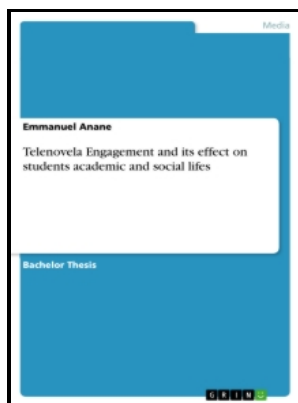


Attitudes to high academic achievement in girls - a comparative study of the attitudes of second, third and fourth year pupils attending mixed-sex and single-sex comprehensive schools

University of Birmingham - Victimization and Gender Identity in Single



Description: -

-Attitudes to high academic achievement in girls - a comparative study of the attitudes of second, third and fourth year pupils attending mixed-sex and single-sex comprehensive schools

-Attitudes to high academic achievement in girls - a comparative study of the attitudes of second, third and fourth year pupils attending mixed-sex and single-sex comprehensive schools

Notes: Thesis (Ph.D.) - University of Birmingham, School of Education.

This edition was published in 1989



Filesize: 45.106 MB

Tags: #Girls, #boys #and #school #achievement: #Critical #comments #on #who #achieves #in #schools #and #under #what #economic #and #social #conditions #achievement #takes #place—a #Caribbean #perspective

Victimization and Gender Identity in Single

Multilevel modeling revealed that gender typicality was negatively associated with peer victimization among the girls in the same-sex schools and was uncorrelated with victimization in the mixed-sex school. To determine the effects of within-school segregation on academic performance, a multilevel regression model is used, organized in three levels: school, classroom and student.

Girls, boys and school achievement: Critical comments on who achieves in schools and under what economic and social conditions achievement takes place—a Caribbean perspective

Some public schools have the girls wear a skirt to match their shirts. However, social scientists as a whole could benefit from considering the role that self-beliefs have in decision-making, and the implications of this for educational and career trajectories, and especially for understanding gender differentials in these trajectories.

Girls, boys and school achievement: Critical comments on who achieves in schools and under what economic and social conditions achievement takes place—a Caribbean perspective

Adolescent bullying, relationships, psychological well-being, and gender atypical behavior: A gender diagnosticity approach. Voluntary aided schools, linked to a variety of organizations. In this case, students at private and grammar schools should have lower self-concepts than students at comprehensives controlling for prior attainment, while students at secondary modern schools should, if anything, have somewhat higher self-concepts than students at comprehensives.

Girls, boys and school achievement: Critical comments on who achieves in schools and under what economic and social conditions achievement takes place—a Caribbean perspective

At age 16, there was no gap between boys and girls in reading, but boys performed slightly better than girls in the maths test. Students increasingly reject the explicit gender-stereotyping of subjects Archer and Macrae, 1991, Taylor and Mardle, 1986, Whitehead, 1996.

Related Books

- [Maridos alegres - farsa cómica en tres actos](#)
- [The Fate V2 - A Tale Of Stirring Times](#)
- [Democracia y globalización en México y Brasil](#)
- [Great pets! - an extraordinary guide to more than 60 usual and unusual family pets](#)
- [1996 state and local government reorganizations in Nigeria](#)