favoured academic subject (see Table 4.25).

Year 9

The data showed that Year 9 students were barely positive (mean 3.09) towards social studies. It ranked in twelfth position, ahead of only English and music education. Clearly, the most liked subjects were physical education, photography and art where all subjects scored means well above 4.00 (see Table 4.26). Elective (or optional) subjects clearly dominated as the most liked subjects (art, home economics, drama, design and technology and computing). Year 9 students were most positive towards science, with a mean of 3.70, however were barely positive towards the other academic subject areas. Mathematics and English ranked low with means below 3.10.

Table 4.25: Year 8 student attitudes towards social studies and other school subjects

Rank	Subject	Mean	SD
1	Physical Education	4.28	0.96
2	Design & Technology	4.24	1.02
3	Art	4.12	0.99
4	Computing	4.01	1.11
5	Home Economics	3.98	1.04
6	Drama	3.73	1.12
7	Maths	3.68	1.21
8	Photography	3.63	1.10
9	Health	3.55	1.13
10	Science	3.52	1.16
11	Social Studies	3.46	1.13
12	Media Studies	3.42	0.81
13	English	3.37	1.20
14	Music	3.19	1.35

Scale: 5 = Like a lot, 3 = Not sure, 1= Dislike a lot
SD = Standard deviation

Year 10

Year 10 students were barely positive towards social studies. Ranking ahead of media studies, health and music, social studies was a low eleventh. The most liked subjects were art and physical education (see Table 4.27). Out of the academic subjects student attitudes were most favourable towards science, next most favoured subject was English (this is most interesting as in other year levels English has rated the lowest of academic subjects) followed by mathematics, with a barely positive mean of 3.03 and least favoured was social studies.

Social studies ranked twelfth in Year 8 and 9 and eleventh in Year 10. Students liking towards social studies dropped from 3.46 in Year 8 to 3.00 in Year 10. An overall decline of 13.30% in students’ liking for the subject area was calculated.

Table 4.26: Year 9 student attitudes towards social studies and other school subjects

Rank	Subject	Mean	SD
1	Physical Education	4.33	0.97
2	Photography	4.17	1.10
3	Art	4.07	1.21
4	Home Economics	3.91	1.30
5	Drama	3.80	1.36
6	Design & Technology	3.78	1.25
7	Computing	3.74	1.21
8	Science	3.70	1.14
9	Health	3.35	1.16
10	Media Studies	3.18	1.26
11	Maths	3.09	1.28
12	Social Studies	3.09	1.21
13	English	2.94	1.21
14	Music	2.63	1.46

Scale: 5 = Like a lot, 3 = Not sure, 1 = Dislike a lot
SD = Standard deviation

Table 4.27: Year 10 student attitudes towards social studies and other school subjects

Rank	Subject	Mean	SD
1	Art	4.15	1.12
2	Physical Education	4.07	1.29
3	Photography	4.00	1.19
4	Design & Technology	3.95	1.28
5	Home Economics	3.74	1.23
6	Drama	3.63	1.47
7	Science	3.42	1.13
8	Computing	3.41	1.36
9	English	3.08	1.27
10	Maths	3.03	1.22
11	Social Studies	3.00	1.24
12	Media Studies	2.61	1.17
13	Health	2.47	1.13
14	Music	2.46	1.51

Scale: 5 = Like a lot, 3 = Not sure, 1 = Dislike a lot
SD = Standard deviation

Year Level and Gender Differences

Year 8 females

Of the academic subjects, Year 8 student attitudes were most favourable towards mathematics, next most favourable towards social studies (ranked ninth, with a mean of 3.46), then English and were least favourable towards science (see Table 4.28). This is a most interesting result, because when compared to overall and year level responses towards science, science consistently rated high amongst the academic subjects. Clearly the most liked subjects were physical education, art and home economics. The seven most like subjects were subjects that predominately involved active student participation and cooperative learning strategies.

Table 4.28: Year 8 female and male student attitudes towards social studies and other school subjects

Females			Males		
Subject	Mean	SD	Subject	Mean	SD
Physical Education	4.15	0.94	Design & Technology	4.41	0.79
Art	4.12	1.02	Physical Education	4.40	0.97
Home Economics	4.06	1.01	Computing	4.30	1.00
Design & Technology	4.00	1.25	Art	4.11	0.96
Drama	3.67	1.18	Home Economics	3.92	1.07
Photography	3.67	1.05	Maths	3.81	1.21
Computing	3.62	1.15	Drama	3.79	1.07
Maths	3.53	1.19	Health	3.68	1.09
Social Studies	3.46	1.02	Science	3.64	1.21
English	3.44	1.09	Photography	3.61	1.16
Media Studies	3.44	0.98	Social Studies	3.45	1.21
Health	3.40	1.16	Media Studies	3.41	0.67
Science	3.37	1.08	English	3.31	1.28
Music	3.13	1.14	Music	3.24	1.32

Scale: 5 = Like a lot, 3 = Not sure, 1 = Dislike a lot
SD = Standard deviation

Year 8 males

Of the academic subjects students were more positive towards mathematics (ranked in sixth position), next science and were least positive towards English.

The most liked subjects were design and technology (mean 4.41) and physical education, with a mean score of 4.40. As with females, music was the least liked subject for males, though males with a mean of 3.24 were more positive towards the subject area than females (mean 3.13).

When comparing Year 8 male and female student attitudes towards the school subjects, males were more positive towards most of the subject areas (design and technology, physical education, computing, maths, drama, health, science and music) than females (see Table 4.28).

Year 9 females

Of the 14 school subjects, social studies ranked eleventh most popular by students, ahead of English, music and mathematics. Females were most favourable towards the subjects of home economics and photography with both subjects scoring a mean of 4.38. Though students rated physical education positively (with a high mean of 4.33) it ranked as the fourth most favoured subject.

Science was the highest ranked (see Table 4.29) of the academic subjects with a mean of 3.70. English was the third most favoured academic subject with a barely positive mean of 3.09. The most interesting result was students liking for mathematics. When compared with Year 8 female students, liking towards mathematics had dropped into the negative area of the scale by Year 9, moving from 3.53 in Year 8 to 2.99.

Year 9 males

The data clearly shows Year 9 male student attitudes are negative towards social studies (see Table 4.29). Students were most positive towards the subject area of physical education, ranking it first.

Table 4.29: Year 9 female and male student attitudes towards social studies and other school subjects

Females			Males		
Subject	Mean	SD	Subject	Mean	SD
Home Economics	4.38	0.98	Physical Education	4.33	1.12
Photography	4.38	0.94	Photography	3.92	1.24
Art	4.36	1.07	Design & Technology	3.92	1.30
Physical Education	4.33	0.83	Science	3.69	1.08
Drama	3.91	1.30	Drama	3.66	1.43
Computing	3.82	1.07	Art	3.66	1.28
Science	3.70	1.20	Computing	3.64	1.37
Design & Technology	3.67	1.21	Health	3.25	1.23
Media Studies	3.47	1.08	Maths	3.20	1.24
Health	3.44	1.09	Home Economics	3.20	1.42
Social Studies	3.20	1.17	Social Studies	2.95	1.26
English	3.09	1.23	Media Studies	2.82	1.39
Music	3.08	1.38	English	2.77	1.17
Maths	2.99	1.32	Music	2.00	1.35

Scale: 5 = Like a lot, 3 = Not sure, 1 = Dislike a lot
SD = Standard deviation

Science was the most favoured of the academic subjects and next to design and technology (mean 3.92) it ranked fourth. Mathematics, with a low mean of 3.20 was the second most favoured of the academic subjects. English was the least favoured academic subject with a negative mean of 2.77.

Year 10 females

Social studies was ranked the tenth most popular subject by Year 10 female students. With a mean of 3.09 students were barely positive towards the social studies subject area. Art with a mean of 4.43 and showing the least variance (SD = 0.90) was the most liked subject, while photography, home economics and drama were subjects favoured by students, scoring means above 4.00 (see Table 4.30). English ranked the highest of the academic subjects with a moderately positive mean of 3.41. Next most favoured was science. Students were most

negative towards mathematics (mean of 2.81). The subjects of health and music education all scored negative mean scores.

Table 4.30: Year 10 female and male students attitudes towards social studies and other school subjects

Females			Males		
Subject	Mean	SD	Subject	Mean	SD
Art	4.43	0.90	Design & Technology	4.19	1.15
Photography	4.30	1.07	Physical Education	4.16	1.28
Home Economics	4.18	0.92	Art	3.86	1.25
Drama	4.03	1.33	Photography	3.79	1.23
Physical Education	3.98	1.30	Science	3.59	1.07
English	3.41	1.16	Computing	3.42	1.46
Computing	3.40	1.27	Home Economics	3.36	1.35
Design & Technology	3.25	1.39	Drama	3.28	1.50
Science	3.24	1.18	Maths	3.24	1.19
Social Studies	3.03	1.20	Social Studies	2.96	1.29
Health	2.91	0.95	English	2.75	1.29
Music	2.91	1.34	Media Studies	2.50	1.22
Media Studies	2.82	1.08	Health	2.19	1.15
Maths	2.81	1.22	Music	2.13	1.57

Scale: 5 = Like a lot, 3 = Not sure, 1 = Dislike a lot
SD = Standard deviation

Year 10 males

Students attitudes towards school subjects were most favourable towards the subject of design and technology and physical education. Science ranked fifth, with a mean of 3.59, was the most liked of the academic subjects. Mathematics the second most favoured subject ranked seventh ahead of social studies. Students liking for social studies (with a mean of 2.96) was not at all positive, as was the case for English, which ranked eleventh most popular. Students least favoured the subjects of health education (mean 2.19) and music (mean 2.13) which had negative mean scores. Overall Year 10 male students were not as positive towards social studies and other school subjects when compared to male and female students in Year 8 and 9 (see Table 4.30).

Rate of decline: social studies and other school subjects

Year Level Changes

The data shows a significant difference in student attitudes towards social studies and other school subjects (see Table 4.31). Students liking for social studies showed a significant decline of 13.30%, over the lower secondary years of schooling. From Years 8 to 9 students liking for the subject declined by 10.69%. This percentage decline was far greater from Year 8 to 9 than from Year 9 to 10, where students liking for the subject only declined by 2.91%. When social studies is compared to other school subjects, students liking for the other subjects across the lower secondary years of schooling showed an average decline of 9.6%, which was significantly lower than the percentage change in students liking for social studies (see Figure 4.2). The magnitude of the deterioration of student attitudes towards social studies over the lower secondary years of schooling was greater for male students than for females (see Figure 4.5).

The status of photography and art was interesting. They were the only two subjects to improve its rating across year levels. Students liking for art improved by 0.73% and 10.20% for photography from Years 8 to 10.

The decline of the academic subjects science and English was relatively small and steady from Years 8 to 10, ranging from a 2% to 9% decline (see Table 4.31). For both subjects, mean scores improved from Years 8 to 9 and declined in Year 10. Science improved by 0.18 in Year 9, however declined by 0.28 to 3.42 in Year 10. Decline in attitudes towards science from Year 9 to 10 (7.57%) was greater than the overall decline of 2.84%.

Students liking for drama, physical education, design and technology and home economics declined steadily across the lower secondary years of schooling, ranging

from a 2% to 7% decline. Like for science, students' liking for drama and physical education improved from Year 8 to 9, however, declined by Year 10.

Table 4.31: Year level changes in attitudes towards social studies and other school subjects

SUBJECT	YEAR 8	YEAR 9	YEAR 10	%CHANGE
Photography	3.63	4.17	4.00	10.20
Art	4.12	4.07	4.15	0.73
Drama	3.73	3.80	3.63	-2.68
SCIENCE	3.52	3.70	3.42	-2.84
Physical Education	4.28	4.33	4.07	-4.90
Home Economics	3.98	3.91	3.74	-6.03
Design & Technology	4.24	3.78	3.95	-6.84
ENGLISH	3.37	2.94	3.08	-8.60
SOCIAL STUDIES	3.46	3.09	3.00	-13.30
Computing	4.01	3.74	3.41	-14.96
MATHS	3.68	3.09	3.03	-17.66
Music	3.19	2.63	2.46	-22.88
Media Studies	3.42	3.18	2.61	-23.68
Health	3.55	3.35	2.47	-30.42
OVERALL	3.75	3.59	3.39	-9.60

For drama the decline in student attitudes from Year 9 to 10 (4.47%) was marginally greater than the overall change in student attitudes towards the subject across the lower secondary years of schooling (2.68%). Students' liking for physical education declined the greatest from Years 9 to 10 when compared to the overall change in attitudes from Years 8 to 10. The rate of decline from Year 9 to 10 was 2% greater than the overall change of 4.10%. Students' liking for design and technology though highly positive from Years 8 to 10, declined significantly (at the 0.05 level) by 6.84%.

The subject areas of mathematics, music and health education showed the greatest decline in student attitudes from Year 8 to 10. Students were most negative towards music and health education in Year 10. Mathematics was the most drastic in decline amongst the academic subjects (see Figure 4.3), with an overall decline in liking for the subject of 17.66%.

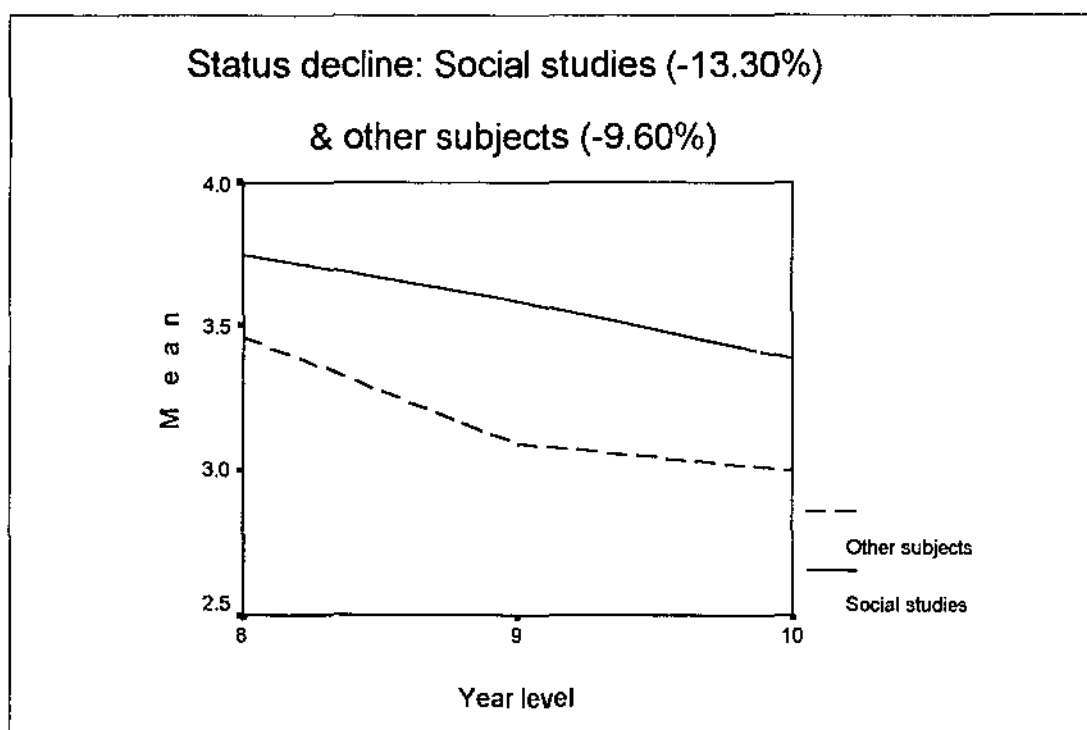


Figure 4.2: Year level decline - social studies & other subjects

Music also suffered a similar rate of decline as mathematics. Music rating moderately positive in Year 8 with a mean of 3.19, dropped significantly to a mean of 2.46 by Year 10, an overall drop of 22.88%. The status of health was the most negative. Across the year levels, student liking towards the subject declined significantly (at the 0.001 level) by 30.42%.

Female Year level changes

The data showed female students' liking for social studies declined by 12.43% across the lower secondary years of schooling (see Figure 4.4). From Years 8 to

9 a decline of 7.51% was evident however, changes in attitudes towards social studies from Years 9 to 10 decreased only by 5.31%.

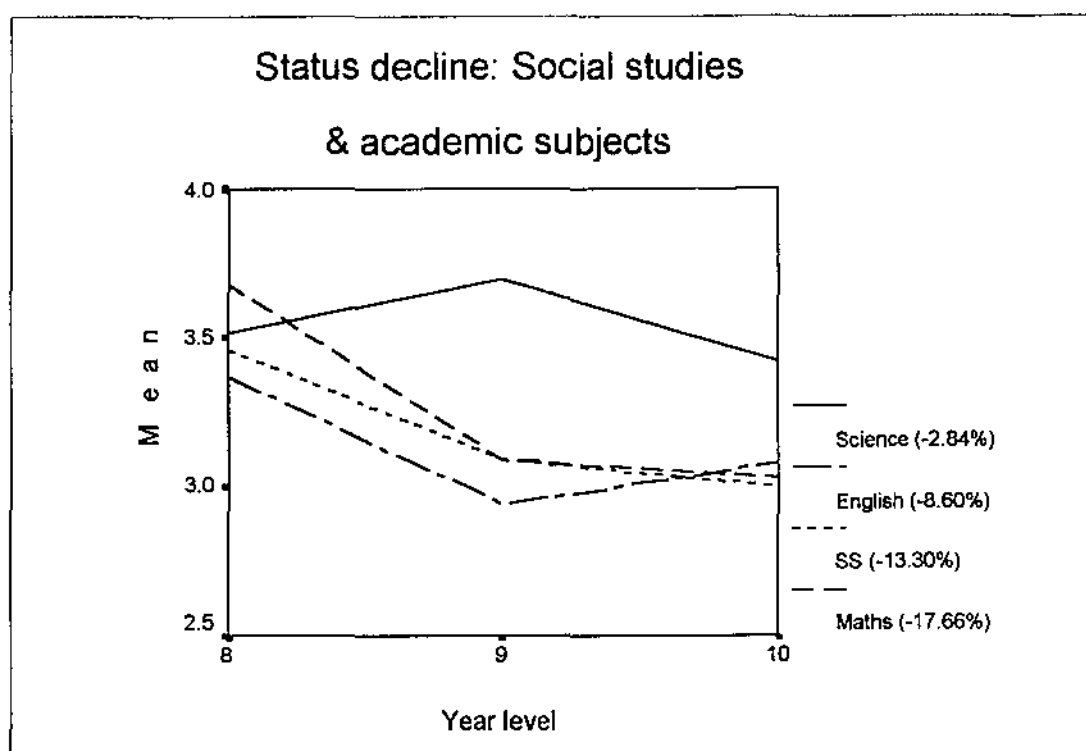


Figure 4.3: Year level decline - social studies & academic subjects

The change in attitude towards social studies over the lower secondary years of school was significantly greater than it was for other school subjects. Overall, the other subjects showed an average decline of 4.10%.

Of the elective subjects, photography, drama, art and home economics were the only subjects to improve ratings across the year levels (see Table 4.32). In the case of photography and home economics, female students were most favourable towards the subject area in Year 9. Liking for photography declined 1.84% by Year 10 and from Year 9 to 10 liking for home economics declined 4.57%.

The status of health, although it became negative (declining overall by 14.41%), the data showed students liking for the subject area improved in Year 9 by 1.18% however, drastically declined by 15.4% from Years 9 to 10. Student attitudes

towards physical education and computing, like health improved in Year 9 (ranging from 4% to 6%) however, declined in the final year of lower secondary (see Table 4.32).

Table 2.32: Female year level changes in attitudes towards social studies and other school subjects

SUBJECT	YEAR 8	YEAR 9	YEAR 10	%CHANGE
Photography	3.67	4.38	4.30	17.17
Drama	3.67	3.91	4.03	9.81
Art	4.12	4.36	4.43	7.52
Home Economics	4.06	4.38	4.18	2.96
ENGLISH	3.44	3.09	3.41	-0.87
SCIENCE	3.37	3.70	3.24	-1.78
Physical Education	4.15	4.33	3.98	-4.10
Computing	3.62	3.82	3.40	-6.08
Music	3.13	3.00	2.91	-7.03
SOCIAL STUDIES	3.46	3.20	3.03	-12.43
Health	3.40	3.44	2.91	-14.41
Media Studies	3.44	3.47	2.82	-18.02
Design & Technology	4.00	3.67	3.25	-18.75
MATHS	3.53	2.99	2.81	-20.40
OVERALL	3.66	3.73	3.51	-4.10

The status of science and English is interesting. From Years 8 to 10 for both subjects students liking declined by less than 2%. However, in the case for English students liking towards the subject decreased by 10.17% from Year 8 to 9, however, improved from Year 9 to 10 by 10.35%. Science saw the reverse situation. Liking for the subject area improved from Year 8 to 9 by 9.79% and declined by 12.43% from Year 9 to 10 (see Figure 4.4).

Students attitudes towards mathematics declined the greatest out of the academic subjects. Mathematics rated moderately in Year 8 with a mean of 3.53 but dropped

by 0.72 to 2.81 in Year 10, an overall drop of 20.4%. Overall Year 9 students were most positive towards school subjects with an overall mean of 3.73.

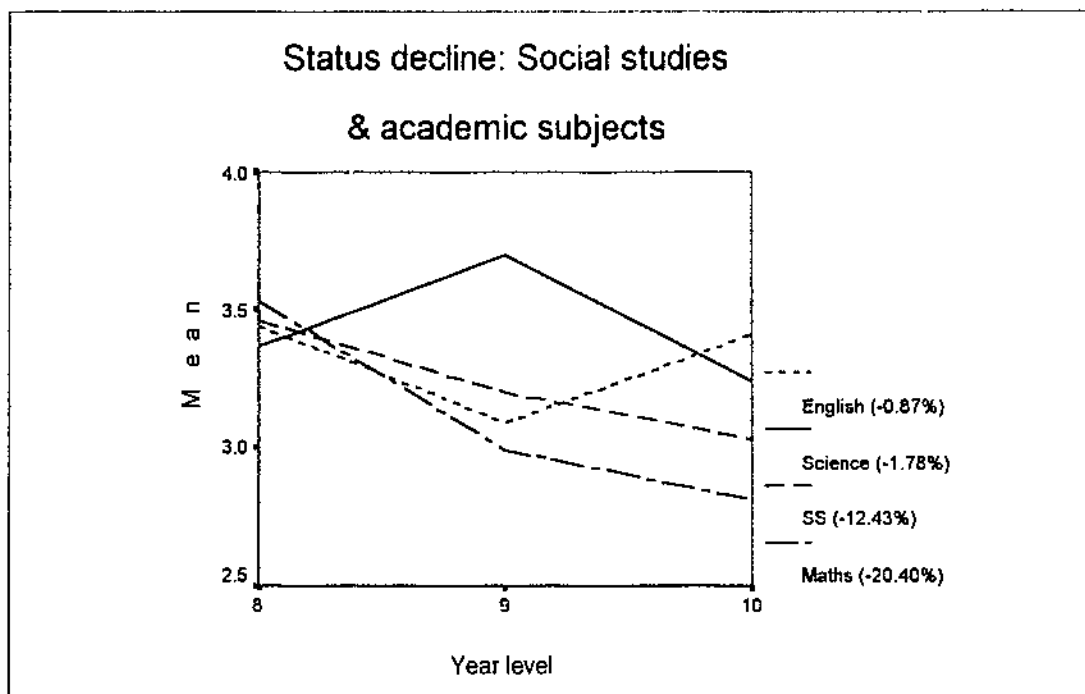


Figure 4.4: Female year level decline - social studies & academic subjects

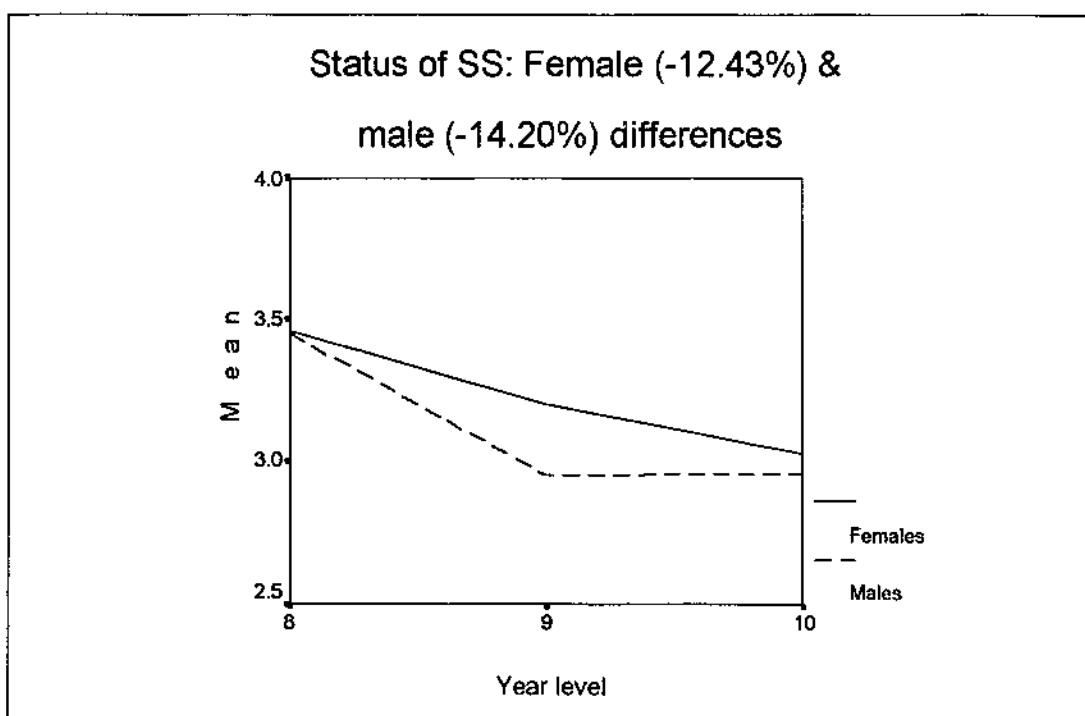


Figure 4.5: Female and male year level changes in attitudes towards social studies

Male Year Level Changes

Male students liking for social studies showed a 14.20% decline (see Figure 4.6) from Years 8 to 10. Social studies rated moderately in Year 8 with a mean of 3.45, however dropped to the negative end of the scale with an absolute decline of 0.5 to 2.95 in Year 9 (14.49% decline) and improved by 0.01 in Year 10. When liking for social studies was compared to other school subjects, liking for school subjects showed an average of 13.91% decline. Thus, the findings permit the conclusion that male student attitudes towards social studies and other school subjects became increasingly negative over the lower secondary years of schooling.

The status of Photography was unique. The only subject to improve its rating over Years 8 to 10, students liking for the subject increased by 9.97%. The decline in liking towards the subjects of physical education, drama, art, design and technology and science were relatively small and steady, ranging between 1% and 7%.

Mathematics and English were most negative out of the academic subjects. Mathematics with an overall decline of 14.96%, rated positive in Year 8 with a mean of 3.81 but dropped 0.57 by Year 10 to 3.24. English declined by 14.96% over the lower secondary years of schooling (see Table 4.33).

The status of health was the most negative of all the school subjects. Declining by 39.67%, the mean varied by 1.44 from Year 8 (mean 3.66) to Year 10 (mean 2.19). Male students were negative towards school subjects (13.91%) when compared with females (4.10%).

Table 4.33: Male year level changes in attitudes towards social studies and other school subjects

SUBJECT	YEAR 8	YEAR 9	YEAR 10	%CHANGE
Photography	3.61	3.92	3.97	9.97
SCIENCE	3.64	3.69	3.59	-1.37
Design & Technology	4.41	3.92	4.19	-4.99
Physical Education	4.40	4.33	4.16	-5.45
Art	4.11	3.66	3.86	-6.08
Drama	3.79	3.66	3.28	-13.46
SOCIAL STUDIES	3.45	2.95	2.96	-14.20
Home Economics	3.92	3.20	3.36	-14.28
MATHS	3.81	3.20	3.24	-14.96
ENGLISH	3.31	2.77	2.75	-16.92
Computing	4.30	3.64	3.42	-20.46
Media Studies	3.41	2.82	2.50	-26.69
Music	3.24	2.00	2.13	-34.26
Health	3.63	3.25	2.19	-39.67
OVERALL	3.81	3.39	3.28	-13.91

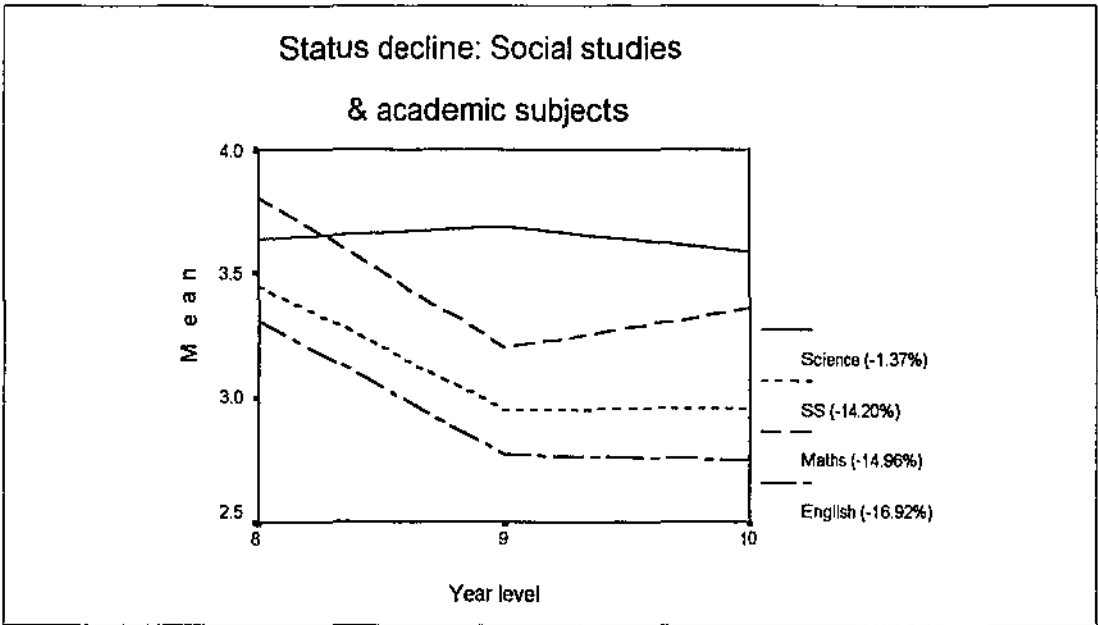


Figure 2.6: Male year level decline - social studies and academic subjects

Students’ liking for social studies

Students were asked to state how much they liked social studies (item 94). Responding on a five point scale student responses ranged from ‘Social studies is my favourite subject’ (1), ‘Social studies is okay’ (3) to ‘I don’t like anything about social studies at all’ (5).

All

Overall, 56% of lower school students agreed with the statement ‘Social studies is okay.’ Twenty one percent of students were most favourable towards the subject area, while 23% stated that they did not like social studies. The overall mean score was 3.09.

Gender differences

Almost no variation in student attitudes towards social studies was evident when comparing gender differences. Male and female students both strongly agreed with the statement ‘Social studies is okay’. Female student liking for social studies was greater by 0.1 (with a mean of 3.08), when compared to males (see Table 4.34).

Table 4.34: Gender differences - Students’ liking for social studies

Gender	Mean	SD
Female	3.08	0.79
Male	3.09	1.01
Total	3.09	3.08

Year level differences

Year 8

A comparison of year level responses to item 94, found a significant difference in student attitudes at the 0.001 level and results are reported in Tables 4.35 and 4.36. Year 8 students were most favourable towards the social studies subject area. With a positive mean of 2.87, 54% of students indicated they agreed with the statement ‘Social studies is okay’. Forty five percent of students responded that they ‘liked social studies’ or that ‘Social studies was their favourite subject’, while 18% stated they ‘did not like social studies.’

Year 9

Year 9 student attitudes were positive towards social studies. Scoring a lower mean of 3.26, than the other years, 59% of students in Year 9 responded to the statement ‘Social studies is okay’. Fifteen percent of students indicated social studies was their favourite subject, while 26% of students agreed they did not like social studies. Year 9 students were not as positive towards social studies when compared to Year 8 student attitudes.

Table 2.35: Students’ liking for social studies

Percentages of total students					
Views of social studies	Year 8	Year 9	Year 10	Females	Male
Social studies is my favorite subject	6.4	0.8	2.6	1.5	5.4
I like social studies a lot	22.4	13.5	13.9	14.5	19.6
Social studies is OK	53.8	58.6	56.5	66.0	46.6
I do not like social studies	12.8	13.5	15.7	10.0	17.6
I don't like anything about social studies	4.5	13.5	11.3	8.0	10.8

Due to rounding scores may not equal to 100%

Year 10

Year 10 students were more favourable towards social studies than students in Year 9. Sixty five out of 116 student responses agreed that social studies was okay. Seventeen percent of students indicated that they liked social studies, while 27% did not.

Table 2.36: Year level differences - Students' liking for social studies

Year	Mean	SD
8	2.87	0.88
9	3.26	0.88
10	3.19	0.91
Total	3.09	0.9

Gender and year level differences

When comparing genders in Years 8, 9 and 10 the results indicated that females were more positive towards the subject area across the year levels, except in Year 8. The results are reported in Table 4.37.

Year 8 females and males

Year 8 male students were most favourable towards social studies when compared with female students. The results showed that male students agreed with the statement 'I like social studies a lot', scoring a mean of 2.82. Females on the other hand, even though they agreed with the same statement, were not as positive towards social studies with a mean of 3.92.

Year 9 females and males

Year 9 students agreed with the statement 'Social studies is okay'. Both genders scored means well above 3.00 (see Table 4.37) however, the data shows that females were more positive towards social studies than males. No significant differences were found between male and female responses to item 94. An interesting result of the data was that both male and female students were least favourable towards social studies when compared with males and females from other years.

Year 10 females and males

A comparison of Year 10 male and female student responses was interesting. Both males and females indicated that 'Social studies was okay' however, female students showed to be more favourable towards the subject area than males (see Table 4.37).

Table 4.37: Gender and year level differences - Students' liking for social studies

Year	Female	Male	Total
8	2.92	2.82	2.87
9	3.21	3.31	3.26
10	3.14	3.25	3.19
Total	3.08	3.09	3.09

Male students liking for the subject area declined greater than female students over the lower secondary years of schooling, with an overall drop of 13.23%. From Year 8 to 9 male students' liking for the subject declined by 14.80% and liking for the subject area improved from Year 9 to 10 by 1.85%.

Overall the data showed that female students across the lower secondary years of schooling indicated that they were most favourable towards social studies. Female students liking for social studies showed a 7% decline from Year 8 to 10. Social studies rated positively in Year 8 with a mean of 2.92 but dropped by 0.29 in Year 9 to 3.21, a 9.03% decline. The data showed that female students' liking for social studies improved from Year 9 to 10 by 2.23%.

Students' liking for their social studies teacher

Item 49 (stand-alone item) asked students to state their liking for their social studies teacher. Responses ranged from 'strongly agree' (5) to 'strongly disagree' (1). Results for the item will be presented by discussing the overall responses, then gender and year level differences follow.

All

Overall, lower secondary student attitudes towards their social studies teacher was moderate. Approximately 54% of students agreed that they liked their social studies teacher, 21% were undecided and 25% of lower secondary students did not like their social studies teacher. The overall mean score for the item was 3.38.

Gender differences

There was no significant difference in responses for item 49 when comparing student genders. Female students however were more positive towards the statement 'I like my social studies teacher' when compared with male students. Females scored an overall mean of 3.50, greater by 0.23 than the mean for male students (see Table 4.38).

Table 4.38: Gender differences - Students’ liking for their social studies teacher

Gender	Mean	SD
Female	3.50	1.25
Male	3.27	1.31
Total	3.38	1.29

Year level differences

Year 8

Year level responses to item 49 are reported in Table 4.39. With an overall positive mean of 3.84, approximately 68% of Year 8 students agreed with the statement ‘I like my social studies teacher’, 20% of students indicated that they were unsure, while 12% suggested they did not like their social studies teacher.

Year 9

Year 9 students were moderate in their liking for their social studies teacher. Scoring a mean of 3.19, almost 49% of students like their teacher, 21% were undecided and 32% stated that they did not like their social studies teacher.

Year 10

Year 10 students did not like their social studies teacher. With an overall mean score of 2.97, approximately 36% of students disagreed with the statement, 40% were in agreement, while 24% of students indicated they were unsure.

Table 4.39: Year level differences - Students' liking for their social studies teacher

Year	Mean	SD
8	3.84	1.13
9	3.19	1.28
10	2.97	1.31
Total	3.38	1.29

Gender and year level differences

When comparing gender reponses in Years 8, 9 and 10, the results showed that female students were most positive towards the statement ‘I like my social studies teacher’ over the lower secondary years of schooling. The results are reported in Table 4.40.

Year 8 females and males

Both genders scored means well above 3.50 for this item, however, female students were more positive towards their teacher when compared with male students (see Table 4.40).

Table 4.40: Gender and year level differences - Students' liking for their social studies teacher

Year	Female	Male	Total
8	3.91	3.78	3.84
9	3.42	2.94	3.19
10	3.07	2.86	2.97
Total	3.5	3.27	3.38

Year 9 females and males

The results showed that for both genders, students liking for their social studies teacher declined in Year 9 (see Table 4.40). Female students with a mean of 3.42 were more positive towards the statement, while male students scored a negative mean score of 2.94.

Year 10 females and males

A comparison of Year 10 female and male responses to item 49 found female students (with a mean of 3.07) were marginally positive towards the statement. Males on the other hand stated that they did not like their social studies teacher, scoring a mean of 2.86.

Students' likes and dislikes

The open-ended questions, item 92 and 93 of the student questionnaire were designed to determine what students liked and disliked about social studies.

Likes

Aspects of social studies which were liked by the students were matters dealing with the teaching-learning practices undertaken in lessons, the topics learnt, their classroom teacher's instructional practices, the usefulness of the subject and student's perception of their own achievement in social studies.

Overall, 45% of students indicated that they enjoyed and preferred social studies activities which were more interactive and student centred inquiry tasks.

- *I like it when we go onto the Internet to look up things about space.*
- *I like it when we go to the library for social studies lessons.*
- *I like to do lots of map work and discussion in class.*
- *I like working in groups to make posters and watching films.*

- *I like group activities.*
- *I like the fact that we are allowed to work with other students in the class.*
- *I like doing group work and class discussions, I like watching film, T.V, programs and videos. I like drawing maps and colouring them in, labeling them and I like going to the library.*

Across the lower secondary year levels 15% of students commented that they liked social studies when they were engaged in group work and class discussions. Another 4.5% of students emphasised that they enjoyed and liked social studies when they discussed world and controversial issues during lessons.

- *I like it when we get to have class discussions.*
- *I like having discussions about your own opinion on a topic the teacher gives us.*
- *Discussing issues and getting the opinions of the others.*
- *I like having discussions about things happening in the world and watching videos.*

Thirty seven percent of students emphasised that they enjoyed learning about certain topics in social studies. Students were most favourable towards learning about world issues, the solar system, the earth's environment, studying Geography and History, learning about modern and ancient cultures and studying the wars of the 20th century.

- *I like learning about what has happened to the world and what is happening.*
- *I like topics on geography.*
- *I like that we know what is happening around the world.*
- *I like learning about the world, history and present day.*
- *Its just fun learning about the community and the world around us.*
- *I like learning about weather, the planets and I especially like learning stuff about the ancient world.*

- *Some of the things I like about social studies, is that we can learn about cultural things and the earth and the things in society. I really like history.*
- *I like learning about the wars of the 20th century.*
- *I like it when we learn about medieval times and history of other places.*

Written responses indicated that 6.6% of students liked their social studies classroom teacher. This supported the findings as recorded and discussed previously in the constructs. Student comments include:

- *What I like about social studies is that the teacher is kind and friendly.*
- *What I like about social studies is that if we have a problem she explains it carefully.*
- *What I like about social studies is the fact that our teacher tries to make it interesting.*
- *If you don't understand the topic the teacher explains it again.*

Results discussed previously in this chapter (Construct Three) indicate that students believed that social studies was an interesting and an important subject, that they expected to make use of. Almost 12% of students commented that they liked social studies because of its value and importance. Such comments reinforced the studies findings and examples of these include:

- *It is fun and interesting and you learn from what you do in class and helps you in other areas like homework.*
- *I like it how we can learn more about the world we live in. We can use various resources to help us get a better understanding of the past, present and future.*
- *I want to be a lawyer, so social studies can help me with this job in the future.*
- *I like social studies and I will need it for the job I am going to get when I am older.*

The study's findings suggest students' perception of their own ability in social studies (Construct Eight) and self concept was highly positive. Approximately 6% of students indicated that they liked social studies because it was easy to do well in the subject and achieve good grades.

- *I like social studies because it is not hard and it is interesting and fun and we talk about things.*
- *Social studies is easy to learn because it relates to current issues.*
- *It is easy you don't have to do as much work as mathematics to achieve the same mark. It is also more interesting than other subjects.*
- *I like social studies because it is very useful and that it is not really that hard and it is interesting.*
- *I like how I get good marks on all of my projects.*

As a group, 7.6% of students indicated that they liked social studies because it was an interesting and fun subject to learn, while another 8.6% of the respondents suggested that they liked nothing at all about the subject area.

Dislikes

Students generally perceived social studies to be a useful and important subject area, however, the case study findings show that social studies is one of the least liked subjects. Student response to the open ended question 'What do you dislike about social studies?' may provide insight into why student attitudes towards the learning area are not perceived to be positive.

Written responses reinforced that what students disliked about social studies were matters to do with the teaching-learning practices undertaken, the repetition and the lack of interesting and relevant topics learnt, the classroom learning environment and teacher practice, management and organization during social studies lessons. Writing and reading activities such as 'copying off the board,'

tests, essays, worksheets, working from textbooks and workbooks (students referred to this as their green, blue and red books - which is a compilation of worksheets for a unit of study) were disliked by 48% of the respondents. Homework and reading were clearly the most disliked and most frequent practices undertaken during social studies lessons. Students comments included:

- *I hate doing worksheets, especially worksheets in our green books we have to do for homework.*
- *I disliked repeatedly reading the same thing over and over again.*
- *I dislike the amount of writing we have to do.*
- *I think what I dislike the most about social studies is all the note taking off the overhead projector.*
- *I dislike tests, essays, quizzes and I dislike reading from the textbook.*
- *I dislike that we get homework every night.*
- *I don't like the tests, they have too much in them and its hard to remember everything.*
- *I dislike social studies when we have to do common assessments.*
- *I dislike doing graphs, essays and table work.*
- *What I don't like about social studies is taking down notes almost every day.*
- *I hate copying off the board and doing work out of the book and boring stuff like that.*
- *I don't like the short amount of time we get to complete essays, projects and reports.*
- *I dislike doing dictation and writing answers in full sentences.*

Fifteen percent of students also indicated that they disliked social studies because they never engaged in activities that were fun and student centred.

- *I don't like social studies because it is not very interesting, the activities are boring and we don't get to go on excursions.*
- *I don't like that we don't watch T.V. or go on excursions.*

- *I don't like social studies because we don't have class discussions.*
- *I don't like social studies because the activities we do are always the same and boring.*

Forty eight percent of the respondents suggested that they disliked social studies when they learnt about the same topics in previous year levels. Students found social studies lessons to become boring and irrelevant to them.

- *I don't like learning about a theme more than once because I like to accept a new challenge, plus it gets very boring when we hear the same old stuff.*
- *Sometimes we go on too much about one topic and it gets very boring.*
- *It gets boring and repetitive sometimes, but that's because of the course and not the teachers.*

Students placed emphasis on the classroom learning environment they experienced as an aspect of why they did not like social studies. Of concern was that 8% percent of respondents suggested that during social studies some students were noisy and wasted time, and that their teacher could not control the class. Student descriptions included:

- *I don't like the way people talk and distract you.*
- *I dislike social studies when everyone is calling out and then it gets too noisy to work and think.*
- *I don't like how mostly everybody wastes time.*
- *I dislike the noise and disorganisation of my social studies class.*
- *Most students are very badly behaved and don't listen to the teacher, they just want to talk.*
- *I hate how everybody mucks around and doesn't listen to the teacher.*
- *I hate seeing my social studies teacher in stress.*
- *I don't like how everybody, especially the boys, are really noisy and don't do their work.*

- *I don't like the boys in my class.*
- *I don't like how so many people talk, and nobody does anything about it. I think if it goes on like that we will never be able to learn the things that are really important in our daily lives.*

Teacher explanation and instruction practices were frequently mentioned by students as an aspect of social studies lessons they disliked. Two percent of students suggested that their teachers set learning tasks and provided notes to be copied, however, their teachers did not explain the notes copied or provide any assistance as to how they were to complete the task. Student responses included:

- *I am opposed to the fact that our teacher sets work and doesn't bother to explain what we are to do*
- *I don't like that the teacher does not explain anything properly.*
- *I don't like the teacher who teaches me in social studies. She just makes us take notes from the blackboard and doesn't explain very well. She doesn't tell us or make things interesting about a topic. That is why the class never listens to her and gets bad grades.*
- *Our teacher talks too much in class and never explains anything really well.*

An examination of student responses reinforces the survey results already discussed in this chapter. Clearly, students regard social studies as important but dislike the learning area in terms of the delivery of the subject (especially the frequent use of teacher-centred learning activities in lessons), its content and the classroom learning environment.

Summary

Research data was analysed using the statistical software package SPSS and results pertaining to each section of the student questionnaire SSATSS were reported and

discussed in this chapter. A summary of these results are provided in the following.

Key issues

As a whole group, students:

- liked school and were positive towards most subjects learnt;
- were moderately positive towards social studies;
- indicated that social studies was an important subject that would help them with an understanding of the world around them;
- perceived their teachers valued social studies;
- did not think social studies would help them gain future employment;
- perceived their social studies teacher to be fair and liked most students;
- did not look forward to future social studies lessons;
- indicated that many students wasted time during social studies lessons;
- suggested their teacher clearly explained work to be completed however, were unsure whether social studies lessons were well organised;
- agreed social studies was not too hard for them;
- were not convinced that during social studies lessons there was lots of work to do when set work tasks were completed; and
- indicated a strong parental support for social studies.

Activities in social studies

The most frequent learning activities undertaken in social studies were predominately teacher centred. The five most frequent were:

- homework;
- textbook work;
- reading;
- copying off the blackboard; and
- map work.

The less frequent learning activities undertaken in social studies were those student centred inquiry based approaches such as:

- problem solving;
- small group activities;
- newspapers;
- whole class discussions;
- role-plays;
- guest speakers; and
- excursions.

Status of social studies and other school subjects

From a list of 14 school subjects, students were asked to respond to the question: 'How much do you like your school subject?'. Responses ranged from 'like a lot' (1) to 'dislike a lot' (5). Findings included:

- Of the 14 school subjects social studies ranked eleventh most popular by students ahead of English, media studies and music.
- Most liked subjects overall, were physical education, design and technology and photography.
- Significant differences in student attitudes towards maths, health education, media studies and design and technology were found when responses were compared on the basis of year levels.
- Results indicated the younger the student, the more positive was their attitude towards social studies.
- A comparison of female and male attitudes towards the subject areas found significant differences in students liking for health education, art and design and technology.
- Female students across the lower secondary years of schooling were more positive towards and liked most school subjects.

Students' liking for social studies

Students were asked to state how much they liked social studies. The results indicate:

- Overall, 56% of students indicated 'social studies is okay', 21% stated that they 'liked social studies' and 23% stated that they 'didn't like social studies'.
- Year 8 students were most favourable towards social studies when compared with other year levels.
- Almost no variation existed in student responses to social studies, when comparing gender differences.

Students' liking for their social studies teacher

Students were asked to state how much they liked their social studies teachers. The results show:

- Overall, approximately 54% of students agreed that they liked their social studies teacher, 25% did not like their teacher and 2% of students were undecided.
- There were no significant differences in attitudes towards the statement based on student gender, however, female students indicated they were more favourable towards the statement 'I like my social studies teacher'.
- Year 8 students were most favourable towards their social studies teacher when compared with other year levels. Year 10 students indicated they did not like their social studies teacher.

Students' likes and dislikes

The open-end section of the questionnaire asked students to state their likes and dislikes about social studies. Results included:

- 45% of students indicated they enjoyed and preferred social studies activities which were more interactive and student centred.

- 15% of students liked social studies when they were engaged in group work and class discussions.
- 37% of students enjoyed learning about certain topics in social studies.
- 6.6% of students indicated that they liked their social studies teacher.
- 12% of students indicated they liked social studies because they thought it was an important subject.
- 6% of students liked social studies because they did well in the subject.
- 7.6% of students indicated they liked social studies because it was fun and interesting.
- 8.6% of students liked nothing about social studies.
- 48% of students indicated they disliked the learning activities undertaken in social studies lessons and the repetition of content taught.
- 8% of students disliked social studies because many students in class were noisy and wasted time.

In the following chapter, a discussion of the results of each research question is provided and limitations and the implications of this case study are provided.

Chapter Five

Discussion and Conclusion

Introduction

Chapter five provides a discussion of results for each research question and the limitations of the case study. It concludes by describing how the findings from this case study may have implications for classroom practices and future research.

Discussion of results for each research question

Research conducted to identify student attitudes towards social studies in the last three decades, both in Australia and the United States, have found two major concerns in the area of social studies education. The research findings at the primary (elementary) and secondary (high) school levels found that the status of social studies when compared to other school subjects was considerably low and that student attitudes became consistently negative towards social studies as they progressed through the years of schooling.

The purpose of this case study was to identify the attitudes of Year 8, 9 and 10 students towards the social studies learning area and the factors that influence these attitudes at one Catholic secondary school in the Perth metropolitan area. The reason for this study was to investigate whether the decline in support for social studies found in primary school continued in the lower secondary years of schooling at the selected Catholic school.

The respondent group was derived from the lower secondary years at the selected Catholic school. All lower secondary students present on the day of the survey

and who were willing to participate were included in the study. The modified attitude scale instrument *SSATSS* was used to elicit student attitudes towards social studies. Two questions guided the case study.

1. *What are the attitudes of Year 8, 9 and 10 Catholic school students towards the social studies learning area?*
2. *What factors influence the attitudes of Year 8, 9 and 10 Catholic school students towards the social studies learning area?*

A discussion of results for each research question is provided in this chapter.

1. **What are the attitudes of Year 8, 9 and 10 Catholic school students towards the social studies learning area?**

The results of this case study are supportive of the findings of some of the research studies cited earlier in the literature review. Consistent with the findings of Haladyna and Thomas (1979) student attitudes towards school were moderately positive however, students liking for school became increasingly negative as they progressed through the lower secondary years. Students indicated that they were happy to go to their school, but their 'liking for school' was not as positive. An unanticipated result of the study was that students did not believe they had good rules at the school. Students however gave no explanation for these responses.

The major findings of this study suggested that student attitudes towards social studies were positive. Furthermore, consistent with the findings of Moroz (1996b), the decline in support for social studies found in primary school levels, did in fact continue in the lower secondary years of the case study Catholic school. The magnitude of the deterioration in attitudes towards social studies was of significant concern. Students liking for social studies declined by 13.30% from

Years 8 to 10 compared to an overall decline of 9.60% for the other 13 school subjects.

Of the 14 school subjects, overall social studies was the eleventh most liked subject. Physical education, art, design and technology and photography were clearly the most liked subject areas. The results show that students prefer the more interactive and student-centred subject areas, contrary to predominately writing and reading based subjects. Significant differences in student attitudes towards mathematics, health education, computing and design and technology were evident when responses were compared on the basis of year levels. Of the academic subjects, science was most favoured, followed by mathematics and then social studies. Least favoured was English.

There were no significant differences in attitudes towards social studies based on student gender. Female students however, were more positive towards the subject area than male students. Significant differences were found between the genders for the subject areas of home economics, art and design and technology. For both genders the decline in student attitudes towards social studies across the school years, was greater than the overall decline in the liking for other school subjects. Overall, male students were more negative towards the school subjects when compared with female students attitudes.

Contrary to the findings of Fernandez, Masey and Dornbusch (1976) and Shug, Todd and Berry (1984) students reported that they believed social studies to be a useful and an important learning area to study. Students suggested that they expected to make use of what they learnt in social studies and that social studies would help them in an understanding of the world around them. Although students suggested that they valued the learning area, they did not value it in terms of it helping them gain future employment. Though students perceived social

studies to be important and found the things they learnt to be interesting, students clearly disliked the delivery of the subject, its repetitive content and learning activities undertaken in social studies. The findings show that the most frequent learning activities undertaken were homework, textbook work, reading, copying from the board and map work. These are all predominately teacher-centred activities.

Students indicated that they preferred learning activities which were interactive and inquiry based. Thus, it was not surprising that less than half of the total respondent group stated that they did not look forward to future social studies lessons. The study confirms the findings by Fouts (1990) Hutchen (1993) and Moroz (1996b) who assert that students prefer social studies lessons when they are involved in active cooperative learning and inquiry tasks. The recommendation, as provided by researchers cited earlier, is that if social studies educators adopt learning opportunities that are outcomes based approaches in their lessons, this may promote positive student attitudes towards social studies.

Students' perceptions of their teachers' attitude towards social studies and to students overall were positive. The results reinforced that students perceived their teachers were interested in, enjoyed and valued the learning area and social studies lessons. An unexpected result was that students did not feel that their teacher liked to display student social studies work and this could contribute to the declining attitudes of students towards social studies. The data indicates students perceived that their teacher was interested in student opinions, encouraged good work, liked most students and was fair. Yet, a high percentage of students indicated that they were unsure whether their social studies teacher attitudes towards students were positive. Overall more than fifty percent of the respondent group suggested that they liked their social studies teacher, however as the results indicated, as students progressed through the years of schooling, liking for their teacher became

increasingly negative. These findings suggest that teacher-student relationships need building.

As indicated earlier, the lack of student enthusiasm towards the learning area was evident when almost half of the respondent group suggested they did not look forward to social studies lessons. The findings show during social studies lessons many students waste time and as indicated by almost 10% of the respondent group in the open ended section, social studies lessons were too noisy. Even though students expressed that during lessons students worked well together, students essentially disliked (as reinforced by student comments in the open-ended section) social studies because of the classroom environment they experienced. Results of the data analysis also indicate that the social studies lessons were not considered to be well organised however, students felt that the teacher was able to control the class. Thus, the findings permit the conclusion that student experience and perception of social studies are influenced by the classroom learning environment.

The pattern of responses for student perception of their own achievement in social studies was positive. Overall, students expressed that they were able to achieve success, and that social studies work was not difficult to complete. Students also indicated strong parental support for social studies, suggesting parents supported and encouraged them to do well in social studies. Thus, it may be that students with a high perception of their own ability, may come from homes where there is a supportive educational environment. Further research could be conducted to determine if students with a greaster interest in social studies come from supportive educational backgrounds.

The results confirmed not only the poor status of social studies at the selected Catholic school, but revealed that the significant changes in attitudes towards social studies was a function of student year level and gender.

2. What factors influence the attitudes of Year 8, 9 and 10 Catholic school students towards the social studies learning area?

The study sought not only to identify student attitudes towards social studies, but to also determine the factors contributing to these attitudes. Analysis of the research data shows that student variables play an important role in the formation of student attitudes towards the subject area. Within this study particular emphasis was placed on the variables of student age and gender, to determine whether or not these factors played a key role in shaping student attitudes. Emphasis was also placed on whether pre-existing tendencies such as students' perception of their own ability; usefulness of the subject matter; teacher attitudes to social studies and students; aspects of the classroom learning environment and parental support for the subject area were factors that influenced student attitudes.

Perhaps the most important factors are student gender and age. As previously indicated, student attitudes became significantly more negative as students progressed through the schooling years. While social studies when compared with other school subjects was considerably low for male and female students, male students were more negative towards social studies over the lower secondary years. Thus, these findings are consistent with findings concluded by Shaughnessy, Haladyna and Redsun (1982), Curry and Hughes (1965), McTeer, Blanton and Lee (1974) and Moroz (1996b), that is, student gender and year level are a determinant of student attitudes towards social studies.

Due to the limited size and scope of the case study research, teacher and learning environment variables were not investigated to determine if they influence student attitudes. The study did however, attempt to investigate whether students' perception of teacher and learning environment variables influenced attitudes towards social studies. The results showed students' lack of enthusiasm for and

towards the subject, perception of their achievement in social studies and the value of the subject matter, were clearly factors affecting student attitudes.

Though students valued the learning area, the lack of enthusiasm and motivation for the learning area was due to the fact that students disliked the delivery of the subject matter. Thus, it may be that as concluded by Moroz and Baker (1996), Hutchen (1993), Fouts (1989), and Hornstein (1990), teacher instructional style and practices used during social studies lessons are a determinant of student attitude. The reliance of predominately teacher centred learning activities (which focus only on the transfer of information) frequently undertaken during social studies lessons, found students' perception of the learning area to be 'uninteresting and boring'.

The study, consistent with the findings of Moroz (1996), found that students preferred social studies when learning activities they were involved in were more of a more interactive and cooperative learning mode. Thus, if the learning area at this case study school is to improve its status, changes to the teaching-learning experiences undertaken in social studies lessons (which could adopt cooperative and inquiry based approaches), may result in positive changes in student attitudes to social studies. Though students disliked their teacher's reliance on instructional practices during lessons, students' perception of the teacher's attitudes towards social studies and students were positive. The study also concluded that students' perception of the classroom learning environment may be an influence on students' attitudes towards the learning area.

Aspects of the classroom learning environment were perceived to be important factors that influenced student attitudes. Specifically, students indicated that they did not like social studies because many students wasted time and they perceived lessons were not well organised. As suggested by Haladyna and Shaughnessy (1982), Fouts (1989), Hornstein (1990) and Moroz and Baker (1996) and affirmed

by the findings in this case study, the classroom learning environment created by the teacher is an important determinant of student attitudes towards social studies.

Several conclusions are permitted by the results of the data analysed:

1. Overall the status of social studies is moderately positive, however, when compared with other school subjects, students liking for the subject area is considerably low.
2. Student attitudes towards social studies declined significantly as they progressed through the lower secondary years of schooling at the selected Catholic school.
3. Female students expressed a greater liking for and were more positive towards the social studies learning area when compared to male students.
4. Student variables such as student gender and age, students perception of: their own ability; parental support for social studies; the subject matter value and importance; teacher attitudes towards social studies and students and the classroom learning environment were considered as significant influences on student attitudes towards social studies.

Limitations of the study

A limitation of the case study research was that it was a convenience sample of one metropolitan Catholic school. The study was also limited to those students present on the day of the survey. For this study, fifty four students did not complete the survey due to absence from school. This high rate of absenteeism is attributed to the last week of school in term one. The total respondent group made up 88.6% of the total lower secondary population at the selected Catholic school. In addition, the survey was undertaken on one day in the final week of first term in the school

year. Therefore, the study is limited as students were reporting their perceptions about the social studies learning area based only on having completed nine weeks of schooling in 1999. It may also be that the Year 8 data was tainted by students remembering their primary school experiences of social studies. In addition, Year 8 student impressions of lower secondary social studies may have been dependent on the particular social science discipline chosen to study in term one.

Implications

Research into students' perceptions about education provides a valuable tool which teachers and school administrators can use in making decisions about educational practices in schools. Knowledge of students' perception about education in particular the social studies learning area, enables educators to obtain objective feedback about the learning environments that students experience.

The data from this case study confirms that students valued the social studies learning area in terms of its importance and usefulness. Students indicated that they expected to make use of what they learnt in social studies and that social studies would help them with an understanding of the world around them. However, students' liking for the learning area declined significantly over the lower secondary years of schooling. The reasons for the subject's low status, the magnitude of deterioration in student attitudes towards the learning area and why lower secondary students indicated that they did not look forward to social studies lessons are attributed the fact that students disliked the delivery of the subject matter, the repetition of and the lack of interesting and relevant content taught, learning activities undertaken in social studies lessons, the classroom learning environment and their teachers' style, practice, management and organisation of

social studies lessons. These findings have implications for teachers, schools and curriculum writers.

As suggested by researchers cited earlier, if the learning area is to improve its status, then significant changes to the teaching-learning experiences undertaken during social studies lessons and teachers' style and instruction (such as teacher explanation, praise and reinforcement, fairness to students and the display of student work in classrooms) need to occur. The shift from predominately teacher centred learning activities which seem to dominate social studies classrooms, to adopting diverse teaching strategies which are cooperative and inquiry based may result in positive changes in student attitudes towards the learning area and this in turn would impact on student achievement in social studies. Changes in the quality of teacher style and instruction may impact on student attitudes towards the learning area and also foster and build positive teacher-student relationships.

In addition, schools should gain feedback from students about their school system, classroom learning environments and learning areas when making curriculum decisions. Clearly, for the social studies learning area, consideration needs to be given to provide appropriate professional development for teachers who in spite of the student-centred social studies curricula that exists in our schools, continue to use predominately teacher centred instructional practices. The learning area also needs to be reconsidered by educators in terms of the content's relevance and interest to students and the resources and technologies used in social studies lessons.

At the time of this case study recent curriculum developments have seen the introduction of the *Curriculum Framework* (1998), which adopts an outcomes based approach to teaching, mandatory for all primary and secondary Government and non-Government schools in Western Australia. Developing and achieving a

balanced social studies curriculum under the new framework system is a challenge for all educators, however if teachers and curriculum co-ordinators are able to meet some of the needs of students (as indicated in this case study) by providing learning opportunities which are outcomes based in their approach, it may lead to an improvement in student attitudes towards the social studies learning area. This may also be the case for the other school subjects.

Though the findings confirm trends evident in prior research studies cited throughout this thesis, further research is recommended to confirm whether these findings can be generalised across the lower secondary years of Catholic schools in Western Australia. Thus, a larger study of randomly selected urban and rural Catholic secondary schools would enable conclusions to be generalised across the Catholic secondary school sector. Due to the limited size and scope of this case study, research into teacher and learning environment variables were not included. Further research studies could investigate teacher and learning environment variables and other exogenous and endogenous variables, to determine their impact on student attitudes towards the learning area. Other studies focusing on how parents and principals perceive the social studies learning area would also be helpful. Such studies would help elaborate and validate the findings of this case study and may provide new knowledge about the social studies learning area.

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APPENDIX A

Secondary Student Attitudes Towards Social Studies (SSATSS) Questionnaire

STUDENTS' ATTITUDE TOWARD SOCIAL STUDIES (Years 8 to 10)

DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.

ANSWER NUMBERS 1-3 BEFORE YOU START ON PART-A.

CIRCLE YOUR ANSWERS

1. GIRL (1)
BOY (2)
2. WHAT YEAR LEVEL ARE YOU IN ? (8) or (9) or (10)
3. MY SOCIAL STUDIES TEACHER IS - MALE (1) FEMALE (2)

PART-A

This questionnaire has statements about Social Studies and the attitudes of students. I would like to find out how you feel about Social Studies as a school subject. There are no "right" or "wrong" answers. Your opinion is what is wanted. Think about how well each statement describes what you think or feel.

Place a circle around:

- 5 if you **STRONGLY AGREE** with the statement.
- 4 if you **AGREE** with the statement.
- 3 if you **NEITHER AGREE OR DISAGREE** about the statement.
- 2 if you **DISAGREE** with the statement.
- 1 if you **STRONGLY DISAGREE** with the statement.

SAMPLE

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1 I LIKE WATCHING SOUTH PARK	5	4	3	2	1

If you strongly agree with this statement you would circle the 5.

BE SURE TO GIVE AN ANSWER FOR EVERY ITEM. IF YOU CHANGE YOUR MIND ABOUT AN ANSWER DON'T WORRY, JUST CROSS IT OUT AND CIRCLE ANOTHER NUMBER.

Please turn to the next page

PART A START HERE:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
4. I am not happy to come to this school.	5	4	3	2	1
5. I enjoy the activities we do in social studies.	5	4	3	2	1
6. What we do in social studies will help me understand more of the world around me.	5	4	3	2	1
7. My teacher is interested in social studies.	5	4	3	2	1
8. In social studies lessons the teacher is not interested in my opinion.	5	4	3	2	1
9. I look forward to my next social studies lesson.	5	4	3	2	1
10. In social studies lessons the teacher is able to control students.	5	4	3	2	1
11. I am not the type to do well in social studies.	5	4	3	2	1
12. My parents do not encourage me to do my social studies homework.	5	4	3	2	1
13. At school I find most subjects interesting.	5	4	3	2	1
14. I do not like social studies.	5	4	3	2	1
15. I expect to make use of what I learn in social studies.	5	4	3	2	1
16. My teacher does not enjoy social studies lessons.	5	4	3	2	1
17. In social studies lessons the teacher tells me when my work is good.	5	4	3	2	1
18. In social studies lessons the students work well together.	5	4	3	2	1
19. We have good materials to read and use in social studies.	5	4	3	2	1
20. I can do all the work in social studies.	5	4	3	2	1
21. My parents help me with my social studies homework if I need help.	5	4	3	2	1
22. I don't like school.	5	4	3	2	1
23. I like the topics we do in social studies.	5	4	3	2	1
24. If I do well in social studies it will help me get a job.	5	4	3	2	1
25. My teacher thinks that social studies is not important.	5	4	3	2	1
26. In social studies lessons the teacher likes most of the students.	5	4	3	2	1

Please turn to the next page

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
27. Social studies lessons are too noisy.	5	4	3	2	1
28. In social studies lessons the class is well organised.	5	4	3	2	1
29. Social studies is too hard for me.	5	4	3	2	1
30. My parents encourage me to do my best in social studies.	5	4	3	2	1
31. I like most of the teachers in this school.	5	4	3	2	1
32. In social studies I try to do as well as I can.	5	4	3	2	1
33. Doing social studies is not important.	5	4	3	2	1
34. In social studies my teacher often talks about world news.	5	4	3	2	1
35. In social studies lessons the teacher is unfair.	5	4	3	2	1
36. Many of the students waste time in social studies lessons.	5	4	3	2	1
37. In social studies lessons there is lots to do when I finish my work early.	5	4	3	2	1
38. It is easy for me to do my best in social studies.	5	4	3	2	1
39. My parents are not interested in the social studies work I do.	5	4	3	2	1
40. We have good rules in our school.	5	4	3	2	1
41. The things we learn in social studies are not interesting.	5	4	3	2	1
42. I don't learn much in social studies.	5	4	3	2	1
43. My teacher likes to display our social studies work.	5	4	3	2	1
44. In social studies lessons the teacher encourages me to do well.	5	4	3	2	1
45. In social studies I try to get a higher mark than my friends.	5	4	3	2	1
46. In social studies the teacher clearly explains what we have to do.	5	4	3	2	1
47. I am a successful student in social studies	5	4	3	2	1
48. My parents think that social studies is not an important school subject.	5	4	3	2	1
49. I like my social studies teacher.	5	4	3	2	1

Please turn to the next page

PART B

STOP! THE SCALES ARE DIFFERENT ON THIS PAGE. PLEASE CHECK THEM BEFORE YOU START.

<i>Think about your social studies lessons. How often do you have each of the following?</i>	At least once a week	Every two weeks	Once a month	Once a term	Hardly ever
50. Computer activities	5	4	3	2	1
51. Atlas work	5	4	3	2	1
52. Homework	5	4	3	2	1
53. Problem solving	5	4	3	2	1
54. Social studies projects	5	4	3	2	1
55. Copying from the blackboard	5	4	3	2	1
56. Library	5	4	3	2	1
57. Newspaper activities	5	4	3	2	1
58. Whole class discussions	5	4	3	2	1
59. Roleplays	5	4	3	2	1
60. Small group activities	5	4	3	2	1
61. Excursions	5	4	3	2	1
62. Guest speakers	5	4	3	2	1
63. Films	5	4	3	2	1
64. Video or T.V. Programmes	5	4	3	2	1
65. Text book work	5	4	3	2	1
66. Tests	5	4	3	2	1
67. Current Events (News)	5	4	3	2	1
68. Essays (a page of writing)	5	4	3	2	1
69. Pictures and diagrams	5	4	3	2	1
70. Colouring-in	5	4	3	2	1
71. Tracing	5	4	3	2	1
72. Reading	5	4	3	2	1
73. Research	5	4	3	2	1
74. Reading aloud to class	5	4	3	2	1
75. Graphs	5	4	3	2	1
76. Tables (not maths tables)	5	4	3	2	1
77. Map work	5	4	3	2	1
<i>HOW MUCH DO YOU LIKE YOUR SCHOOL SUBJECTS?</i>	Like A lot	Like	Not Sure	Dislike	Dislike A Lot
78. English	5	4	3	2	1
79. Maths	5	4	3	2	1
80. Science	5	4	3	2	1
81. Social Studies	5	4	3	2	1
82. Physical Education	5	4	3	2	1
83. Computing	5	4	3	2	1
84. Home Economics	5	4	3	2	1

Please turn to the next page

	Like A lot	Like	Not Sure	Dislike	Dislike A Lot
85. Drama	5	4	3	2	1
86. Media Studies	5	4	3	2	1
87. Art	5	4	3	2	1
88. Health	5	4	3	2	1
89. Design and Technology	5	4	3	2	1
90. Music	5	4	3	2	1
91. Photography	5	4	3	2	1

PART-C OPEN ENDED SECTION

92. What DO YOU LIKE about social studies?

93. What DON'T YOU LIKE about social studies?

94. How much do you like social studies? *Circle one only*

Social studies is my favourite subject

(1)

I like social studies a lot

(2)

Social studies is okay

(3)

I do not like social studies

(4)

I don't like anything about social studies at all

(5)

THAT'S ALL FOLKS! MANY THANKS FOR YOUR HELP.

APPENDIX B

Ethics Clearance and Letters



EDITH COWAN
UNIVERSITY

PERTH WESTERN AUSTRALIA
MOUNT LAWLEY CAMPUS

Higher Degrees Office

FACULTY OF COMMUNITY SERVICES,
EDUCATION AND SOCIAL SCIENCES

2 Bradford Street, Mount Lawley
Western Australia 6050
Telephone (+61 8) 9370 6565
Facsimile (+61 8) 9370 6032

14th January 1999

Dear Ekaterina

I am pleased to advise that your research proposal "***Lower secondary student attitudes towards society and environment learning area in a Catholic school***" has been approved by the School Postgraduate Studies Committee on the condition that you consider the points offered by the reviewers and the comments by Dr Wally Moroz. The Committee also granted ethics clearance.

This approval means that the Committee believes that you have developed the proposal to a stage where worthwhile research can be conducted on your topic. It does not mean that an examiner will be unable to find fault with your work.

Before submitting your thesis for examination, you must obtain confirmation from your supervisor that the format in which you intend to present your thesis is consistent with University requirements.

If you have not already received a copy of the booklet "Preparing a thesis or research project for Honours, Master and Doctoral awards [1998]" please contact Molly Schwegler on phone:

I wish you every success with your research.

Yours sincerely

Penny Prideaux
Executive Officer
Higher Degrees Committee

cc: Dr Wally Moroz
Personal file

EDITH COWAN UNIVERSITY

5 March 1999

Dear Parent/Guardian

I am an Edith Cowan University Student completing my Bachelor of Education (Honours). The principal has agreed to allow me to conduct my research study at your school. The study will focus on student's attitudes toward Society and Environment/Social Studies in Years 8, 9 & 10.

All Year 8, 9 & 10 students present on the day of the survey, will be asked to complete a questionnaire. This questionnaire will only take approximately 30 minutes to complete.

The study will provide your school with a data base of information about the learning area.

Anonymity of the school and the participants is guaranteed. Results of the study will be made available to the school and general findings will be published in a thesis.

I seek your cooperation in allowing your child to participate in this study.

Any questions concerning the project titled: *Lower Secondary Student Attitudes Toward the Society and Environment Learning Area in a Catholic School* can be directed to Katie Thiveos (Principal Investigator) on the above number or Dr. Wally Moroz at Edith Cowan University, Mt Lawley (University Supervisor).

Sincerely

KATIE THIVEOS

I (the parent/guardian) have read the information above and any questions I have asked have been answered to my satisfaction. I agree to allow my child to participate in this activity, realising I may withdraw at any time.

I agree that the research data gathered for this study may be published provided that my child is not identifiable.

Participant

____/____/____ Date

Parent/guardian

____/____/____ Date

5 March 1999

Dear Principal

I am an Edith Cowan University Student completing my Bachelor of Education (Honours) and I seek your assistance in undertaking a research study at your school. This research study will focus on student's attitudes toward Society and Environment / Social Studies in Years 8, 9 & 10.

My study will attempt to determine the status of the Society and Environment learning area and will also attempt to identify the factors that influence student's attitudes toward the learning area. All Year 8, 9 & 10 students present on the day of the survey, will be asked to complete a questionnaire. This questionnaire will only take approximately 30 minutes to complete.

The study will provide your school with a data base of information about the learning area.

Anonymity of the school and the participants is guaranteed. Results of the study will be made available to the school and general findings will be published in a thesis and possibly in a journal.

I seek your cooperation in allowing your school and students to participate in this study.

Any questions concerning the project titled: *Lower Secondary Students Attitudes Toward the Society and Environment Learning Area in a Catholic School* can be directed to Katie Thiveos (Principal Investigator) on the above number (home telephone) or Dr. Wally Moroz at Edith Cowan University, Mt Lawley (University Supervisor).

Thank you for your consideration.

Sincerely

KATIE THIVEOS

EDITH COWAN UNIVERSITY

APPENDIX C

Descriptive Statistics

Note: Item numbers in *SSATSS* appear with the prefix A, B and C in the tables of this Appendix.

A	Items 4 - 49
B	Items 50 - 91
C	Item 94

Descriptive Statistics: A4 - B91 & C94

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
A4	421	1	5	3.41	1.15	1.328
A5	420	1	5	3.04	1.01	1.010
A6	421	1	5	3.94	.87	.751
A7	417	1	5	4.16	.94	.892
A8	416	1	5	3.86	1.06	1.131
A9	421	1	5	2.66	1.10	1.212
A10	418	1	5	3.43	1.12	1.244
A11	417	1	5	3.45	1.15	1.315
A12	419	1	5	4.24	1.00	.999
A13	420	1	5	3.51	1.05	1.105
A14	419	1	5	3.24	1.20	1.445
A15	419	1	5	3.50	1.02	1.050
A16	420	1	5	3.81	1.02	1.033
A17	420	1	5	3.72	1.05	1.105
A18	419	1	5	3.46	.94	.890
A19	417	1	5	3.56	1.04	1.088
A20	416	1	5	3.63	1.01	1.019
A21	420	1	5	3.67	1.22	1.500
A22	419	1	5	3.23	1.30	1.700
A23	418	1	5	3.13	1.09	1.190
A24	417	1	5	3.09	1.13	1.271
A25	419	1	5	4.13	.99	.990
A26	418	1	5	3.57	1.08	1.161
A27	420	1	5	3.34	1.11	1.221
A28	417	1	5	3.15	.94	.893
A29	418	1	5	3.83	1.03	1.069
A30	418	1	5	4.06	1.00	.997
A31	420	1	5	3.28	1.15	1.334
A32	416	1	5	4.20	.85	.716
A33	419	1	5	3.66	1.12	1.264
A34	419	1	5	3.38	1.06	1.121
A35	416	1	5	3.68	1.10	1.220
A36	419	1	5	2.70	1.15	1.333
A37	420	1	5	3.05	1.10	1.218
A38	418	1	5	3.38	1.03	1.061
A39	418	1	5	4.12	.95	.895
A40	419	1	5	2.88	1.34	1.802
A41	419	1	5	3.28	1.21	1.455
A42	420	1	5	3.80	1.01	1.024
A43	419	1	5	3.17	1.13	1.278
A44	420	1	5	3.68	1.02	1.034
A45	421	1	5	3.47	1.21	1.469
A46	419	1	5	3.68	1.09	1.194
A47	419	1	5	3.37	1.04	1.087
A48	419	1	5	4.00	.99	.976
A49	421	1	5	3.38	1.29	1.655
B50	414	1	5	1.67	1.16	1.344

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
B51	418	1	5	3.54	1.25	1.558
B52	410	1	5	4.79	.81	.655
B53	407	1	5	2.22	1.42	2.021
B54	412	1	5	3.08	.99	.977
B55	416	1	5	3.90	1.40	1.956
B56	414	1	5	2.65	1.01	1.017
B57	410	1	5	2.02	1.05	1.109
B58	418	1	5	3.72	1.50	2.253
B59	408	1	5	1.27	.81	.662
B60	418	1	5	2.13	1.28	1.632
B61	414	1	5	1.15	.57	.321
B62	412	1	5	1.27	.71	.503
B63	413	1	5	2.23	1.13	1.287
B64	414	1	5	2.46	1.21	1.460
B65	418	1	5	4.65	.90	.814
B66	414	1	5	3.04	.92	.853
B67	408	1	5	2.79	1.49	2.219
B68	418	1	5	2.96	1.21	1.454
B69	415	1	5	3.38	1.33	1.777
B70	416	1	5	2.73	1.47	2.166
B71	412	1	5	1.95	1.31	1.708
B72	414	1	5	4.29	1.19	1.417
B73	417	1	5	3.62	1.15	1.331
B74	413	1	5	2.81	1.61	2.582
B75	412	1	5	2.71	1.50	2.252
B76	410	1	5	2.39	1.41	1.983
B77	418	1	5	3.72	1.20	1.430
B78	420	1	5	3.15	1.23	1.518
B79	420	1	5	3.30	1.27	1.614
B80	419	1	5	3.55	1.15	1.320
B81	416	1	5	3.21	1.20	1.446
B82	408	1	5	4.24	1.07	1.150
B83	305	1	5	3.73	1.25	1.552
B84	256	1	5	3.88	1.20	1.445
B85	236	1	5	3.73	1.33	1.762
B86	135	1	5	3.11	1.16	1.338
B87	241	1	5	4.11	1.12	1.247
B88	331	1	5	3.27	1.20	1.442
B89	240	1	5	4.00	1.19	1.406
B90	216	1	5	2.79	1.46	2.138
B91	186	1	5	4.00	1.14	1.308
C94	404	1	5	3.09	.90	.819
Valid N (listwise)	68					

Descriptive Statistics

GENDER		N	Minimum	Maximum	Mean	Std. Deviation	Variance
girl	A4	208	1	5	3.46	1.09	1.187
	A5	208	1	5	2.99	.97	.932
	A6	208	1	5	3.88	.82	.667
	A7	204	1	5	4.19	.94	.891
	A8	206	1	5	3.96	.98	.959
	A9	208	1	5	2.68	1.05	1.108
	A10	206	1	5	3.42	1.10	1.221
	A11	206	1	5	3.43	1.06	1.124
	A12	208	1	5	4.32	.92	.838
	A13	207	1	5	3.52	1.00	1.008
	A14	207	1	5	3.23	1.10	1.215
	A15	206	1	5	3.50	.96	.915
	A16	208	1	5	3.84	1.00	.994
	A17	208	1	5	3.77	1.01	1.026
	A18	207	1	5	3.48	.89	.785
	A19	206	1	5	3.56	.94	.892
	A20	205	1	5	3.52	.92	.839
	A21	208	1	5	3.68	1.17	1.379
	A22	207	1	5	3.18	1.24	1.536
	A23	208	1	5	3.03	1.03	1.052
	A24	207	1	5	3.06	1.01	1.026
	A25	206	1	5	4.17	.95	.906
	A26	207	1	5	3.65	1.00	1.005
	A27	207	1	5	3.27	1.09	1.179
	A28	206	1	5	3.12	.89	.786
	A29	208	1	5	3.78	.90	.818
	A30	208	1	5	4.01	1.01	1.014
	A31	208	1	5	3.27	1.08	1.174
	A32	206	1	5	4.22	.79	.630
	A33	206	1	5	3.64	1.09	1.187
	A34	208	1	5	3.34	1.02	1.036
	A35	206	1	5	3.77	.98	.967
	A36	206	1	5	2.64	1.10	1.218
	A37	208	1	5	2.93	.97	.946
	A38	205	1	5	3.33	.99	.978
	A39	208	1	5	4.14	.93	.865
	A40	208	1	5	2.92	1.27	1.612
	A41	207	1	5	3.23	1.10	1.215
	A42	208	1	5	3.80	.93	.864
	A43	208	1	5	3.20	1.07	1.145
	A44	208	1	5	3.64	.99	.974
	A45	208	1	5	3.29	1.19	1.404
	A46	208	1	5	3.63	1.09	1.180
	A47	208	1	5	3.35	.99	.983
	A48	208	1	5	4.06	.97	.934
	A49	208	1	5	3.50	1.25	1.575
	B50	207	1	5	1.54	1.01	1.017
	B51	207	1	5	3.50	1.29	1.669
	B52	202	1	5	4.80	.79	.620

Descriptive Statistics

GENDER		N	Minimum	Maximum	Mean	Std. Deviation	Variance
girl	B53	198	1	5	2.05	1.38	1.896
	B54	202	1	5	3.10	1.00	1.005
	B55	204	1	5	3.88	1.38	1.907
	B56	205	1	5	2.62	.99	.971
	B57	204	1	5	1.92	1.02	1.038
	B58	207	1	5	3.82	1.51	2.293
	B59	203	1	4	1.16	.54	.292
	B60	207	1	5	1.96	1.21	1.465
	B61	208	1	4	1.08	.35	.120
	B62	204	1	4	1.13	.41	.171
	B63	204	1	5	2.25	1.08	1.161
	B64	206	1	5	2.44	1.17	1.369
	B65	206	1	5	4.72	.76	.574
	B66	203	1	5	3.00	.88	.767
	B67	202	1	5	2.69	1.50	2.244
	B68	207	1	5	2.94	1.17	1.366
	B69	206	1	5	3.40	1.36	1.852
	B70	206	1	5	2.80	1.55	2.407
	B71	206	1	5	1.96	1.35	1.818
	B72	204	1	5	4.38	1.16	1.340
	B73	207	1	5	3.60	1.15	1.319
	B74	204	1	5	2.92	1.63	2.664
	B75	203	1	5	2.75	1.52	2.298
	B76	202	1	5	2.37	1.41	1.994
	B77	207	1	5	3.78	1.18	1.387
	B78	208	1	5	3.31	1.17	1.364
	B79	208	1	5	3.13	1.28	1.634
	B80	208	1	5	3.45	1.16	1.350
	B81	207	1	5	3.25	1.14	1.293
	B82	204	1	5	4.17	1.03	1.056
	B83	150	1	5	3.63	1.16	1.348
	B84	127	1	5	4.24	.97	.948
	B85	119	1	5	3.88	1.28	1.630
	B86	63	1	5	3.35	1.06	1.134
	B87	128	1	5	4.32	1.01	1.023
	B88	160	1	5	3.35	1.11	1.223
	B89	103	1	5	3.73	1.27	1.612
	B90	104	1	5	3.06	1.37	1.880
	B91	87	1	5	4.23	1.02	1.040
	C94	200	1	5	3.08	.79	.621
Valid N (listwise)		30					

Descriptive Statistics

GENDER		N	Minimum	Maximum	Mean	Std. Deviation	Variance
boy	A4	213	1	5	3.37	1.21	1.469
	A5	212	1	5	3.10	1.04	1.085
	A6	213	1	5	4.00	.91	.830
	A7	213	1	5	4.14	.95	.895
	A8	210	1	5	3.77	1.13	1.287
	A9	213	1	5	2.63	1.15	1.318
	A10	212	1	5	3.44	1.13	1.272
	A11	211	1	5	3.47	1.23	1.508
	A12	211	1	5	4.15	1.07	1.148
	A13	213	1	5	3.51	1.10	1.204
	A14	212	1	5	3.25	1.29	1.677
	A15	213	1	5	3.50	1.09	1.185
	A16	212	1	5	3.78	1.04	1.074
	A17	212	1	5	3.67	1.09	1.181
	A18	212	1	5	3.43	1.00	.996
	A19	211	1	5	3.56	1.13	1.286
	A20	211	1	5	3.73	1.08	1.177
	A21	212	1	5	3.67	1.28	1.627
	A22	212	1	5	3.28	1.36	1.863
	A23	210	1	5	3.22	1.15	1.313
	A24	210	1	5	3.11	1.23	1.518
	A25	213	1	5	4.09	1.04	1.072
	A26	211	1	5	3.50	1.14	1.308
	A27	213	1	5	3.40	1.12	1.260
	A28	211	1	5	3.18	1.00	.999
	A29	210	1	5	3.87	1.15	1.318
	A30	210	1	5	4.10	.99	.980
	A31	212	1	5	3.29	1.22	1.497
	A32	210	1	5	4.19	.90	.803
	A33	213	1	5	3.67	1.16	1.344
	A34	211	1	5	3.42	1.10	1.206
	A35	210	1	5	3.59	1.21	1.458
	A36	213	1	5	2.77	1.20	1.442
	A37	212	1	5	3.16	1.21	1.462
	A38	213	1	5	3.43	1.07	1.142
	A39	210	1	5	4.10	.96	.929
	A40	211	1	5	2.85	1.41	1.996
	A41	212	1	5	3.33	1.30	1.691
	A42	212	1	5	3.80	1.09	1.186
	A43	211	1	5	3.15	1.19	1.415
	A44	212	1	5	3.72	1.05	1.095
	A45	213	1	5	3.65	1.21	1.474
	A46	211	1	5	3.73	1.10	1.210
	A47	211	1	5	3.40	1.09	1.193
	A48	211	1	5	3.93	1.01	1.015
	A49	213	1	5	3.27	1.31	1.716
	B50	207	1	5	1.81	1.28	1.639
	B51	211	1	5	3.58	1.21	1.454
	B52	208	1	5	4.78	.83	.692

Descriptive Statistics

GENDER		N	Minimum	Maximum	Mean	Std. Deviation	Variance
boy	B53	209	1	5	2.39	1.45	2.094
	B54	210	1	5	3.06	.98	.954
	B55	212	1	5	3.92	1.42	2.012
	B56	209	1	5	2.67	1.03	1.067
	B57	206	1	5	2.13	1.08	1.164
	B58	211	1	5	3.63	1.49	2.206
	B59	205	1	5	1.39	1.00	1.004
	B60	211	1	5	2.30	1.32	1.746
	B61	206	1	5	1.22	.72	.516
	B62	208	1	5	1.40	.89	.793
	B63	209	1	5	2.21	1.19	1.414
	B64	208	1	5	2.49	1.25	1.555
	B65	212	1	5	4.58	1.02	1.041
	B66	211	1	5	3.08	.97	.937
	B67	206	1	5	2.89	1.48	2.187
	B68	211	1	5	2.99	1.24	1.547
	B69	209	1	5	3.35	1.31	1.711
	B70	210	1	5	2.66	1.39	1.930
	B71	206	1	5	1.94	1.27	1.606
	B72	210	1	5	4.20	1.22	1.484
	B73	210	1	5	3.65	1.16	1.349
	B74	209	1	5	2.70	1.58	2.490
	B75	209	1	5	2.67	1.49	2.214
	B76	208	1	5	2.40	1.41	1.981
	B77	211	1	5	3.66	1.21	1.472
	B78	212	1	5	2.99	1.27	1.625
	B79	212	1	5	3.46	1.24	1.548
	B80	211	1	5	3.64	1.13	1.279
	B81	209	1	5	3.17	1.27	1.602
	B82	204	1	5	4.31	1.11	1.239
	B83	155	1	5	3.83	1.32	1.742
	B84	129	1	5	3.53	1.30	1.689
	B85	117	1	5	3.58	1.37	1.866
	B86	72	1	5	2.90	1.20	1.441
	B87	113	1	5	3.87	1.18	1.402
	B88	171	1	5	3.20	1.28	1.646
	B89	137	1	5	4.20	1.08	1.164
	B90	112	1	5	2.54	1.51	2.268
	B91	99	1	5	3.80	1.21	1.469
	C94	204	1	5	3.09	1.01	1.017
Valid N (listwise)		38					

Descriptive Statistics

YEAR		N	Minimum	Maximum	Mean	Std. Deviation	Variance
year 8	A4	164	1	5	3.78	1.18	1.387
	A5	164	1	5	3.41	.90	.808
	A6	164	1	5	4.20	.80	.640
	A7	161	1	5	4.32	.82	.670
	A8	160	1	5	3.99	1.06	1.126
	A9	164	1	5	2.95	1.04	1.090
	A10	163	1	5	3.85	.87	.756
	A11	162	1	5	3.46	1.13	1.281
	A12	162	1	5	4.36	.96	.916
	A13	163	1	5	3.80	1.02	1.048
	A14	162	1	5	3.54	1.18	1.393
	A15	164	1	5	3.81	.88	.780
	A16	164	1	5	4.00	.98	.969
	A17	163	1	5	3.86	1.00	.998
	A18	164	1	5	3.67	.89	.787
	A19	163	1	5	3.91	.85	.721
	A20	162	1	5	3.74	.93	.864
	A21	163	1	5	3.94	1.14	1.293
	A22	164	1	5	3.70	1.26	1.600
	A23	161	1	5	3.47	.99	.975
	A24	162	1	5	3.44	1.06	1.130
	A25	164	1	5	4.37	.87	.761
	A26	161	1	5	3.84	.99	.986
	A27	164	1	5	3.53	.97	.938
	A28	162	1	5	3.31	.89	.788
	A29	162	1	5	3.91	.96	.929
	A30	163	1	5	4.23	.89	.794
	A31	164	1	5	3.74	1.07	1.139
	A32	161	2	5	4.39	.68	.465
	A33	164	1	5	3.93	1.05	1.099
	A34	163	1	5	3.28	1.05	1.105
	A35	161	1	5	3.99	1.02	1.050
	A36	162	1	5	2.84	1.09	1.179
	A37	164	1	5	3.32	1.11	1.224
	A38	162	1	5	3.54	.97	.946
	A39	162	1	5	4.31	.78	.615
	A40	163	1	5	3.45	1.26	1.594
	A41	164	1	5	3.63	1.14	1.290
	A42	164	1	5	4.07	.90	.811
	A43	163	1	5	3.45	1.06	1.125
	A44	164	1	5	3.89	.96	.920
	A45	164	1	5	3.60	1.24	1.530
	A46	162	1	5	4.02	.93	.857
	A47	163	1	5	3.39	.92	.845
	A48	162	1	5	4.24	.83	.681
	A49	164	1	5	3.84	1.13	1.279
	B50	160	1	5	1.92	1.39	1.924
	B51	161	1	5	4.42	.87	.758
	B52	162	1	5	4.82	.73	.533

Descriptive Statistics

YEAR		N	Minimum	Maximum	Mean	Std. Deviation	Variance
year 8	B53	161	1	5	2.49	1.48	2.201
	B54	159	1	5	3.08	1.02	1.045
	B55	162	1	5	3.53	1.62	2.611
	B56	160	1	5	2.79	1.19	1.410
	B57	158	1	5	1.94	1.21	1.461
	B58	163	1	5	3.95	1.40	1.948
	B59	157	1	5	1.44	1.07	1.145
	B60	163	1	5	2.33	1.31	1.727
	B61	160	1	5	1.22	.73	.537
	B62	159	1	5	1.39	.92	.847
	B63	157	1	5	2.21	1.19	1.423
	B64	161	1	5	2.40	1.32	1.755
	B65	164	1	5	4.71	.80	.647
	B66	158	1	5	3.24	.99	.974
	B67	157	1	5	2.85	1.54	2.361
	B68	161	1	5	2.66	1.39	1.926
	B69	162	1	5	3.60	1.29	1.658
	B70	162	1	5	2.69	1.48	2.180
	B71	159	1	5	1.71	1.20	1.435
	B72	161	1	5	4.37	1.09	1.198
	B73	162	1	5	3.77	1.20	1.435
	B74	159	1	5	3.00	1.67	2.797
	B75	159	1	5	2.23	1.40	1.948
	B76	158	1	5	2.08	1.36	1.841
	B77	163	1	5	4.17	.96	.929
	B78	163	1	5	3.37	1.20	1.432
	B79	163	1	5	3.68	1.21	1.453
	B80	163	1	5	3.52	1.16	1.338
	B81	162	1	5	3.46	1.13	1.268
	B82	156	1	5	4.28	.96	.926
	B83	105	1	5	4.01	1.11	1.240
	B84	84	1	5	3.98	1.04	1.084
	B85	64	1	5	3.73	1.12	1.246
	B86	40	2	5	3.42	.81	.661
	B87	68	1	5	4.12	.99	.971
	B88	140	1	5	3.55	1.13	1.271
	B89	92	1	5	4.24	1.02	1.041
	B90	77	1	5	3.19	1.35	1.817
	B91	38	1	5	3.63	1.10	1.212
	C94	156	1	5	2.87	.88	.775
Valid N (listwise)		14					

Descriptive Statistics

YEAR		N	Minimum	Maximum	Mean	Std. Deviation	Variance
year 9	A4	139	1	5	3.20	1.04	1.075
	A5	138	1	5	2.81	1.01	1.030
	A6	139	1	5	3.81	.84	.708
	A7	138	1	5	3.93	1.06	1.133
	A8	139	1	5	3.78	1.11	1.233
	A9	139	1	5	2.50	1.10	1.208
	A10	138	1	5	3.29	1.16	1.346
	A11	139	1	5	3.43	1.14	1.305
	A12	139	1	5	4.19	1.07	1.143
	A13	139	1	5	3.42	1.03	1.071
	A14	139	1	5	3.05	1.19	1.410
	A15	137	1	5	3.43	1.05	1.100
	A16	139	1	5	3.63	1.05	1.105
	A17	139	1	5	3.82	1.06	1.120
	A18	138	1	5	3.45	.96	.921
	A19	138	1	5	3.30	1.15	1.323
	A20	137	1	5	3.50	1.06	1.134
	A21	139	1	5	3.59	1.21	1.461
	A22	139	1	5	2.99	1.26	1.594
	A23	139	1	5	2.89	1.08	1.169
	A24	138	1	5	2.88	1.12	1.257
	A25	137	1	5	3.99	.98	.956
	A26	139	1	5	3.49	1.07	1.150
	A27	138	1	5	3.24	1.17	1.366
	A28	138	1	5	3.10	.96	.924
	A29	139	1	5	3.66	1.09	1.182
	A30	138	1	5	4.04	1.08	1.174
	A31	139	1	5	3.07	1.11	1.241
	A32	137	1	5	4.18	.88	.778
	A33	137	1	5	3.46	1.15	1.324
	A34	139	1	5	3.17	1.07	1.139
	A35	138	1	5	3.49	1.15	1.317
	A36	139	1	5	2.81	1.21	1.472
	A37	139	1	5	2.99	1.11	1.239
	A38	138	1	5	3.31	1.07	1.136
	A39	139	1	5	4.12	1.00	1.007
	A40	139	1	5	2.65	1.29	1.662
	A41	138	1	5	2.98	1.23	1.525
	A42	138	1	5	3.67	1.06	1.114
	A43	138	1	5	3.29	1.24	1.536
	A44	138	1	5	3.72	1.06	1.124
	A45	139	1	5	3.49	1.27	1.614
	A46	139	1	5	3.45	1.19	1.408
	A47	139	1	5	3.32	1.08	1.177
	A48	139	1	5	3.85	1.09	1.187
	A49	139	1	5	3.19	1.28	1.650
	B50	136	1	5	1.47	1.00	1.007
	B51	139	1	5	3.37	1.08	1.176
	B52	134	1	5	4.71	.99	.975

Descriptive Statistics

YEAR		N	Minimum	Maximum	Mean	Std. Deviation	Variance
year 9	B53	133	1	5	2.10	1.42	2.028
	B54	137	1	5	3.18	.93	.871
	B55	138	1	5	4.30	1.08	1.162
	B56	138	1	5	2.56	.91	.832
	B57	136	1	5	1.84	.92	.848
	B58	139	1	5	3.54	1.58	2.482
	B59	133	1	5	1.21	.65	.425
	B60	138	1	5	2.22	1.32	1.737
	B61	138	1	5	1.10	.47	.223
	B62	138	1	4	1.22	.58	.332
	B63	139	1	5	2.03	1.13	1.275
	B64	135	1	5	2.41	1.14	1.289
	B65	138	1	5	4.77	.83	.690
	B66	138	1	5	2.96	.93	.859
	B67	136	1	5	2.58	1.48	2.186
	B68	139	1	5	3.27	1.14	1.302
	B69	136	1	5	3.86	1.12	1.262
	B70	137	1	5	3.51	1.32	1.752
	B71	136	1	5	2.48	1.49	2.207
	B72	138	1	5	4.26	1.25	1.566
	B73	138	1	5	3.71	1.13	1.288
	B74	137	1	5	3.04	1.62	2.616
	B75	137	1	5	3.96	1.16	1.336
	B76	137	1	5	3.19	1.44	2.081
	B77	137	1	5	3.97	1.13	1.279
	B78	139	1	5	2.94	1.21	1.460
	B79	139	1	5	3.09	1.28	1.645
	B80	138	1	5	3.70	1.14	1.308
	B81	139	1	5	3.09	1.21	1.471
	B82	136	1	5	4.33	.97	.949
	B83	107	1	5	3.74	1.21	1.459
	B84	100	1	5	3.91	1.30	1.699
	B85	104	1	5	3.80	1.36	1.852
	B86	62	1	5	3.18	1.26	1.591
	B87	99	1	5	4.07	1.21	1.454
	B88	131	1	5	3.35	1.16	1.337
	B89	85	1	5	3.78	1.25	1.557
	B90	87	1	5	2.63	1.46	2.142
	B91	83	1	5	4.17	1.10	1.215
	C94	133	1	5	3.26	.88	.783
	Valid N (listwise)	33					

Descriptive Statistics

YEAR		N	Minimum	Maximum	Mean	Std. Deviation	Variance
year 10	A4	118	1	5	3.14	1.12	1.253
	A5	118	1	5	2.81	.99	.979
	A6	118	1	5	3.74	.90	.811
	A7	118	1	5	4.22	.91	.823
	A8	117	1	5	3.79	1.00	.997
	A9	118	1	5	2.42	1.10	1.204
	A10	117	1	5	3.02	1.17	1.379
	A11	116	1	5	3.47	1.18	1.399
	A12	118	1	5	4.11	.96	.919
	A13	118	1	5	3.23	1.02	1.033
	A14	118	1	5	3.05	1.18	1.382
	A15	118	1	5	3.16	1.06	1.128
	A16	117	1	5	3.76	.98	.959
	A17	118	1	5	3.41	1.06	1.115
	A18	117	1	5	3.17	.93	.867
	A19	116	1	5	3.36	1.02	1.050
	A20	117	1	5	3.63	1.04	1.079
	A21	118	1	5	3.40	1.30	1.678
	A22	116	1	5	2.87	1.22	1.487
	A23	118	1	5	2.94	1.13	1.270
	A24	117	1	5	2.83	1.10	1.212
	A25	118	1	5	3.97	1.11	1.239
	A26	118	1	5	3.31	1.12	1.260
	A27	118	1	5	3.18	1.17	1.378
	A28	117	1	5	2.98	.97	.948
	A29	117	1	5	3.91	1.05	1.096
	A30	117	1	5	3.84	1.00	.999
	A31	117	1	5	2.89	1.11	1.238
	A32	118	1	5	3.97	.95	.897
	A33	118	1	5	3.51	1.13	1.278
	A34	117	1	5	3.76	.96	.925
	A35	117	1	5	3.48	1.07	1.148
	A36	118	1	5	2.39	1.12	1.266
	A37	117	1	5	2.73	1.00	.994
	A38	118	1	5	3.25	1.05	1.093
	A39	117	1	5	3.84	1.02	1.034
	A40	117	1	5	2.37	1.23	1.510
	A41	117	1	5	3.15	1.15	1.332
	A42	118	1	5	3.58	1.03	1.065
	A43	118	1	5	2.66	.91	.824
	A44	118	1	5	3.35	.96	.930
	A45	118	1	5	3.27	1.08	1.174
	A46	118	1	5	3.48	1.08	1.158
	A47	117	1	5	3.41	1.15	1.330
	A48	118	1	5	3.83	1.01	1.014
	A49	118	1	5	2.97	1.31	1.708
	B50	118	1	5	1.58	.91	.827
	B51	118	1	5	2.55	1.02	1.036
	B52	114	1	5	4.84	.67	.453

Descriptive Statistics

YEAR		N	Minimum	Maximum	Mean	Std. Deviation	Variance
year 10	B53	113	1	5	1.99	1.27	1.616
	B54	116	1	5	2.96	1.00	.998
	B55	116	1	5	3.93	1.28	1.630
	B56	116	1	5	2.56	.82	.666
	B57	116	1	5	2.36	.89	.790
	B58	116	1	5	3.63	1.52	2.322
	B59	118	1	4	1.13	.48	.232
	B60	117	1	5	1.76	1.10	1.201
	B61	116	1	3	1.11	.37	.135
	B62	115	1	3	1.16	.45	.203
	B63	117	1	5	2.48	1.01	1.028
	B64	118	1	5	2.59	1.12	1.252
	B65	116	1	5	4.41	1.06	1.132
	B66	118	1	5	2.87	.78	.608
	B67	115	1	5	2.97	1.42	2.016
	B68	118	1	5	3.02	.88	.769
	B69	117	1	5	2.51	1.21	1.476
	B70	117	1	5	1.86	1.09	1.188
	B71	117	1	5	1.66	1.02	1.037
	B72	115	1	5	4.21	1.25	1.553
	B73	117	1	5	3.32	1.07	1.135
	B74	117	1	5	2.27	1.37	1.890
	B75	116	1	5	1.89	.97	.935
	B76	115	1	5	1.85	.95	.899
	B77	118	1	5	2.81	1.07	1.144
	B78	118	1	5	3.08	1.27	1.610
	B79	118	1	5	3.03	1.22	1.495
	B80	118	1	5	3.42	1.13	1.288
	B81	115	1	5	3.00	1.24	1.544
	B82	116	1	5	4.07	1.29	1.665
	B83	93	1	5	3.41	1.36	1.853
	B84	72	1	5	3.74	1.23	1.521
	B85	68	1	5	3.63	1.47	2.146
	B86	33	1	5	2.61	1.17	1.371
	B87	74	1	5	4.15	1.12	1.252
	B88	60	1	5	2.47	1.13	1.270
	B89	63	1	5	3.95	1.28	1.627
	B90	52	1	5	2.46	1.51	2.293
	B91	65	1	5	4.00	1.19	1.406
	C94	115	1	5	3.19	.91	.823
Valid N (listwise)		21					

APPENDIX D

Mean Report

Note: Item numbers in *SSATSS* appear with the prefix A, B and C in the tables of this Appendix.

A	Items 4 - 49
B	Items 50 - 91
C	Item 94

CONFIDENTIAL

Means Report: Gender and year level responses - A4 - B91& C94

Report

YEAR	GENDER		A4	A5	A6	A7	A8	A9	A10	A11	A12
year 8	girl	Mean	3.84	3.24	4.07	4.32	4.04	2.96	3.77	3.43	4.40
		N	75	75	75	72	73	75	74	74	75
		Std. Deviation	1.04	.85	.74	.71	1.02	.96	.96	1.06	.92
	boy	Mean	3.73	3.55	4.31	4.33	3.95	2.94	3.92	3.48	4.33
		N	89	89	89	89	87	89	89	88	87
		Std. Deviation	1.29	.92	.83	.90	1.10	1.11	.79	1.19	1.00
	Total	Mean	3.78	3.41	4.20	4.32	3.99	2.95	3.85	3.46	4.36
		N	164	164	164	161	160	164	163	162	162
		Std. Deviation	1.18	.90	.80	.82	1.06	1.04	.87	1.13	.96
year 9	girl	Mean	3.19	2.88	3.76	4.05	3.96	2.64	3.40	3.45	4.31
		N	74	74	74	73	74	74	73	74	74
		Std. Deviation	1.06	1.05	.87	1.03	.97	1.11	1.09	1.09	.94
	boy	Mean	3.22	2.73	3.86	3.78	3.57	2.35	3.17	3.42	4.06
		N	65	64	65	65	65	65	65	65	65
		Std. Deviation	1.02	.98	.81	1.10	1.22	1.08	1.23	1.21	1.20
	Total	Mean	3.20	2.81	3.81	3.93	3.78	2.50	3.29	3.43	4.19
		N	139	138	139	138	139	139	138	139	139
		Std. Deviation	1.04	1.01	.84	1.06	1.11	1.10	1.16	1.14	1.07
year 10	girl	Mean	3.31	2.80	3.80	4.19	3.85	2.37	3.02	3.40	4.24
		N	59	59	59	59	59	59	59	58	59
		Std. Deviation	1.07	.94	.80	1.07	.94	1.02	1.17	1.04	.90
	boy	Mean	2.98	2.81	3.68	4.25	3.72	2.47	3.02	3.53	3.98
		N	59	59	59	59	58	59	58	58	59
		Std. Deviation	1.15	1.04	.99	.71	1.06	1.18	1.19	1.31	1.01
	Total	Mean	3.14	2.81	3.74	4.22	3.79	2.42	3.02	3.47	4.11
		N	118	118	118	118	117	118	117	116	118
		Std. Deviation	1.12	.99	.90	.91	1.00	1.10	1.17	1.18	.96

Report

YEAR	GENDER		A13	A14	A15	A16	A17	A18	A19	A20	A21
year 8	girl	Mean	3.76	3.45	3.73	3.88	3.87	3.73	3.81	3.65	3.91
		N	74	74	75	75	75	75	75	74	75
		Std. Deviation	1.00	1.04	.81	1.00	.92	.76	.77	.85	1.02
	boy	Mean	3.84	3.61	3.88	4.10	3.85	3.62	4.00	3.82	3.97
		N	89	88	89	89	88	89	88	88	88
		Std. Deviation	1.04	1.29	.94	.97	1.07	.98	.91	.99	1.24
	Total	Mean	3.80	3.54	3.81	4.00	3.86	3.67	3.91	3.74	3.94
		N	163	162	164	164	163	164	163	162	163
		Std. Deviation	1.02	1.18	.88	.98	1.00	.89	.85	.93	1.14
year 9	girl	Mean	3.49	3.16	3.39	3.80	3.88	3.47	3.45	3.51	3.64
		N	74	74	72	74	74	73	73	72	74
		Std. Deviation	.98	1.14	1.06	1.03	1.10	.88	1.03	.95	1.18
	boy	Mean	3.34	2.92	3.48	3.43	3.75	3.43	3.14	3.48	3.54
		N	65	65	65	65	65	65	65	65	65
		Std. Deviation	1.09	1.24	1.05	1.05	1.02	1.05	1.26	1.19	1.25
	Total	Mean	3.42	3.05	3.43	3.63	3.82	3.45	3.30	3.50	3.59
		N	139	139	137	139	139	138	138	137	139
		Std. Deviation	1.03	1.19	1.05	1.05	1.06	.96	1.15	1.06	1.21
year 10	girl	Mean	3.25	3.03	3.36	3.85	3.53	3.19	3.36	3.37	3.44
		N	59	59	59	59	59	59	58	59	59
		Std. Deviation	.98	1.11	.96	.96	.99	.96	.99	.95	1.32
	boy	Mean	3.20	3.07	2.97	3.67	3.29	3.16	3.36	3.90	3.36
		N	59	59	59	58	59	58	58	58	59
		Std. Deviation	1.06	1.24	1.13	1.00	1.11	.91	1.07	1.07	1.28
	Total	Mean	3.23	3.05	3.16	3.76	3.41	3.17	3.36	3.63	3.40
		N	118	118	118	117	118	117	116	117	118
		Std. Deviation	1.02	1.18	1.06	.98	1.06	.93	1.02	1.04	1.30

Report

YEAR	GENDER		A22	A23	A24	A25	A26	A27	A28	A29	A30
year 8	girl	Mean	3.61	3.27	3.28	4.37	3.77	3.44	3.22	3.79	4.17
		N	75	75	75	75	74	75	74	75	75
		Std. Deviation	1.14	.93	.91	.78	.99	.89	.73	.81	.88
	boy	Mean	3.76	3.64	3.59	4.36	3.90	3.61	3.40	4.01	4.27
		N	89	86	87	89	87	89	88	87	88
		Std. Deviation	1.37	1.00	1.17	.94	1.00	1.03	1.00	1.07	.91
	Total	Mean	3.70	3.47	3.44	4.37	3.84	3.53	3.31	3.91	4.23
		N	164	161	162	164	161	164	162	162	163
		Std. Deviation	1.26	.99	1.06	.87	.99	.97	.89	.96	.89
year 9	girl	Mean	2.95	2.95	2.85	4.10	3.80	3.26	3.15	3.72	3.97
		N	74	74	73	72	74	73	73	74	74
		Std. Deviation	1.26	1.03	1.05	.94	.86	1.16	.92	.97	1.13
	boy	Mean	3.03	2.83	2.92	3.86	3.14	3.22	3.05	3.60	4.11
		N	65	65	65	65	65	65	65	65	64
		Std. Deviation	1.27	1.14	1.20	1.01	1.18	1.19	1.01	1.21	1.03
	Total	Mean	2.99	2.89	2.88	3.99	3.49	3.24	3.10	3.66	4.04
		N	139	139	138	137	139	138	138	139	138
		Std. Deviation	1.26	1.08	1.12	.98	1.07	1.17	.96	1.09	1.08
year 10	girl	Mean	2.91	2.83	3.03	4.02	3.32	3.07	2.95	3.86	3.85
		N	58	59	59	59	59	59	59	59	59
		Std. Deviation	1.20	1.09	1.05	1.12	1.12	1.20	1.01	.94	.98
	boy	Mean	2.83	3.05	2.62	3.93	3.31	3.29	3.02	3.97	3.83
		N	58	59	58	59	59	59	58	58	58
		Std. Deviation	1.24	1.17	1.12	1.11	1.13	1.15	.95	1.15	1.03
	Total	Mean	2.87	2.94	2.83	3.97	3.31	3.18	2.98	3.91	3.84
		N	116	118	117	118	118	118	117	117	117
		Std. Deviation	1.22	1.13	1.10	1.11	1.12	1.17	.97	1.05	1.00

Report

YEAR	GENDER		A31	A32	A33	A34	A35	A36	A37	A38	A39
year 8	girl	Mean	3.64	4.32	3.83	3.23	4.04	2.70	3.16	3.45	4.28
		N	75	75	75	75	73	73	75	73	75
		Std. Deviation	.92	.70	.94	1.01	.84	.97	.99	.94	.73
	boy	Mean	3.82	4.45	4.01	3.33	3.94	2.96	3.45	3.61	4.34
		N	89	86	89	88	88	89	89	89	87
		Std. Deviation	1.17	.66	1.13	1.09	1.16	1.17	1.19	1.00	.83
	Total	Mean	3.74	4.39	3.93	3.28	3.99	2.84	3.32	3.54	4.31
		N	164	161	164	163	161	162	164	162	162
		Std. Deviation	1.07	.68	1.05	1.05	1.02	1.09	1.11	.97	.78
year 9	girl	Mean	3.15	4.21	3.42	3.19	3.65	2.76	2.85	3.47	4.15
		N	74	72	72	74	74	74	74	73	74
		Std. Deviation	1.09	.85	1.22	.92	1.09	1.19	.93	1.01	1.02
	boy	Mean	2.98	4.14	3.51	3.14	3.31	2.88	3.15	3.14	4.09
		N	65	65	65	65	64	65	65	65	65
		Std. Deviation	1.14	.92	1.08	1.22	1.19	1.24	1.28	1.10	1.00
	Total	Mean	3.07	4.18	3.46	3.17	3.49	2.81	2.99	3.31	4.12
		N	139	137	137	139	138	139	139	138	139
		Std. Deviation	1.11	.88	1.15	1.07	1.15	1.21	1.11	1.07	1.00
year 10	girl	Mean	2.95	4.10	3.68	3.66	3.59	2.41	2.73	3.02	3.95
		N	59	59	59	59	59	59	59	59	59
		Std. Deviation	1.14	.82	1.07	1.09	.95	1.13	.96	.96	1.02
	boy	Mean	2.83	3.85	3.34	3.86	3.36	2.37	2.72	3.47	3.72
		N	58	59	59	58	58	59	58	59	58
		Std. Deviation	1.09	1.05	1.17	.80	1.18	1.13	1.04	1.09	1.01
	Total	Mean	2.89	3.97	3.51	3.76	3.48	2.39	2.73	3.25	3.84
		N	117	118	118	117	117	118	117	118	117
		Std. Deviation	1.11	.95	1.13	.96	1.07	1.12	1.00	1.05	1.02

Report

YEAR	GENDER		A40	A41	A42	A43	A44	A45	A46	A47	A48
year 8	girl	Mean	3.43	3.44	3.97	3.43	3.75	3.35	4.00	3.35	4.24
		N	75	75	75	75	75	75	75	75	75
		Std. Deviation	1.07	1.09	.88	.92	.89	1.22	.84	.83	.80
	boy	Mean	3.47	3.79	4.15	3.47	4.01	3.81	4.05	3.43	4.24
		N	88	89	89	88	89	89	87	88	87
		Std. Deviation	1.41	1.15	.91	1.17	1.01	1.21	1.00	.99	.85
	Total	Mean	3.45	3.63	4.07	3.45	3.89	3.60	4.02	3.39	4.24
		N	163	164	164	163	164	164	162	163	162
		Std. Deviation	1.26	1.14	.90	1.06	.96	1.24	.93	.92	.83
year 9	girl	Mean	2.76	3.05	3.69	3.43	3.73	3.32	3.51	3.38	3.92
		N	74	73	74	74	74	74	74	74	74
		Std. Deviation	1.30	1.14	.99	1.14	1.04	1.25	1.15	1.03	1.12
	boy	Mean	2.54	2.89	3.64	3.12	3.70	3.68	3.37	3.26	3.77
		N	65	65	64	64	64	65	65	65	65
		Std. Deviation	1.28	1.34	1.13	1.34	1.09	1.28	1.23	1.15	1.06
	Total	Mean	2.65	2.98	3.67	3.29	3.72	3.49	3.45	3.32	3.85
		N	139	138	138	138	138	139	139	139	139
		Std. Deviation	1.29	1.23	1.06	1.24	1.06	1.27	1.19	1.08	1.09
year 10	girl	Mean	2.47	3.17	3.73	2.61	3.41	3.17	3.32	3.32	4.00
		N	59	59	59	59	59	59	59	59	59
		Std. Deviation	1.26	1.04	.89	.95	1.02	1.05	1.17	1.14	.93
	boy	Mean	2.26	3.12	3.44	2.71	3.29	3.37	3.64	3.50	3.66
		N	58	58	59	59	59	59	59	58	59
		Std. Deviation	1.19	1.27	1.15	.87	.91	1.11	.96	1.17	1.06
	Total	Mean	2.37	3.15	3.58	2.66	3.35	3.27	3.48	3.41	3.83
		N	117	117	118	118	118	118	118	117	118
		Std. Deviation	1.23	1.15	1.03	.91	.96	1.08	1.08	1.15	1.01

Report

YEAR	GENDER		A49	B50	B51	B52	B53	B54	B55	B56	B57
year 8	girl	Mean	3.91	1.78	4.49	4.80	2.25	3.08	3.53	2.73	1.73
		N	75	74	74	75	73	72	74	74	73
		Std. Deviation	1.09	1.29	.86	.72	1.38	1.02	1.55	1.20	1.08
	boy	Mean	3.78	2.03	4.37	4.84	2.69	3.07	3.53	2.85	2.12
		N	89	86	87	87	88	87	88	86	85
		Std. Deviation	1.17	1.47	.88	.75	1.54	1.03	1.68	1.18	1.29
	Total	Mean	3.84	1.92	4.42	4.82	2.49	3.08	3.53	2.79	1.94
		N	164	160	161	162	161	159	162	160	158
		Std. Deviation	1.13	1.39	.87	.73	1.48	1.02	1.62	1.19	1.21
year 9	girl	Mean	3.42	1.31	3.34	4.76	1.90	3.24	4.32	2.60	1.78
		N	74	74	74	71	69	72	73	73	73
		Std. Deviation	1.18	.78	1.11	.89	1.42	.86	1.12	.89	.93
	boy	Mean	2.94	1.66	3.40	4.65	2.31	3.12	4.29	2.51	1.90
		N	65	62	65	63	64	65	65	65	63
		Std. Deviation	1.36	1.20	1.06	1.09	1.41	1.01	1.04	.94	.91
	Total	Mean	3.19	1.47	3.37	4.71	2.10	3.18	4.30	2.56	1.84
		N	139	136	139	134	133	137	138	138	136
		Std. Deviation	1.28	1.00	1.08	.99	1.42	.93	1.08	.91	.92
year 10	girl	Mean	3.07	1.51	2.47	4.84	1.98	2.95	3.79	2.52	2.34
		N	59	59	59	56	56	58	57	58	58
		Std. Deviation	1.39	.80	1.04	.76	1.31	1.13	1.33	.78	.93
	boy	Mean	2.86	1.64	2.63	4.84	2.00	2.97	4.07	2.60	2.38
		N	59	59	59	58	57	58	59	58	58
		Std. Deviation	1.22	1.01	1.00	.59	1.24	.86	1.22	.86	.85
	Total	Mean	2.97	1.58	2.55	4.84	1.99	2.96	3.93	2.56	2.36
		N	118	118	118	114	113	116	116	116	116
		Std. Deviation	1.31	.91	1.02	.67	1.27	1.00	1.28	.82	.89

Report

YEAR	GENDER		B58	B59	B60	B61	B62	B63	B64	B65	B66
year 8	girl	Mean	3.97	1.23	1.97	1.07	1.12	2.13	2.31	4.72	3.11
		N	75	73	75	75	74	71	74	75	71
		Std. Deviation	1.47	.66	1.10	.30	.37	1.04	1.27	.78	.90
	boy	Mean	3.93	1.62	2.63	1.35	1.62	2.28	2.48	4.71	3.34
		N	88	84	88	85	85	86	87	89	87
		Std. Deviation	1.34	1.31	1.41	.95	1.16	1.31	1.37	.83	1.04
	Total	Mean	3.95	1.44	2.33	1.22	1.39	2.21	2.40	4.71	3.24
		N	163	157	163	160	159	157	161	164	158
		Std. Deviation	1.40	1.07	1.31	.73	.92	1.19	1.32	.80	.99
year 9	girl	Mean	3.76	1.20	2.27	1.08	1.16	2.20	2.51	4.82	3.04
		N	74	71	73	74	74	74	73	73	73
		Std. Deviation	1.50	.60	1.36	.40	.50	1.19	1.13	.65	.96
	boy	Mean	3.29	1.23	2.17	1.13	1.28	1.83	2.31	4.71	2.86
		N	65	62	65	64	64	65	62	65	65
		Std. Deviation	1.64	.71	1.28	.55	.65	1.02	1.14	1.00	.88
	Total	Mean	3.54	1.21	2.22	1.10	1.22	2.03	2.41	4.77	2.96
		N	139	133	138	138	138	139	135	138	138
		Std. Deviation	1.58	.65	1.32	.47	.58	1.13	1.14	.83	.93
year 10	girl	Mean	3.71	1.02	1.56	1.08	1.09	2.44	2.51	4.59	2.83
		N	58	59	59	59	56	59	59	58	59
		Std. Deviation	1.60	.13	1.04	.34	.35	.95	1.09	.84	.70
	boy	Mean	3.55	1.24	1.97	1.14	1.22	2.52	2.68	4.24	2.92
		N	58	59	58	57	59	58	59	58	59
		Std. Deviation	1.45	.65	1.12	.40	.53	1.08	1.15	1.23	.86
	Total	Mean	3.63	1.13	1.76	1.11	1.16	2.48	2.59	4.41	2.87
		N	116	118	117	116	115	117	118	116	118
		Std. Deviation	1.52	.48	1.10	.37	.45	1.01	1.12	1.06	.78

Report

YEAR	GENDER		B67	B68	B69	B70	B71	B72	B73	B74	B75
year 8	girl	Mean	2.71	2.64	3.65	2.68	1.55	4.48	3.77	3.04	2.30
		N	72	74	74	75	74	73	74	72	74
		Std. Deviation	1.56	1.34	1.33	1.56	1.12	.96	1.22	1.72	1.40
	boy	Mean	2.96	2.68	3.56	2.69	1.85	4.28	3.76	2.97	2.16
		N	85	87	88	87	85	88	88	87	85
		Std. Deviation	1.52	1.43	1.26	1.41	1.25	1.19	1.18	1.64	1.40
	Total	Mean	2.85	2.66	3.60	2.69	1.71	4.37	3.77	3.00	2.23
		N	157	161	162	162	159	161	162	159	159
		Std. Deviation	1.54	1.39	1.29	1.48	1.20	1.09	1.20	1.67	1.40
year 9	girl	Mean	2.57	3.26	3.82	3.67	2.63	4.31	3.69	3.21	3.96
		N	72	74	74	72	73	74	74	73	72
		Std. Deviation	1.48	1.11	1.21	1.38	1.53	1.25	1.11	1.57	1.18
	boy	Mean	2.59	3.29	3.90	3.34	2.30	4.20	3.73	2.86	3.95
		N	64	65	62	65	63	64	64	64	65
		Std. Deviation	1.49	1.18	1.02	1.24	1.42	1.26	1.17	1.66	1.14
	Total	Mean	2.58	3.27	3.86	3.51	2.48	4.26	3.71	3.04	3.96
		N	136	139	136	137	136	138	138	137	137
		Std. Deviation	1.48	1.14	1.12	1.32	1.49	1.25	1.13	1.62	1.16
year 10	girl	Mean	2.83	2.93	2.55	1.88	1.63	4.33	3.27	2.42	1.81
		N	58	59	58	59	59	57	59	59	57
		Std. Deviation	1.45	.89	1.22	1.12	1.02	1.27	1.05	1.50	.95
	boy	Mean	3.11	3.10	2.47	1.84	1.69	4.09	3.38	2.12	1.97
		N	57	59	59	58	58	58	58	58	59
		Std. Deviation	1.38	.86	1.22	1.07	1.03	1.22	1.09	1.23	.98
	Total	Mean	2.97	3.02	2.51	1.86	1.66	4.21	3.32	2.27	1.89
		N	115	118	117	117	117	115	117	117	116
		Std. Deviation	1.42	.88	1.21	1.09	1.02	1.25	1.07	1.37	.97

Report

YEAR	GENDER		B76	B77	B78	B79	B80	B81	B82	B83	B84
year 8	girl	Mean	1.95	4.11	3.44	3.53	3.37	3.46	4.15	3.62	4.06
		N	73	75	75	75	75	74	73	45	34
		Std. Deviation	1.29	.99	1.09	1.19	1.08	1.02	.94	1.15	1.01
	boy	Mean	2.19	4.22	3.31	3.81	3.64	3.45	4.40	4.30	3.92
		N	85	88	88	88	88	88	83	60	50
		Std. Deviation	1.41	.94	1.28	1.21	1.21	1.21	.97	1.00	1.07
	Total	Mean	2.08	4.17	3.37	3.68	3.52	3.46	4.28	4.01	3.98
		N	158	163	163	163	163	162	156	105	84
		Std. Deviation	1.36	.96	1.20	1.21	1.16	1.13	.96	1.11	1.04
year 9	girl	Mean	3.22	4.18	3.09	2.99	3.70	3.20	4.33	3.82	4.38
		N	72	73	74	74	74	74	73	60	60
		Std. Deviation	1.44	.98	1.23	1.32	1.20	1.17	.83	1.07	.98
	boy	Mean	3.15	3.73	2.77	3.20	3.69	2.95	4.33	3.64	3.20
		N	65	64	65	65	64	65	63	47	40
		Std. Deviation	1.46	1.25	1.17	1.24	1.08	1.26	1.12	1.37	1.42
	Total	Mean	3.19	3.97	2.94	3.09	3.70	3.09	4.33	3.74	3.91
		N	137	137	139	139	138	139	136	107	100
		Std. Deviation	1.44	1.13	1.21	1.28	1.14	1.21	.97	1.21	1.30
year 10	girl	Mean	1.82	2.86	3.41	2.81	3.24	3.03	3.98	3.40	4.18
		N	57	59	59	59	59	59	58	45	33
		Std. Deviation	.97	1.14	1.16	1.22	1.18	1.20	1.30	1.27	.92
	boy	Mean	1.88	2.76	2.75	3.24	3.59	2.96	4.16	3.42	3.36
		N	58	59	59	59	59	56	58	48	39
		Std. Deviation	.94	1.01	1.29	1.19	1.07	1.29	1.28	1.46	1.35
	Total	Mean	1.85	2.81	3.08	3.03	3.42	3.00	4.07	3.41	3.74
		N	115	118	118	118	118	115	116	93	72
		Std. Deviation	.95	1.07	1.27	1.22	1.13	1.24	1.29	1.36	1.23

Report

YEAR	GENDER		B85	B86	B87	B88	B89	B90	B91	C94
year 8	girl	Mean	3.67	3.44	4.12	3.40	4.00	3.13	3.67	2.92
		N	30	18	33	67	38	31	15	71
		Std. Deviation	1.18	.98	1.02	1.16	1.25	1.41	1.05	.71
	boy	Mean	3.79	3.41	4.11	3.68	4.41	3.24	3.61	2.82
		N	34	22	35	73	54	46	23	85
		Std. Deviation	1.07	.67	.96	1.09	.79	1.32	1.16	1.00
	Total	Mean	3.73	3.42	4.12	3.55	4.24	3.19	3.63	2.87
		N	64	40	68	140	92	77	38	156
		Std. Deviation	1.12	.81	.99	1.13	1.02	1.35	1.10	.88
year 9	girl	Mean	3.91	3.47	4.36	3.44	3.67	3.08	4.38	3.21
		N	57	34	58	70	49	51	45	71
		Std. Deviation	1.30	1.08	1.07	1.09	1.21	1.38	.94	.81
	boy	Mean	3.66	2.82	3.66	3.25	3.92	2.00	3.92	3.31
		N	47	28	41	61	36	36	38	62
		Std. Deviation	1.43	1.39	1.28	1.23	1.30	1.35	1.24	.97
	Total	Mean	3.80	3.18	4.07	3.35	3.78	2.63	4.17	3.26
		N	104	62	99	131	85	87	83	133
		Std. Deviation	1.36	1.26	1.21	1.16	1.25	1.46	1.10	.88
year 10	girl	Mean	4.03	2.82	4.43	2.91	3.25	2.91	4.30	3.14
		N	32	11	37	23	16	22	27	58
		Std. Deviation	1.33	1.08	.90	.95	1.39	1.34	1.07	.83
	boy	Mean	3.28	2.50	3.86	2.19	4.19	2.13	3.79	3.25
		N	36	22	37	37	47	30	38	57
		Std. Deviation	1.50	1.22	1.25	1.15	1.15	1.57	1.23	.99
	Total	Mean	3.63	2.61	4.15	2.47	3.95	2.46	4.00	3.19
		N	68	33	74	60	63	52	65	115
		Std. Deviation	1.47	1.17	1.12	1.13	1.28	1.51	1.19	.91

APPENDIX E

Frequency Tables

Note: Item numbers in *SSATSS* appear with the prefix A, B and C in the tables of this Appendix.

A	Items 4 - 49
B	Items 50 - 91
C	Item 94

Frequency Tables: A4 - B91 & C94

A4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	32	7.6	7.6	7.6
	Agree	46	10.9	10.9	18.5
	Neither Agree or Disagree	146	34.7	34.7	53.2
	Disagree	111	26.4	26.4	79.6
	Strongly Disagree	86	20.4	20.4	100.0
	Total	421	100.0	100.0	

A5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	7.6	7.6	7.6
	Disagree	87	20.7	20.7	28.3
	Neither Agree or Disagree	152	36.1	36.2	64.5
	Agree	129	30.6	30.7	95.2
	Strongly Agree	20	4.8	4.8	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

A6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	1.7	1.7	1.7
	Disagree	20	4.8	4.8	6.4
	Neither Agree or Disagree	69	16.4	16.4	22.8
	Agree	220	52.3	52.3	75.1
	Strongly Agree	105	24.9	24.9	100.0
	Total	421	100.0	100.0	

A7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	3.1	3.1	3.1
	Disagree	7	1.7	1.7	4.8
	Neither Agree or Disagree	58	13.8	13.9	18.7
	Agree	160	38.0	38.4	57.1
	Strongly Agree	179	42.5	42.9	100.0
	Total	417	99.0	100.0	
Missing	System	4	1.0		
Total		421	100.0		

A8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	17	4.0	4.1	4.1
	Agree	28	6.7	6.7	10.8
	Neither Agree or Disagree	81	19.2	19.5	30.3
	Disagree	159	37.8	38.2	68.5
	Strongly Disagree	131	31.1	31.5	100.0
	Total	416	98.8	100.0	
Missing	System	5	1.2		
Total		421	100.0		

A9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	78	18.5	18.5	18.5
	Disagree	97	23.0	23.0	41.6
	Neither Agree or Disagree	159	37.8	37.8	79.3
	Agree	66	15.7	15.7	95.0
	Strongly Agree	21	5.0	5.0	100.0
	Total	421	100.0	100.0	

A10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	7.4	7.4	7.4
	Disagree	54	12.8	12.9	20.3
	Neither Agree or Disagree	97	23.0	23.2	43.5
	Agree	175	41.6	41.9	85.4
	Strongly Agree	61	14.5	14.6	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

A11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	6.7	6.7	6.7
	Agree	56	13.3	13.4	20.1
	Neither Agree or Disagree	115	27.3	27.6	47.7
	Disagree	136	32.3	32.6	80.3
	Strongly Disagree	82	19.5	19.7	100.0
	Total	417	99.0	100.0	
Missing	System	4	1.0		
Total		421	100.0		

A12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	3.1	3.1	3.1
	Agree	15	3.6	3.6	6.7
	Neither Agree or Disagree	48	11.4	11.5	18.1
	Disagree	127	30.2	30.3	48.4
	Strongly Disagree	216	51.3	51.6	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	5.5	5.5	5.5
	Disagree	42	10.0	10.0	15.5
	Neither Agree or Disagree	119	28.3	28.3	43.8
	Agree	168	39.9	40.0	83.8
	Strongly Agree	68	16.2	16.2	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

A14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	45	10.7	10.7	10.7
	Agree	62	14.7	14.8	25.5
	Neither Agree or Disagree	127	30.2	30.3	55.8
	Disagree	118	28.0	28.2	84.0
	Strongly Disagree	67	15.9	16.0	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	5.5	5.5	5.5
	Disagree	36	8.6	8.6	14.1
	Neither Agree or Disagree	129	30.6	30.8	44.9
	Agree	169	40.1	40.3	85.2
	Strongly Agree	62	14.7	14.8	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	3.3	3.3	3.3
	Agree	20	4.8	4.8	8.1
	Neither Agree or Disagree	120	28.5	28.6	36.7
	Disagree	144	34.2	34.3	71.0
	Strongly Disagree	122	29.0	29.0	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

A17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	4.0	4.0	4.0
	Disagree	46	10.9	11.0	15.0
	Neither Agree or Disagree	67	15.9	16.0	31.0
	Agree	198	47.0	47.1	78.1
	Strongly Agree	92	21.9	21.9	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

A18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	3.1	3.1	3.1
	Disagree	51	12.1	12.2	15.3
	Neither Agree or Disagree	130	30.9	31.0	46.3
	Agree	181	43.0	43.2	89.5
	Strongly Agree	44	10.5	10.5	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	5.5	5.5	5.5
	Disagree	39	9.3	9.4	14.9
	Neither Agree or Disagree	104	24.7	24.9	39.8
	Agree	184	43.7	44.1	83.9
	Strongly Agree	67	15.9	16.1	100.0
	Total	417	99.0	100.0	
Missing	System	4	1.0		
Total		421	100.0		

A20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	3.3	3.4	3.4
	Disagree	41	9.7	9.9	13.2
	Neither Agree or Disagree	110	26.1	26.4	39.7
	Agree	171	40.6	41.1	80.8
	Strongly Agree	80	19.0	19.2	100.0
	Total	416	98.8	100.0	
Missing	System	5	1.2		
Total		421	100.0		

A21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	8.6	8.6	8.6
	Disagree	38	9.0	9.0	17.6
	Neither Agree or Disagree	76	18.1	18.1	35.7
	Agree	148	35.2	35.2	71.0
	Strongly Agree	122	29.0	29.0	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

A22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	58	13.8	13.8	13.8
	Agree	56	13.3	13.4	27.2
	Neither Agree or Disagree	124	29.5	29.6	56.8
	Disagree	93	22.1	22.2	79.0
	Strongly Disagree	88	20.9	21.0	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	39	9.3	9.3	9.3
	Disagree	68	16.2	16.3	25.6
	Neither Agree or Disagree	152	36.1	36.4	62.0
	Agree	119	28.3	28.5	90.4
	Strongly Agree	40	9.5	9.6	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

A24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	46	10.9	11.0	11.0
	Disagree	64	15.2	15.3	26.4
	Neither Agree or Disagree	161	38.2	38.6	65.0
	Agree	100	23.8	24.0	89.0
	Strongly Agree	46	10.9	11.0	100.0
	Total	417	99.0	100.0	
Missing	System	4	1.0		
Total		421	100.0		

A25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	3.8	3.8	3.8
	Agree	11	2.6	2.6	6.4
	Neither Agree or Disagree	54	12.8	12.9	19.3
	Disagree	159	37.8	37.9	57.3
	Strongly Disagree	179	42.5	42.7	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	5.9	6.0	6.0
	Disagree	38	9.0	9.1	15.1
	Neither Agree or Disagree	105	24.9	25.1	40.2
	Agree	172	40.9	41.1	81.3
	Strongly Agree	78	18.5	18.7	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

A27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	33	7.8	7.9	7.9
	Agree	48	11.4	11.4	19.3
	Neither Agree or Disagree	146	34.7	34.8	54.0
	Disagree	131	31.1	31.2	85.2
	Strongly Disagree	62	14.7	14.8	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

A28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	5.0	5.0	5.0
	Disagree	73	17.3	17.5	22.5
	Neither Agree or Disagree	168	39.9	40.3	62.8
	Agree	132	31.4	31.7	94.5
	Strongly Agree	23	5.5	5.5	100.0
	Total	417	99.0	100.0	
Missing	System	4	1.0		
Total		421	100.0		

A29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	3.8	3.8	3.8
	Agree	32	7.6	7.7	11.5
	Neither Agree or Disagree	73	17.3	17.5	28.9
	Disagree	184	43.7	44.0	73.0
	Strongly Disagree	113	26.8	27.0	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

A30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	2.9	2.9	2.9
	Disagree	18	4.3	4.3	7.2
	Neither Agree or Disagree	71	16.9	17.0	24.2
	Agree	151	35.9	36.1	60.3
	Strongly Agree	166	39.4	39.7	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

A31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	7.8	7.9	7.9
	Disagree	72	17.1	17.1	25.0
	Neither Agree or Disagree	125	29.7	29.8	54.8
	Agree	124	29.5	29.5	84.3
	Strongly Agree	66	15.7	15.7	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

A32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	1.7	1.7	1.7
	Disagree	10	2.4	2.4	4.1
	Neither Agree or Disagree	43	10.2	10.3	14.4
	Agree	188	44.7	45.2	59.6
	Strongly Agree	168	39.9	40.4	100.0
	Total	416	98.8	100.0	
Missing	System	5	1.2		
Total		421	100.0		

A33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	6.4	6.4	6.4
	Agree	36	8.6	8.6	15.0
	Neither Agree or Disagree	91	21.6	21.7	36.8
	Disagree	165	39.2	39.4	76.1
	Strongly Disagree	100	23.8	23.9	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	5.5	5.5	5.5
	Disagree	60	14.3	14.3	19.8
	Neither Agree or Disagree	128	30.4	30.5	50.4
	Agree	152	36.1	36.3	86.6
	Strongly Agree	56	13.3	13.4	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A35

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	24	5.7	5.8	5.8
	Agree	37	8.8	8.9	14.7
	Neither Agree or Disagree	86	20.4	20.7	35.3
	Disagree	170	40.4	40.9	76.2
	Strongly Disagree	99	23.5	23.8	100.0
	Total	416	98.8	100.0	
Missing	System	5	1.2		
Total		421	100.0		

A36

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	74	17.6	17.7	17.7
	Agree	111	26.4	26.5	44.2
	Neither Agree or Disagree	125	29.7	29.8	74.0
	Disagree	83	19.7	19.8	93.8
	Strongly Disagree	26	6.2	6.2	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A37

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	7.8	7.9	7.9
	Disagree	103	24.5	24.5	32.4
	Neither Agree or Disagree	140	33.3	33.3	65.7
	Agree	100	23.8	23.8	89.5
	Strongly Agree	44	10.5	10.5	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

A38

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	4.5	4.5	4.5
	Disagree	59	14.0	14.1	18.7
	Neither Agree or Disagree	140	33.3	33.5	52.2
	Agree	144	34.2	34.4	86.6
	Strongly Agree	56	13.3	13.4	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

A39

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	2.9	2.9	2.9
	Agree	12	2.9	2.9	5.7
	Neither Agree or Disagree	57	13.5	13.6	19.4
	Disagree	171	40.6	40.9	60.3
	Strongly Disagree	166	39.4	39.7	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

A40

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	90	21.4	21.5	21.5
	Disagree	77	18.3	18.4	39.9
	Neither Agree or Disagree	101	24.0	24.1	64.0
	Agree	94	22.3	22.4	86.4
	Strongly Agree	57	13.5	13.6	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A41

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	45	10.7	10.7	10.7
	Agree	61	14.5	14.6	25.3
	Neither Agree or Disagree	111	26.4	26.5	51.8
	Disagree	136	32.3	32.5	84.2
	Strongly Disagree	66	15.7	15.8	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A42

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	17	4.0	4.0	4.0
	Agree	30	7.1	7.1	11.2
	Neither Agree or Disagree	73	17.3	17.4	28.6
	Disagree	200	47.5	47.6	76.2
	Strongly Disagree	100	23.8	23.8	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

A43

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	34	8.1	8.1	8.1
	Disagree	80	19.0	19.1	27.2
	Neither Agree or Disagree	139	33.0	33.2	60.4
	Agree	111	26.4	26.5	86.9
	Strongly Agree	55	13.1	13.1	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A44

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	4.0	4.0	4.0
	Disagree	36	8.6	8.6	12.6
	Neither Agree or Disagree	95	22.6	22.6	35.2
	Agree	188	44.7	44.8	80.0
	Strongly Agree	84	20.0	20.0	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

A45

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	6.7	6.7	6.7
	Disagree	66	15.7	15.7	22.3
	Neither Agree or Disagree	113	26.8	26.8	49.2
	Agree	108	25.7	25.7	74.8
	Strongly Agree	106	25.2	25.2	100.0
	Total	421	100.0	100.0	

A46

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	4.8	4.8	4.8
	Disagree	51	12.1	12.2	16.9
	Neither Agree or Disagree	65	15.4	15.5	32.5
	Agree	190	45.1	45.3	77.8
	Strongly Agree	93	22.1	22.2	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A47

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	5.9	6.0	6.0
	Disagree	50	11.9	11.9	17.9
	Neither Agree or Disagree	140	33.3	33.4	51.3
	Agree	151	35.9	36.0	87.4
	Strongly Agree	53	12.6	12.6	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A48

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	3.1	3.1	3.1
	Agree	17	4.0	4.1	7.2
	Neither Agree or Disagree	76	18.1	18.1	25.3
	Disagree	166	39.4	39.6	64.9
	Strongly Disagree	147	34.9	35.1	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

A49

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	52	12.4	12.4	12.4
	Disagree	52	12.4	12.4	24.7
	Neither Agree or Disagree	91	21.6	21.6	46.3
	Agree	136	32.3	32.3	78.6
	Strongly Agree	90	21.4	21.4	100.0
	Total	421	100.0	100.0	

B50

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	278	66.0	67.1	67.1
	Once a term	59	14.0	14.3	81.4
	Once a month	34	8.1	8.2	89.6
	Every two weeks	20	4.8	4.8	94.4
	At least once a week	23	5.5	5.6	100.0
	Total	414	98.3	100.0	
Missing	System	7	1.7		
Total		421	100.0		

B51

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	34	8.1	8.1	8.1
	Once a term	53	12.6	12.7	20.8
	Once a month	101	24.0	24.2	45.0
	Every two weeks	112	26.6	26.8	71.8
	At least once a week	118	28.0	28.2	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

B52

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	16	3.8	3.9	3.9
	Once a term	1	.2	.2	4.1
	Once a month	1	.2	.2	4.4
	Every two weeks	17	4.0	4.1	8.5
	At least once a week	375	89.1	91.5	100.0
	Total	410	97.4	100.0	
Missing	System	11	2.6		
Total		421	100.0		

B53

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	211	50.1	51.8	51.8
	Once a term	27	6.4	6.6	58.5
	Once a month	67	15.9	16.5	74.9
	Every two weeks	71	16.9	17.4	92.4
	At least once a week	31	7.4	7.6	100.0
	Total	407	96.7	100.0	
Missing	System	14	3.3		
Total		421	100.0		

B54

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	23	5.5	5.6	5.6
	Once a term	84	20.0	20.4	26.0
	Once a month	176	41.8	42.7	68.7
	Every two weeks	96	22.8	23.3	92.0
	At least once a week	33	7.8	8.0	100.0
	Total	412	97.9	100.0	
Missing	System	9	2.1		
Total		421	100.0		

B55

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	53	12.6	12.7	12.7
	Once a term	21	5.0	5.0	17.8
	Once a month	48	11.4	11.5	29.3
	Every two weeks	87	20.7	20.9	50.2
	At least once a week	207	49.2	49.8	100.0
	Total	416	98.8	100.0	
Missing	System	5	1.2		
Total		421	100.0		

B56

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	60	14.3	14.5	14.5
	Once a term	114	27.1	27.5	42.0
	Once a month	165	39.2	39.9	81.9
	Every two weeks	61	14.5	14.7	96.6
	At least once a week	14	3.3	3.4	100.0
	Total	414	98.3	100.0	
Missing	System	7	1.7		
Total		421	100.0		

B57

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	164	39.0	40.0	40.0
	Once a term	120	28.5	29.3	69.3
	Once a month	88	20.9	21.5	90.7
	Every two weeks	28	6.7	6.8	97.6
	At least once a week	10	2.4	2.4	100.0
	Total	410	97.4	100.0	
Missing	System	11	2.6		
Total		421	100.0		

B58

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	67	15.9	16.0	16.0
	Once a term	32	7.6	7.7	23.7
	Once a month	45	10.7	10.8	34.4
	Every two weeks	79	18.8	18.9	53.3
	At least once a week	195	46.3	46.7	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

B59

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	355	84.3	87.0	87.0
	Once a term	20	4.8	4.9	91.9
	Once a month	16	3.8	3.9	95.8
	Every two weeks	8	1.9	2.0	97.8
	At least once a week	9	2.1	2.2	100.0
	Total	408	96.9	100.0	
Missing	System	13	3.1		
Total		421	100.0		

B60

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	198	47.0	47.4	47.4
	Once a term	66	15.7	15.8	63.2
	Once a month	72	17.1	17.2	80.4
	Every two weeks	64	15.2	15.3	95.7
	At least once a week	18	4.3	4.3	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

B61

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	376	89.3	90.8	90.8
	Once a term	25	5.9	6.0	96.9
	Once a month	7	1.7	1.7	98.6
	Every two weeks	1	.2	.2	98.8
	At least once a week	5	1.2	1.2	100.0
	Total	414	98.3	100.0	
Missing	System	7	1.7		
Total		421	100.0		

B62

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	344	81.7	83.5	83.5
	Once a term	43	10.2	10.4	93.9
	Once a month	12	2.9	2.9	96.8
	Every two weeks	9	2.1	2.2	99.0
	At least once a week	4	1.0	1.0	100.0
	Total	412	97.9	100.0	
Missing	System	9	2.1		
Total		421	100.0		

B63

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	145	34.4	35.1	35.1
	Once a term	105	24.9	25.4	60.5
	Once a month	97	23.0	23.5	84.0
	Every two weeks	57	13.5	13.8	97.8
	At least once a week	9	2.1	2.2	100.0
	Total	413	98.1	100.0	
Missing	System	8	1.9		
Total		421	100.0		

B64

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	124	29.5	30.0	30.0
	Once a term	84	20.0	20.3	50.2
	Once a month	114	27.1	27.5	77.8
	Every two weeks	75	17.8	18.1	95.9
	At least once a week	17	4.0	4.1	100.0
	Total	414	98.3	100.0	
Missing	System	7	1.7		
Total		421	100.0		

B65

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	14	3.3	3.3	3.3
	Once a term	7	1.7	1.7	5.0
	Once a month	17	4.0	4.1	9.1
	Every two weeks	36	8.6	8.6	17.7
	At least once a week	344	81.7	82.3	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

B66

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	9	2.1	2.2	2.2
	Once a term	108	25.7	26.1	28.3
	Once a month	187	44.4	45.2	73.4
	Every two weeks	77	18.3	18.6	92.0
	At least once a week	33	7.8	8.0	100.0
	Total	414	98.3	100.0	
Missing	System	7	1.7		
Total		421	100.0		

B67

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	126	29.9	30.9	30.9
	Once a term	57	13.5	14.0	44.9
	Once a month	69	16.4	16.9	61.8
	Every two weeks	88	20.9	21.6	83.3
	At least once a week	68	16.2	16.7	100.0
	Total	408	96.9	100.0	
Missing	System	13	3.1		
Total		421	100.0		

B68

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	69	16.4	16.5	16.5
	Once a term	63	15.0	15.1	31.6
	Once a month	141	33.5	33.7	65.3
	Every two weeks	104	24.7	24.9	90.2
	At least once a week	41	9.7	9.8	100.0
	Total	418	99.3	100.0	
Missing	System	3	7		
Total		421	100.0		

B69

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	55	13.1	13.3	13.3
	Once a term	50	11.9	12.0	25.3
	Once a month	97	23.0	23.4	48.7
	Every two weeks	109	25.9	26.3	74.9
	At least once a week	104	24.7	25.1	100.0
	Total	415	98.6	100.0	
Missing	System	6	1.4		
Total		421	100.0		

B70

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	137	32.5	32.9	32.9
	Once a term	50	11.9	12.0	45.0
	Once a month	80	19.0	19.2	64.2
	Every two weeks	88	20.9	21.2	85.3
	At least once a week	61	14.5	14.7	100.0
	Total	416	98.8	100.0	
Missing	System	5	1.2		
Total		421	100.0		

B71

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	236	56.1	57.3	57.3
	Once a term	57	13.5	13.8	71.1
	Once a month	53	12.6	12.9	84.0
	Every two weeks	36	8.6	8.7	92.7
	At least once a week	30	7.1	7.3	100.0
	Total	412	97.9	100.0	
Missing	System	9	2.1		
Total		421	100.0		

B72

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	28	6.7	6.8	6.8
	Once a term	15	3.6	3.6	10.4
	Once a month	37	8.8	8.9	19.3
	Every two weeks	63	15.0	15.2	34.5
	At least once a week	271	64.4	65.5	100.0
	Total	414	98.3	100.0	
Missing	System	7	1.7		
Total		421	100.0		

B73

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	25	5.9	6.0	6.0
	Once a term	42	10.0	10.1	16.1
	Once a month	109	25.9	26.1	42.2
	Every two weeks	130	30.9	31.2	73.4
	At least once a week	111	26.4	26.6	100.0
	Total	417	99.0	100.0	
Missing	System	4	1.0		
Total		421	100.0		

B74

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	144	34.2	34.9	34.9
	Once a term	54	12.8	13.1	47.9
	Once a month	45	10.7	10.9	58.8
	Every two weeks	77	18.3	18.6	77.5
	At least once a week	93	22.1	22.5	100.0
	Total	413	98.1	100.0	
Missing	System	8	1.9		
Total		421	100.0		

B75

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	142	33.7	34.5	34.5
	Once a term	51	12.1	12.4	46.8
	Once a month	69	16.4	16.7	63.6
	Every two weeks	86	20.4	20.9	84.5
	At least once a week	64	15.2	15.5	100.0
	Total	412	97.9	100.0	
Missing	System	9	2.1		
Total		421	100.0		

B76

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	170	40.4	41.5	41.5
	Once a term	57	13.5	13.9	55.4
	Once a month	80	19.0	19.5	74.9
	Every two weeks	61	14.5	14.9	89.8
	At least once a week	42	10.0	10.2	100.0
	Total	410	97.4	100.0	
Missing	System	11	2.6		
Total		421	100.0		

B77

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hardly ever	28	6.7	6.7	6.7
	Once a term	39	9.3	9.3	16.0
	Once a month	88	20.9	21.1	37.1
	Every two weeks	130	30.9	31.1	68.2
	At least once a week	133	31.6	31.8	100.0
	Total	418	99.3	100.0	
Missing	System	3	.7		
Total		421	100.0		

B78

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	57	13.5	13.6	13.6
	Dislike	75	17.8	17.9	31.4
	Not sure	84	20.0	20.0	51.4
	Like	158	37.5	37.6	89.0
	Like a lot	46	10.9	11.0	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

B79

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	51	12.1	12.1	12.1
	Dislike	63	15.0	15.0	27.1
	Not sure	93	22.1	22.1	49.3
	Like	135	32.1	32.1	81.4
	Like a lot	78	18.5	18.6	100.0
	Total	420	99.8	100.0	
Missing	System	1	.2		
Total		421	100.0		

B80

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	33	7.8	7.9	7.9
	Dislike	42	10.0	10.0	17.9
	Not sure	90	21.4	21.5	39.4
	Like	171	40.6	40.8	80.2
	Like a lot	83	19.7	19.8	100.0
	Total	419	99.5	100.0	
Missing	System	2	.5		
Total		421	100.0		

B81

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	51	12.1	12.3	12.3
	Dislike	62	14.7	14.9	27.2
	Not sure	104	24.7	25.0	52.2
	Like	148	35.2	35.6	87.7
	Like a lot	51	12.1	12.3	100.0
	Total	416	98.8	100.0	
Missing	System	5	1.2		
Total		421	100.0		

B82

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	17	4.0	4.2	4.2
	Dislike	18	4.3	4.4	8.6
	Not sure	41	9.7	10.0	18.6
	Like	107	25.4	26.2	44.9
	Like a lot	225	53.4	55.1	100.0
	Total	408	96.9	100.0	
Missing	System	13	3.1		
Total		421	100.0		

B83

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	25	5.9	8.2	8.2
	Dislike	26	6.2	8.5	16.7
	Not sure	60	14.3	19.7	36.4
	Like	89	21.1	29.2	65.6
	Like a lot	105	24.9	34.4	100.0
	Total	305	72.4	100.0	
Missing	System	116	27.6		
Total		421	100.0		

B84

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	19	4.5	7.4	7.4
	Dislike	13	3.1	5.1	12.5
	Not sure	48	11.4	18.8	31.3
	Like	75	17.8	29.3	60.5
	Like a lot	101	24.0	39.5	100.0
	Total	256	60.8	100.0	
Missing	System	165	39.2		
Total		421	100.0		

B85

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	24	5.7	10.2	10.2
	Dislike	22	5.2	9.3	19.5
	Not sure	37	8.8	15.7	35.2
	Like	63	15.0	26.7	61.9
	Like a lot	90	21.4	38.1	100.0
	Total	236	56.1	100.0	
Missing	System	185	43.9		
Total		421	100.0		

B86

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	19	4.5	14.1	14.1
	Dislike	9	2.1	6.7	20.7
	Not sure	62	14.7	45.9	66.7
	Like	28	6.7	20.7	87.4
	Like a lot	17	4.0	12.6	100.0
	Total	135	32.1	100.0	
Missing	System	286	67.9		
Total		421	100.0		

B87

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	11	2.6	4.6	4.6
	Dislike	15	3.6	6.2	10.8
	Not sure	27	6.4	11.2	22.0
	Like	72	17.1	29.9	51.9
	Like a lot	116	27.6	48.1	100.0
	Total	241	57.2	100.0	
Missing	System	180	42.8		
Total		421	100.0		

B88

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	31	7.4	9.4	9.4
	Dislike	60	14.3	18.1	27.5
	Not sure	79	18.8	23.9	51.4
	Like	109	25.9	32.9	84.3
	Like a lot	52	12.4	15.7	100.0
	Total	331	78.6	100.0	
Missing	System	90	21.4		
Total		421	100.0		

B89

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	14	3.3	5.8	5.8
	Dislike	15	3.6	6.3	12.1
	Not sure	39	9.3	16.3	28.3
	Like	61	14.5	25.4	53.8
	Like a lot	111	26.4	46.3	100.0
	Total	240	57.0	100.0	
Missing	System	181	43.0		
Total		421	100.0		

B90

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	61	14.5	28.2	28.2
	Dislike	37	8.8	17.1	45.4
	Not sure	41	9.7	19.0	64.4
	Like	40	9.5	18.5	82.9
	Like a lot	37	8.8	17.1	100.0
	Total	216	51.3	100.0	
Missing	System	205	48.7		
Total		421	100.0		

B91

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dislike a lot	9	2.1	4.8	4.8
	Dislike	8	1.9	4.3	9.1
	Not sure	43	10.2	23.1	32.3
	Like	40	9.5	21.5	53.8
	Like a lot	86	20.4	46.2	100.0
	Total	186	44.2	100.0	
Missing	System	235	55.8		
Total		421	100.0		

C94

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Social studies is my favourite subject	14	3.3	3.5	3.5
	I like social studies a lot	69	16.4	17.1	20.5
	Social studies is okay	227	53.9	56.2	76.7
	I do not like social studies	56	13.3	13.9	90.6
	I don't like anything about social studies at all	38	9.0	9.4	100.0
	Total	404	96.0	100.0	
Missing	System	17	4.0		
Total		421	100.0		

APPENDIX F

Independent Samples Test

Note: Item numbers in *SS4TSS* appear with the prefix A, B and C in the tables of this Appendix.

A	Items 4 - 49
B	Items 50 - 91
C	Item 94

Independent Samples Test - Gender

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
A4	Equal variances assumed	2.505	.114	.805	419	.421	9.05E-02	.11	-.13	.31
	Equal variances not assumed			.806	416.154	.420	9.05E-02	.11	-.13	.31
A5	Equal variances assumed	1.380	.241	-1.157	418	.248	-.11	9.80E-02	-.31	7.92E-02
	Equal variances not assumed			-1.158	416.661	.247	-.11	9.80E-02	-.31	7.91E-02
A6	Equal variances assumed	.464	.496	-1.424	419	.155	-.12	8.44E-02	-.29	4.57E-02
	Equal variances not assumed			-1.426	415.953	.155	-.12	8.43E-02	-.29	4.55E-02
A7	Equal variances assumed	.286	.593	.491	415	.624	4.54E-02	9.26E-02	-.14	.23
	Equal variances not assumed			.491	414.301	.624	4.54E-02	9.26E-02	-.14	.23
A8	Equal variances assumed	11.726	.001	1.778	414	.076	.18	.10	-1.95E-02	.39
	Equal variances not assumed			1.780	407.427	.076	.18	.10	-1.93E-02	.39

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
A9	Equal variances assumed	3.092	.079	.410	419	.682	4.41E-02	.11	-.17	.26
	Equal variances not assumed			.411	417.357	.681	4.41E-02	.11	-.17	.26
A10	Equal variances assumed	.101	.751	-.193	416	.847	-2.11E-02	.11	-.24	.19
	Equal variances not assumed			-.193	415.971	.847	-2.11E-02	.11	-.24	.19
A11	Equal variances assumed	5.274	.022	-.416	415	.678	-4.67E-02	.11	-.27	.17
	Equal variances not assumed			-.416	408.912	.677	-4.67E-02	.11	-.27	.17
A12	Equal variances assumed	4.106	.043	1.750	417	.081	.17	9.74E-02	-2.10E-02	.36
	Equal variances not assumed			1.752	408.737	.081	.17	9.73E-02	-2.08E-02	.36
A13	Equal variances assumed	.934	.334	.050	418	.960	5.17E-03	.10	-.20	.21
	Equal variances not assumed			.050	416.505	.960	5.17E-03	.10	-.20	.21
A14	Equal variances assumed	10.032	.002	-.195	417	.845	-2.29E-02	.12	-.25	.21
	Equal variances not assumed			-.195	409.437	.845	-2.29E-02	.12	-.25	.21

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
A15	Equal variances assumed	4.717	.030	.025	417	.980	2.51E-03	.10	-.19	.20
	Equal variances not assumed			.025	413.223	.980	2.51E-03	.10	-.19	.20
A16	Equal variances assumed	.958	.328	.635	418	.526	6.30E-02	9.93E-02	-.13	.26
	Equal variances not assumed			.635	417.841	.526	6.30E-02	9.92E-02	-.13	.26
A17	Equal variances assumed	2.485	.116	1.062	418	.289	.11	.10	-9.27E-02	.31
	Equal variances not assumed			1.063	416.905	.288	.11	.10	-9.25E-02	.31
A18	Equal variances assumed	3.484	.063	.533	417	.595	4.91E-02	9.23E-02	-.13	.23
	Equal variances not assumed			.533	413.303	.594	4.91E-02	9.21E-02	-.13	.23
A19	Equal variances assumed	8.005	.005	-.010	415	.992	-9.89E-04	.10	-.20	.20
	Equal variances not assumed			-.010	404.979	.992	-9.89E-04	.10	-.20	.20
A20	Equal variances assumed	2.985	.085	-2.157	414	.032	-.21	9.86E-02	-.41	-1.89E-02
	Equal variances not assumed			-2.162	406.144	.031	-.21	9.83E-02	-.41	-1.93E-02

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
A21	Equal variances assumed	1.835	.176	.107	418	.915	1.28E-02	.12	-.22	.25
	Equal variances not assumed			.107	416.325	.915	1.28E-02	.12	-.22	.25
A22	Equal variances assumed	4.952	.027	-.818	417	.414	-.10	.13	-.35	.15
	Equal variances not assumed			-.819	414.829	.413	-.10	.13	-.35	.15
A23	Equal variances assumed	9.691	.002	-1.832	416	.068	-.19	.11	-.40	1.42E-02
	Equal variances not assumed			-1.833	411.816	.068	-.19	.11	-.40	1.41E-02
A24	Equal variances assumed	15.130	.000	-.509	415	.611	-5.63E-02	.11	-.27	.16
	Equal variances not assumed			-.510	402.067	.610	-5.63E-02	.11	-.27	.16
A25	Equal variances assumed	.769	.381	.880	417	.380	8.56E-02	9.73E-02	-.11	.28
	Equal variances not assumed			.881	415.932	.379	8.56E-02	9.71E-02	-.11	.28
A26	Equal variances assumed	7.490	.006	1.468	416	.143	.15	.11	-5.24E-02	.36
	Equal variances not assumed			1.470	410.822	.142	.15	.11	-5.21E-02	.36

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
A27	Equal variances assumed	.057	.812	-1.192	418	.234	-.13	.11	-.34	8.34E-02
	Equal variances not assumed			-1.193	417.991					
A28	Equal variances assumed	4.462	.035	-.738	415	.461	-6.83E-02	9.26E-02	-.25	.11
	Equal variances not assumed			-.739	411.271					
A29	Equal variances assumed	11.271	.001	-.868	416	.386	-8.78E-02	.10	-.29	.11
	Equal variances not assumed			-.869	395.949					
A30	Equal variances assumed	1.039	.309	-.925	416	.355	-9.04E-02	9.77E-02	-.28	.10
	Equal variances not assumed			-.925	415.705					
A31	Equal variances assumed	5.437	.020	-.206	418	.837	-2.32E-02	.11	-.25	.20
	Equal variances not assumed			-.206	413.682					
A32	Equal variances assumed	1.258	.263	.394	414	.694	3.27E-02	8.30E-02	-.13	.20
	Equal variances not assumed			.395	409.795					

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
A33	Equal variances assumed	2.108	.147	-.278	417	.781	-3.06E-02	.11	-.25	.19
	Equal variances not assumed			-.278	416.661	.781	-3.06E-02	.11	-.25	.19
A34	Equal variances assumed	2.316	.129	-.778	417	.437	-8.05E-02	.10	-.28	.12
	Equal variances not assumed			-.779	415.423	.437	-8.05E-02	.10	-.28	.12
A35	Equal variances assumed	17.372	.000	1.678	414	.094	.18	.11	-3.11E-02	.39
	Equal variances not assumed			1.681	400.503	.094	.18	.11	-3.07E-02	.39
A36	Equal variances assumed	1.404	.237	-1.188	417	.235	-.13	.11	-.36	8.77E-02
	Equal variances not assumed			-1.190	415.925	.235	-.13	.11	-.36	8.73E-02
A37	Equal variances assumed	14.121	.000	-2.168	418	.031	-.23	.11	-.44	-2.17E-02
	Equal variances not assumed			-2.173	402.614	.030	-.23	.11	-.44	-2.22E-02
A38	Equal variances assumed	.972	.325	-.948	416	.344	-9.55E-02	.10	-.29	.10
	Equal variances not assumed			-.949	415.359	.343	-9.55E-02	.10	-.29	.10

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
A39	Equal variances assumed	.209	.648	.477	416	.634	4.42E-02	9.26E-02	-.14	.23
	Equal variances not assumed			.477	415.715	.634	4.42E-02	9.26E-02	-.14	.23
A40	Equal variances assumed	7.455	.007	.533	417	.595	6.99E-02	.13	-.19	.33
	Equal variances not assumed			.533	413.481	.594	6.99E-02	.13	-.19	.33
A41	Equal variances assumed	10.854	.001	-.875	417	.382	-.10	.12	-.33	.13
	Equal variances not assumed			-.876	408.959	.381	-.10	.12	-.33	.13
A42	Equal variances assumed	8.530	.004	.058	418	.954	5.71E-03	9.89E-02	-.19	.20
	Equal variances not assumed			.058	410.180	.954	5.71E-03	9.87E-02	-.19	.20
A43	Equal variances assumed	2.087	.149	.411	417	.681	4.55E-02	.11	-.17	.26
	Equal variances not assumed			.411	413.546	.681	4.55E-02	.11	-.17	.26
A44	Equal variances assumed	.853	.356	-.733	418	.464	-7.28E-02	9.93E-02	-.27	.12
	Equal variances not assumed			-.733	417.358	.464	-7.28E-02	9.92E-02	-.27	.12

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
A45	Equal variances assumed	.085	.770	-3.073	419	.002	-.36	.12	-.59	-.13
	Equal variances not assumed			-3.074	419.000	.002	-.36	.12	-.59	-.13
A46	Equal variances assumed	.017	.896	-.847	417	.397	-9.05E-02	.11	-.30	.12
	Equal variances not assumed			-.847	416.999	.397	-9.05E-02	.11	-.30	.12
A47	Equal variances assumed	3.182	.075	-.462	417	.644	-4.71E-02	.10	-.25	.15
	Equal variances not assumed			-.463	414.180	.644	-4.71E-02	.10	-.25	.15
A48	Equal variances assumed	.437	.509	1.286	417	.199	.12	9.65E-02	-6.56E-02	.31
	Equal variances not assumed			1.286	416.694	.199	.12	9.64E-02	-6.55E-02	.31
A49	Equal variances assumed	.393	.531	1.820	419	.070	.23	.13	-1.83E-02	.47
	Equal variances not assumed			1.821	418.848	.069	.23	.13	-1.81E-02	.47
B50	Equal variances assumed	14.422	.000	-2.431	412	.015	-.28	.11	-.50	-5.27E-02
	Equal variances not assumed			-2.431	390.566	.016	-.28	.11	-.50	-5.27E-02

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
B51	Equal variances assumed	1.848	.175	-.659	416	.510	-8.05E-02	.12	-.32	.16
	Equal variances not assumed			-.659	412.807	.511	-8.05E-02	.12	-.32	.16
B52	Equal variances assumed	.111	.739	.167	408	.867	1.34E-02	8.01E-02	-.14	.17
	Equal variances not assumed			.167	407.737	.867	1.34E-02	8.00E-02	-.14	.17
B53	Equal variances assumed	3.450	.064	-2.405	405	.017	-.34	.14	-.61	-6.15E-02
	Equal variances not assumed			-2.408	404.992	.016	-.34	.14	-.61	-6.19E-02
B54	Equal variances assumed	.421	.517	.429	410	.668	4.19E-02	9.75E-02	-.15	.23
	Equal variances not assumed			.429	408.266	.668	4.19E-02	9.76E-02	-.15	.23
B55	Equal variances assumed	.008	.929	-.238	414	.812	-3.27E-02	.14	-.30	.24
	Equal variances not assumed			-.239	413.941	.812	-3.27E-02	.14	-.30	.24
B56	Equal variances assumed	.512	.475	-.506	412	.613	-5.03E-02	9.92E-02	-.25	.14
	Equal variances not assumed			-.507	411.686	.613	-5.03E-02	9.92E-02	-.25	.14

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
B57	Equal variances assumed	3.051	.081	-1.974	408	.049	-.20	.10	-.41	-8.48E-04
	Equal variances not assumed			-1.975	407.078	.049	-.20	.10	-.41	-9.03E-04
B58	Equal variances assumed	.002	.961	1.301	416	.194	.19	.15	-9.75E-02	.48
	Equal variances not assumed			1.301	415.379	.194	.19	.15	-9.75E-02	.48
B59	Equal variances assumed	34.476	.000	-2.915	406	.004	-.23	7.98E-02	-.39	-7.57E-02
	Equal variances not assumed			-2.923	314.039	.004	-.23	7.96E-02	-.39	-7.60E-02
B60	Equal variances assumed	3.768	.053	-2.758	416	.006	-.34	.12	-.59	-9.82E-02
	Equal variances not assumed			-2.760	414.059	.006	-.34	.12	-.59	-9.84E-02
B61	Equal variances assumed	27.070	.000	-2.646	412	.008	-.15	5.53E-02	-.26	-3.76E-02
	Equal variances not assumed			-2.638	294.627	.009	-.15	5.55E-02	-.26	-3.72E-02
B62	Equal variances assumed	62.166	.000	-4.029	410	.000	-.28	6.86E-02	-.41	-.14
	Equal variances not assumed			-4.054	293.535	.000	-.28	6.82E-02	-.41	-.14

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
B63	Equal variances assumed	5.117	.024	.352	411	.725	3.94E-02	.11	-.18	.26
	Equal variances not assumed			.353	408.760	.725	3.94E-02	.11	-.18	.26
B64	Equal variances assumed	1.892	.170	-.410	412	.682	-4.87E-02	.12	-.28	.19
	Equal variances not assumed			-.410	410.802	.682	-4.87E-02	.12	-.28	.18
B65	Equal variances assumed	10.009	.002	1.569	416	.117	.14	8.81E-02	-3.49E-02	.31
	Equal variances not assumed			1.576	389.368	.116	.14	8.77E-02	-3.42E-02	.31
B66	Equal variances assumed	4.561	.033	-.780	412	.436	-7.09E-02	9.08E-02	-.25	.11
	Equal variances not assumed			-.782	410.471	.435	-7.09E-02	9.07E-02	-.25	.11
B67	Equal variances assumed	.487	.486	-1.325	406	.186	-.20	.15	-.49	9.44E-02
	Equal variances not assumed			-1.325	405.576	.186	-.20	.15	-.49	9.45E-02
B68	Equal variances assumed	.606	.437	-.370	416	.711	-4.38E-02	.12	-.28	.19
	Equal variances not assumed			-.371	415.222	.711	-4.38E-02	.12	-.28	.19

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
B69	Equal variances assumed	.821	.365	.373	413	.709	4.88E-02	.13	-.21	.31
	Equal variances not assumed			.373	411.797	.710	4.88E-02	.13	-.21	.31
B70	Equal variances assumed	6.385	.012	.963	414	.336	.14	.14	-.14	.42
	Equal variances not assumed			.962	407.202	.337	.14	.14	-.15	.42
B71	Equal variances assumed	.242	.623	.113	410	.910	1.46E-02	.13	-.24	.27
	Equal variances not assumed			.113	408.445	.910	1.46E-02	.13	-.24	.27
B72	Equal variances assumed	1.736	.188	1.478	412	.140	.17	.12	-5.70E-02	.40
	Equal variances not assumed			1.479	411.797	.140	.17	.12	-5.68E-02	.40
B73	Equal variances assumed	.068	.795	-.429	415	.668	-4.86E-02	.11	-.27	.17
	Equal variances not assumed			-.430	414.996	.668	-4.86E-02	.11	-.27	.17
B74	Equal variances assumed	.700	.403	1.412	411	.159	.22	.16	-8.75E-02	.53
	Equal variances not assumed			1.411	409.627	.159	.22	.16	-8.76E-02	.53

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
B75	Equal variances assumed	.032	.858	.566	410	.572	8.37E-02	.15	-.21	.37
	Equal variances not assumed			.565	409.067		8.37E-02	.15		
B76	Equal variances assumed	.000	.987	-.269	408	.788	-3.75E-02	.14	-.31	.24
	Equal variances not assumed			-.269	407.564		-3.75E-02	.14		
B77	Equal variances assumed	.940	.333	.977	416	.329	.11	.12	-.12	.34
	Equal variances not assumed			.977	415.955		.11	.12		
B78	Equal variances assumed	2.529	.113	2.696	418	.007	.32	.12	8.72E-02	.56
	Equal variances not assumed			2.699	416.049		.32	.12		
B79	Equal variances assumed	.147	.701	-2.662	418	.008	-.33	.12	-.57	-8.57E-02
	Equal variances not assumed			-2.661	417.118		-.33	.12		
B80	Equal variances assumed	1.099	.295	-1.677	417	.094	-.19	.11	-.41	3.23E-02
	Equal variances not assumed			-1.677	416.286		-.19	.11		

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
B81	Equal variances assumed	3.346	.068	.669	414	.504	7.89E-02	.12	-.15	.31
	Equal variances not assumed			.669	410.149	.504	7.89E-02	.12	-.15	.31
B82	Equal variances assumed	.456	.500	-1.340	406	.181	-.14	.11	-.35	6.63E-02
	Equal variances not assumed			-1.340	403.426	.181	-.14	.11	-.35	6.64E-02
B83	Equal variances assumed	1.979	.160	-1.351	303	.178	-.19	.14	-.47	8.80E-02
	Equal variances not assumed			-1.353	300.292	.177	-.19	.14	-.47	8.74E-02
B84	Equal variances assumed	16.708	.000	4.990	254	.000	.72	.14	.43	1.00
	Equal variances not assumed			5.001	237.227	.000	.72	.14	.43	1.00

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
B85	Equal variances assumed	2.369	.125	1.750	234	.081	.30	.17	-3.79E-02	.64
	Equal variances not assumed			1.749	232.341	.082	.30	.17	-3.81E-02	.64
B86	Equal variances assumed	.147	.702	2.271	133	.025	.45	.20	5.77E-02	.84
	Equal variances not assumed			2.290	132.971	.024	.45	.19	6.08E-02	.83
B87	Equal variances assumed	1.767	.185	3.204	239	.002	.45	.14	.17	.73
	Equal variances not assumed			3.172	221.637	.002	.45	.14	.17	.73
B88	Equal variances assumed	5.841	.016	1.100	329	.272	.15	.13	-.11	.41
	Equal variances not assumed			1.106	326.826	.270	.15	.13	-.11	.40
B89	Equal variances assumed	5.421	.021	-3.136	238	.002	-.48	.15	-.78	-.18
	Equal variances not assumed			-3.065	198.858	.002	-.48	.16	-.78	-.17
B90	Equal variances assumed	2.947	.087	2.611	214	.010	.51	.20	.13	.90
	Equal variances not assumed			2.621	213.920	.009	.51	.20	.13	.90

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
B91	Equal variances assumed	3.270	.072	2.610	184	.010	.43	.17	.11	.76
	Equal variances not assumed			2.639	183.665	.009	.43	.16	.11	.75
C94	Equal variances assumed	14.129	.000	-.036	402	.971	-3.24E-03	9.02E-02	-.18	.17
	Equal variances not assumed			-.036	383.041	.971	-3.24E-03	8.99E-02	-.18	.17

APPENDIX G

Oneway ANOVA

Note: Item numbers in SS47SS appear with the prefix A, B and C in the tables of this Appendix.

A	Items 4 - 49
B	Items 50 - 91
C	Item 94

Oneway ANOVA - Comparison of year groups

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
A4	Between Groups	36.902	2	18.451	14.803	.000
	Within Groups	521.008	418	1.246		
	Total	557.910	420			
A5	Between Groups	35.982	2	17.991	19.373	.000
	Within Groups	387.246	417	.929		
	Total	423.229	419			
A6	Between Groups	18.544	2	9.272	13.051	.000
	Within Groups	296.971	418	.710		
	Total	315.515	420			
A7	Between Groups	12.160	2	6.080	7.016	.001
	Within Groups	358.752	414	.867		
	Total	370.911	416			
A8	Between Groups	4.452	2	2.226	1.978	.140
	Within Groups	464.738	413	1.125		
	Total	469.190	415			
A9	Between Groups	23.888	2	11.944	10.290	.000
	Within Groups	485.172	418	1.161		
	Total	509.059	420			
A10	Between Groups	51.787	2	25.893	23.018	.000
	Within Groups	466.838	415	1.125		
	Total	518.624	417			
A11	Between Groups	8.189E-02	2	4.094E-02	.031	.969
	Within Groups	547.160	414	1.322		
	Total	547.242	416			
A12	Between Groups	4.773	2	2.387	2.405	.092
	Within Groups	412.836	416	.992		
	Total	417.609	418			
A13	Between Groups	24.576	2	12.288	11.690	.000
	Within Groups	438.338	417	1.051		
	Total	462.914	419			
A14	Between Groups	23.513	2	11.757	8.423	.000
	Within Groups	580.620	416	1.396		
	Total	604.134	418			
A15	Between Groups	30.072	2	15.036	15.306	.000
	Within Groups	408.672	416	.982		
	Total	438.745	418			
A16	Between Groups	10.916	2	5.458	5.395	.005
	Within Groups	421.846	417	1.012		
	Total	432.762	419			
A17	Between Groups	16.115	2	8.057	7.521	.001
	Within Groups	446.733	417	1.071		
	Total	462.848	419			
A18	Between Groups	17.073	2	8.537	10.005	.000
	Within Groups	354.946	416	.853		
	Total	372.019	418			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
A19	Between Groups	34.003	2	17.001	16.806	.000
	Within Groups	418.808	414	1.012		
	Total	452.811	416			
A20	Between Groups	4.435	2	2.217	2.188	.113
	Within Groups	418.556	413	1.013		
	Total	422.990	415			
A21	Between Groups	21.365	2	10.683	7.335	.001
	Within Groups	607.292	417	1.456		
	Total	628.657	419			
A22	Between Groups	58.756	2	29.378	18.751	.000
	Within Groups	651.788	416	1.567		
	Total	710.544	418			
A23	Between Groups	30.252	2	15.126	13.470	.000
	Within Groups	466.028	415	1.123		
	Total	496.280	417			
A24	Between Groups	34.166	2	17.083	14.295	.000
	Within Groups	494.726	414	1.195		
	Total	528.892	416			
A25	Between Groups	14.837	2	7.419	7.736	.001
	Within Groups	398.943	416	.959		
	Total	413.780	418			
A26	Between Groups	20.268	2	10.134	9.065	.000
	Within Groups	463.933	415	1.118		
	Total	484.201	417			
A27	Between Groups	10.445	2	5.223	4.345	.014
	Within Groups	501.219	417	1.202		
	Total	511.664	419			
A28	Between Groups	7.992	2	3.996	4.551	.011
	Within Groups	363.490	414	.878		
	Total	371.482	416			
A29	Between Groups	5.734	2	2.867	2.705	.068
	Within Groups	439.864	415	1.060		
	Total	445.598	417			
A30	Between Groups	10.400	2	5.200	5.324	.005
	Within Groups	405.335	415	.977		
	Total	415.734	417			
A31	Between Groups	58.286	2	29.143	24.278	.000
	Within Groups	500.562	417	1.200		
	Total	558.848	419			
A32	Between Groups	11.971	2	5.986	8.672	.000
	Within Groups	285.067	413	.690		
	Total	297.038	415			
A33	Between Groups	19.868	2	9.934	8.125	.000
	Within Groups	508.643	416	1.223		
	Total	528.511	418			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
A34	Between Groups	24.908	2	12.454	11.682	.000
	Within Groups	443.512	416	1.066		
	Total	468.420	418			
A35	Between Groups	24.814	2	12.407	10.638	.000
	Within Groups	481.664	413	1.166		
	Total	506.478	415			
A36	Between Groups	16.271	2	8.136	6.256	.002
	Within Groups	541.032	416	1.301		
	Total	557.303	418			
A37	Between Groups	24.388	2	12.194	10.468	.000
	Within Groups	485.753	417	1.165		
	Total	510.140	419			
A38	Between Groups	6.767	2	3.384	3.222	.041
	Within Groups	435.752	415	1.050		
	Total	442.519	417			
A39	Between Groups	15.476	2	7.738	8.976	.000
	Within Groups	357.780	415	.862		
	Total	373.256	417			
A40	Between Groups	90.342	2	45.171	28.346	.000
	Within Groups	662.928	416	1.594		
	Total	753.270	418			
A41	Between Groups	34.554	2	17.277	12.526	.000
	Within Groups	573.776	416	1.379		
	Total	608.329	418			
A42	Between Groups	19.619	2	9.809	9.987	.000
	Within Groups	409.581	417	.982		
	Total	429.200	419			
A43	Between Groups	45.128	2	22.564	19.190	.000
	Within Groups	489.153	416	1.176		
	Total	534.282	418			
A44	Between Groups	20.491	2	10.245	10.351	.000
	Within Groups	412.757	417	.990		
	Total	433.248	419			
A45	Between Groups	7.384	2	3.692	2.532	.081
	Within Groups	609.495	418	1.458		
	Total	616.879	420			
A46	Between Groups	31.433	2	15.716	13.979	.000
	Within Groups	467.713	416	1.124		
	Total	499.146	418			
A47	Between Groups	.561	2	.281	.257	.773
	Within Groups	453.611	416	1.090		
	Total	454.172	418			
A48	Between Groups	15.942	2	7.971	8.458	.000
	Within Groups	392.049	416	.942		
	Total	407.990	418			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
A49	Between Groups	59.018	2	29.509	19.389	.000
	Within Groups	636.175	418	1.522		
	Total	695.192	420			
B50	Between Groups	16.339	2	8.169	6.233	.002
	Within Groups	538.640	411	1.311		
	Total	554.978	413			
B51	Between Groups	244.963	2	122.481	125.579	.000
	Within Groups	404.762	415	.975		
	Total	649.725	417			
B52	Between Groups	1.345	2	.673	1.027	.359
	Within Groups	266.616	407	.655		
	Total	267.961	409			
B53	Between Groups	19.697	2	9.849	4.968	.007
	Within Groups	800.956	404	1.983		
	Total	820.654	406			
B54	Between Groups	3.198	2	1.599	1.642	.195
	Within Groups	398.317	409	.974		
	Total	401.515	411			
B55	Between Groups	44.748	2	22.374	12.047	.000
	Within Groups	767.011	413	1.857		
	Total	811.760	415			
B56	Between Groups	5.407	2	2.704	2.679	.070
	Within Groups	414.808	411	1.009		
	Total	420.215	413			
B57	Between Groups	19.155	2	9.577	8.969	.000
	Within Groups	434.601	407	1.068		
	Total	453.756	409			
B58	Between Groups	14.161	2	7.081	3.176	.043
	Within Groups	925.200	415	2.229		
	Total	939.361	417			
B59	Between Groups	7.381	2	3.691	5.708	.004
	Within Groups	261.874	405	.647		
	Total	269.255	407			
B60	Between Groups	23.395	2	11.698	7.388	.001
	Within Groups	657.102	415	1.583		
	Total	680.498	417			
B61	Between Groups	1.248	2	.624	1.951	.143
	Within Groups	131.467	411	.320		
	Total	132.715	413			
B62	Between Groups	4.146	2	2.073	4.188	.016
	Within Groups	202.485	409	.495		
	Total	206.631	411			
B63	Between Groups	12.913	2	6.456	5.119	.006
	Within Groups	517.145	410	1.261		
	Total	530.058	412			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
B64	Between Groups	2.879	2	1.439	.986	.374
	Within Groups	600.003	411	1.460		
	Total	602.882	413			
B65	Between Groups	9.056	2	4.528	5.690	.004
	Within Groups	330.248	415	.796		
	Total	339.304	417			
B66	Between Groups	10.609	2	5.304	6.380	.002
	Within Groups	341.693	411	.831		
	Total	352.302	413			
B67	Between Groups	9.989	2	4.995	2.264	.105
	Within Groups	893.302	405	2.206		
	Total	903.292	407			
B68	Between Groups	28.673	2	14.336	10.297	.000
	Within Groups	577.789	415	1.392		
	Total	606.462	417			
B69	Between Groups	127.109	2	63.554	43.031	.000
	Within Groups	608.496	412	1.477		
	Total	735.605	414			
B70	Between Groups	171.770	2	85.885	48.791	.000
	Within Groups	726.990	413	1.760		
	Total	898.760	415			
B71	Between Groups	56.979	2	28.490	18.067	.000
	Within Groups	644.950	409	1.577		
	Total	701.930	411			
B72	Between Groups	1.978	2	.989	.697	.499
	Within Groups	583.240	411	1.419		
	Total	585.217	413			
B73	Between Groups	14.739	2	7.370	5.659	.004
	Within Groups	539.150	414	1.302		
	Total	553.890	416			
B74	Between Groups	46.904	2	23.452	9.455	.000
	Within Groups	1016.985	410	2.480		
	Total	1063.889	412			
B75	Between Groups	328.334	2	164.167	112.445	.000
	Within Groups	597.129	409	1.460		
	Total	925.464	411			
B76	Between Groups	136.471	2	68.235	41.165	.000
	Within Groups	674.641	407	1.658		
	Total	811.112	409			
B77	Between Groups	137.942	2	68.971	62.453	.000
	Within Groups	458.309	415	1.104		
	Total	596.251	417			
B78	Between Groups	14.373	2	7.187	4.820	.009
	Within Groups	621.767	417	1.491		
	Total	636.140	419			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
B79	Between Groups	38.901	2	19.451	12.727	.000
	Within Groups	637.299	417	1.528		
	Total	676.200	419			
B80	Between Groups	5.261	2	2.630	2.002	.136
	Within Groups	546.582	416	1.314		
	Total	551.842	418			
B81	Between Groups	17.060	2	8.530	6.041	.003
	Within Groups	583.162	413	1.412		
	Total	600.221	415			
B82	Between Groups	4.790	2	2.395	2.094	.124
	Within Groups	463.148	405	1.144		
	Total	467.939	407			
B83	Between Groups	17.818	2	8.909	5.924	.003
	Within Groups	454.136	302	1.504		
	Total	471.954	304			
B84	Between Groups	2.356	2	1.178	.814	.444
	Within Groups	366.128	253	1.447		
	Total	368.484	255			
B85	Between Groups	1.129	2	.565	.319	.728
	Within Groups	413.053	233	1.773		
	Total	414.182	235			
B86	Between Groups	12.631	2	6.316	5.001	.008
	Within Groups	166.702	132	1.263		
	Total	179.333	134			
B87	Between Groups	.266	2	.133	.106	.899
	Within Groups	298.929	238	1.256		
	Total	299.195	240			
B88	Between Groups	50.551	2	25.276	19.487	.000
	Within Groups	425.431	328	1.297		
	Total	475.982	330			
B89	Between Groups	9.651	2	4.825	3.504	.032
	Within Groups	326.349	237	1.377		
	Total	336.000	239			
B90	Between Groups	20.394	2	10.197	4.945	.008
	Within Groups	439.231	213	2.062		
	Total	459.625	215			
B91	Between Groups	7.519	2	3.760	2.934	.056
	Within Groups	234.481	183	1.281		
	Total	242.000	185			
C94	Between Groups	12.695	2	6.348	8.023	.000
	Within Groups	317.273	401	.791		
	Total	329.968	403			

APPENDIX H

Descriptive Statistics - Constructs

Descriptives - Constructs

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Attitudes to school	416	1.00	5.00	3.2712	.9250
Attitudes to social studies	409	1.00	5.00	3.3770	.8419
Usefulness of social studies	412	1.00	5.00	3.6005	.7959
Perceived teacher attitudes to social studies	410	1.00	5.00	3.7420	.6653
Perceived teacher attitudes to students	407	1.00	5.00	3.7007	.7752
Classroom environment	416	1.00	4.80	3.1245	.5885
Classroom management	407	1.00	5.00	3.3774	.7339
Perception of own ability	404	1.00	5.00	3.5431	.8410
Parental support for social studies	414	1.00	5.00	4.0184	.7280
Valid N (listwise)	363				