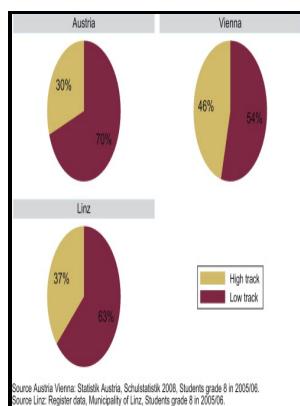


Attitudes to high academic achievement in girls - a comparative study of the attitudes of second, third and fourth year pupils attending mixed-sex and single-sex comprehensive schools

University of Birmingham - Classroom composition and peer effects



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

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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

Sustained effects of the single-sex secondary school experience on attitudes, behaviors, and values in college.

Academic self

Evidence suggests that in classrooms with a high concentration of children with minority status and from low income families, quality tends to be lower, particularly on the CLASS emotional and instructional support domains.

Classroom composition and peer effects

CURRICULUM IN JAPAN Basic philosophies of the curriculum reform encourage the emotional development of the youth, to make them well equipped to contribute to society and to have an increased self-awareness as a member of the international community. The fact that the NCDS is longitudinal enables one to study self concept at 16 in the light of previous, rather than contemporaneous test scores, teacher assessments and characteristics of family background. The measure of maths self-concept used here has elsewhere been shown to predict the likelihood of pursuing a career in science, engineering or technology Schoon, et al.

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

School sector was also linked to the curriculum that the students had been exposed to. Self-concept is then modelled using binary and multinomial logistic regression.

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