

A COMPARISON OF EIGHTH GRADE BOYS' AND GIRLS' ACHIEVEMENT
IN SCIENCE AT GRAMBLING LABORATORY SCHOOL
GRAMBLING, LOUISIANA

by

BOBBIE LUE WATSON MILES

B. S., Grambling College, 1971

9984

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

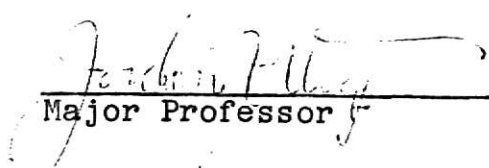
MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

Approved by:



Major Professor

LD
2668
RH
1972
M55
copy 2

ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Joyce Watson for her help in preparing this manuscript.

To my husband, Benny M. Miles, and daughter, Stephanie Renee Miles, goes a special thanks for their patience and understanding shown during this course of study. Finally, the writer would like to thank God whose blessings let this manuscript be possible.

TABLE OF CONTENTS

	Page
Acknowledgments	ii
INTRODUCTION TO THE PROBLEM	1
The Problem	1
Statement of the Problem	1
Importance of the Problem	1
Design of Study	2
Limitation of the Study	4
Population	4
Procedures	4
Definition of Terms	4
Achievement	4
SRA	5
Percentile Score	5
Grade Equivalents	5
Teacher Made Test	5
Median	5
REVIEW OF LITERATURE	6
PRESENTATION OF DATA	16
SUMMARY, CONCLUSIONS, AND DISCUSSION	19
LITERATURE CITED	24

INTRODUCTION TO THE PROBLEM

It is the belief of many that there are certain subject areas in which boys' achievement levels are higher than girls achievement levels. Subject areas such as science are thought to be more appealing to boys than to girls, therefore, the achievement levels are higher.

The Problem

Statement of the Problem. The purpose of this study was to compare the achievement level of a group of eighth grade boys and girls in the area of science. Answers to the following questions were sought. (1) Do boys achieve higher than girls on the Science Research Associates Inc. (SRA) achievement test? (2) Do boys achieve higher than girls on semester teacher made test? and (3) Do boys achieve higher than girls on semester laboratory reports?

Important of the Problem. This study was felt to be important to educators because science is an area in which continuous progress is needed. Further, if boys achieve higher than girls, classroom teachers can introduce new techniques so science can be appealing to both boys and girls and encourage the boys to work more closely with the girls.

Design of Study. This study was limited to thirty-four pupils, seventeen boys and seventeen girls in one of the regular eighth grade classes of Grambling College Laboratory School in Grambling, Louisiana during the 1971-72 school year. The population used in this study was totally black and the population had an age range of thirteen and one-half to fourteen. Many factors such as intelligence quotient, sociological, economic, and environmental conditions were omitted, thus preventing a more valid and reliable assessment of the study group's achievement in science.

Achievement level was defined by the researcher as performance on the SRA achievement test in the area of science, semester grades reported by the teacher from a teacher made science test, and semester grades reported by the teacher from the science laboratory reports during the first semester of school, 1971-72.

In this study three data gathering instruments, SRA Achievement Series in the area of science, science teacher made test, and science laboratory reports were used.

The SRA Achievement Series is a commercially prepared test published by Science Research Associates, Inc. It is divided into seven major areas, social studies, science, language arts, arithmetic, modern math, reading and work study skills. The SRA Achievement Series includes specific directions for administration, scoring, and use of the tests. It also supplies data on reliability and validity.