

STUDENTS' RATINGS ABOUT THEMSELVES AND THE SCHOOL IN THE 5–6TH GRADES

Anita Habók

Institute of Education, University of Szeged

A2

Keywords: learning to learn; learning characteristics; questionnaire

The theoretical background for the present study is provided by research on learning to learn (L2L). The first research projects on L2L can be dated back to the 1970's. A milestone in research on L2L was the act of including it among key competencies, with several international research projects focusing on this issue. Three research groups carried out major research on L2L at the University of Helsinki, Bristol and Amsterdam. They defined the frame of L2L and created systematic measurement tools to measure it. These projects focused on three areas, namely the cognitive, the affective and the metacognitive area.

Our university had the opportunity to carry out further research related to this issue in the Developing Diagnostic Assessments project with measurements in the cognitive, affective and metacognitive fields. The aim of the present research project was to gather data on students' opinion about themselves and the school, on their school marks, and on their attitude to school subjects. The measurement tool, the „Me and the school” questionnaire, was provided by the Centre for Educational Assessment (Helsinki). Our research was carried out in May, 2012 with the help of an online form with the aim to analyze whether the questionnaire had an appropriate reliability for the Hungarian sample, to see if there were any significant differences between 5th and 6th graders, and to reveal what correlations exist among the fields of the questionnaire. Classes were randomly selected from the entire area of Hungary. We found acceptable reliability for the 18 fields in both grades (.57–.87), however, one field showed a lower value in the field „view on class” (Crb. α .5th grade=.47, Crb. α .6th grade=.52). Students' results showed no significant difference between the grades except for the field of pc use, which was measured to be higher in the 6th grade ($p < .01$). Main differences were discovered between the two genders. Girls' results indicate higher means in attitude toward teachers ($p < .01$), one's own competence in writing ($p < .05$), control expectancy in school achievement ($p < .05$), parents' attitude toward school ($p < .05$), parents' approve of me ($p < .01$), teachers' approve of me ($p < .05$), furthermore, in use of books ($p < .01$). Boys showed a significant advantage only in one's own competence in mathematics ($p < 0.01$). We aimed to reveal correlations between the fields. Girls' and boys' results present significantly high correlation coefficients between the fields. Moreover, we registered a significantly high correlation between the results of the genders and the fields. Our aim for the future is to compare students' results with another sample from a previous research and to make further comparisons to other applied tasks. Further testing of new tasks is in planning with the aim of providing a more detailed description of students' learning characteristics.

This research was supported by TÁMOP-3.1.9-11/1-2012-0001 project.