Report on May 3, 2013

* Family Support:   
   we will use those variables  
  “Parents encourage science career”, AB19T, DB6Q, FB2R, GC19T, HB2R, JA2R, LA2R
* Extracurricular Activities:

We will create a sum of the following variables into a new variable, G7ExC, G8ExC, G9ExC, G10ExC, G11ExC, G12ExC

“In this school year computer club”

“In this school year science club”

“In this school year I visited science museum”

“In this school year I visited zoo”

“In last summer I visited science museum”

“In last summer I visited zoo”

“In this school year I entered science fair”

* Academic Self-concept:

We will create a composite of the following variables into a new variable, G7ASCComp, G8ASCComp, G9ASCComp, G10ASCComp, G11ASCComp, G12ASCComp

“I like working on tough problems” (reverse coded)

“I like to keep struggling with problems” (reverse coded)

“I give up soon”

“I try harder if I get bad grades” (reverse coded)

“I do my best in school” (reverse coded)

* Science Self-concept:  
  We will create a composite of the following variables into a new variable, G7SSCComp, G8SSCComp, G9SSCComp, G10SSCComp, G11SSCComp, G12SSCComp

“I enjoy science” (reverse coded)

“I am good at science” (reverse coded)

“I usually understand science” (reverse coded)

“Science makes me nervous”

“It scares me when I open science book”

**PACPH7/PACPH8/PACPH9/PACPH10/PACPH11/PACPH12/PACPHHS**. Summary measure of

the student’s report of how much their parents encouraged them academically

**PSCPH7/PSCPH9/PSCPH10/PSCPH11/PSCPH12/PSCPHHS.** Summary measure of the student

report of how much their parents encouraged them in science.

George (2000)

The other predictor variables included in the model are parent academic push, peer science push, teacher science push, science self-concept, achievement motivation, science anxiety, and science activities. The items in the parent variable (which includes student and parent responses) measure parental involvement with respect to education. The questions asked of the students are related to grades, homework, and school activities and the questions asked

of the parents are related to their child’s educational performance, homework, and school projects. The eight student and parent responses were combined to make up a parental composite on a 0–10 metric with equal weights assigned to each variable. 🡪 PACPH7, PACPH8, PACPH9, PACPH10, PACPH11, PACPH12

George (2003)

The items in the Parent variable (which includes student and parent responses) measure parental involvement with respect to education. The questions asked of the students are related to grades, homework and school activities and the questions asked of the parents are related to their child’s educational performance, homework, and school projects. The eight student and parent responses were combined to make up a parental composite on a 0–10 metric with equal weights assigned to each variable.

George (2000)

Peer science push measures student’s perceptions about their friends’ attitudes toward science. The four variables in the peer composite indicate whether their friends’ like science, do well in science, and want to pursue a career in science. This composite is measured on a 0–4 metric. 🡪 KSCPH7, KSCPH8, KSCPH9, KSCPH10, KSCPH11, KSCPH12