

A Study of Elementary School Students' Perceived Teachers' Inquiry Instruction and Attitudes toward Science

李婉貞、翁淑緣

E-mail: 9800854@mail.dyu.edu.tw

ABSTRACT

The main purpose of this research is to explore the relationship of elementary school students' perceived teachers' teaching behavior about inquiry instruction, students' understanding of the nature of science, students' science learning motivation and students' attitudes toward science; and to understand the correlation among elementary school students' perceived teachers' teaching behavior about inquiry instruction, students' understanding of the nature of science, students' science learning motivation and students' attitudes toward science in structure equation modeling. Questionnaires survey method is used to a sample of 5th and 6th graders in Tai-wan. By stratified sampling, 1052 students are selected in this study. Perceived Teachers' inquiry Instruction Scale, Attitudes toward Science Scale, perceived nature of science of elementary students and Science Learning Motivation Scale are used to collect Research data. The research results indicate significant differences in gender and grade. There was a positive correlation between the elementary school students' perceived teachers' inquiry instruction, students' understanding of the nature of science, students' science learning motivation and students' attitudes toward science. Perceived teachers' inquiry instruction, students' understanding of the nature of science and students' science learning motivation can significantly predict students' attitudes toward science.

Keywords : perception of inquiry instruction ; attitudes toward science ; perceived nature of science ; science learning motivation

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