





## Document details

[< Back to results](#) | 1 of 1
[Export](#)
[Download](#)
[Print](#)
[E-mail](#)
[Save to PDF](#)
[Add to List](#)
[More... >](#)
[Full Text](#)
[View at Publisher](#)

 International Journal of Science Education  
 2018

## Measuring attitude towards learning science in Malaysian secondary school context: implications for teaching

 (  Article in press  )

 Syed Hassan, S.S.  

Curriculum and Instructions, International Islamic University, Kuala Lumpur, Malaysia

## Abstract

[View references \(47\)](#)

The aim of education is to ensure a holistic development towards knowledge and well-being. Despite exhaustive effort on embedding twenty-first century skills in science teaching, students show lack of interest to learn and pursue their science careers. This present study has attempted to develop an instrument for measuring attitude towards science learning. The purpose was to ensure valid items were identified to measure all aspects of attitude namely affect, behaviour and cognitive. The study of attitude in science will determine the direction on how teaching strategies can be successful in promoting interest in learning. The study has been underpinned from the theories related to Theory of Reasoned Action, Constructivist learning and Connectivism. Samples from three secondary schools were selected based on proportionate stratified random sampling. 350 samples were targeted to respond to self-constructed questionnaires. Confirmatory Factor Analysis (CFA) was employed to prove the hypothesised 5-factor measurement model. The results have supported a model fit with positive interactions between the factors are evident. The study has proven the theoretical contributions which embark on holistic development of an individual to ensure attitude is moulded. The emotional and spiritual aspects of learning are needed to ensure positive contribution to the social dynamic. In this paper, the discussions are elaborated from the standpoints of theories and practical importance. The results have contributed to a theoretical model of science teaching method. © 2018, © 2018 Informa UK Limited, trading as Taylor & Francis Group.

## Author keywords

[Models & modelling](#)
[science](#)
[society](#)
[technology](#)

ISSN: 09500693

Source Type: Journal

Original language: English

DOI: 10.1080/09500693.2018.1518614


Document Type: Article in Press

Publisher: Routledge

## References (47)

[View in search results format >](#)
 All
 [Export](#)
[Print](#)
[E-mail](#)
[Save to PDF](#)
[Create bibliography](#)

- 1 Agustian, A.G. (2006) *ESQ: Emotional spiritual quotient way 165*, pp. 1-360. Jakarta: ESQ Leadership Center Sdn. Bhd

Metrics 

0 Citations in Scopus

0 Field-Weighted Citation Impact

PlumX Metrics 

Usage, Captures, Mentions, Social Media and Citations beyond Scopus.

## Cited by 0 documents

Inform me when this document is cited in Scopus:

[Set citation alert >](#)
[Set citation feed >](#)

## Related documents

Zipping to STEM: Integrating engineering design in middle school science

 Koskey, K.L.K. , Ahmed, W. , Makki, N. (2018) *ASEE Annual Conference and Exposition, Conference Proceedings*

Examining the role of unpacking 3-dimensional teaching and learning in museum-based professional development

 Vaishampayan, G. , Price, A. , Kauffman, K. (2018) *Proceedings of International Conference of the Learning Sciences, ICLS*

Learning by leaps and bounds. In defense of active learning

 Pica, R. (2008) *YC Young Children*

View all related documents based on references

Find more related documents in Scopus based on:

- 
- 2 Ajzen, I., Fishbein, M.  
Theory of reasoned action  
(1980) *Social Psychology*
- 
- 3 Alsamydai, M.J., Alnaimi, H.M., Dajana, D.M.  
Using fishbein model to measure individual's attitudes toward electronic communication means  
(2015) *International Journal of Sales & Marketing*, 5 (2), pp. 1-18.
- 
- 4 Bennett, J., Rollnick, M., Green, G., White, M.  
The development and use of an instrument to assess students' attitude to the study of chemistry  
  
(2001) *International Journal of Science Education*, 23 (8), pp. 833-845. Cited 50 times.  
doi: 10.1080/09500690010006554  
  
View at Publisher
- 
- 5 Berger, C.R.  
Strategic and Nonstrategic Information Acquisition  
  
(2002) *Human Communication Research*, 28 (2), pp. 287-297. Cited 27 times.  
doi: 10.1093/hcr/28.2.287  
  
View at Publisher
- 
- 6 Boon, N.S.  
(2014)  
Science education: Challenges and the way forward. Retrieved from and issues science education.pdf  
<http://research.utar.edu.my/SoSE2014/1.Challenges>
- 
- 7 Bruner, C.T.J.  
(1996)  
Constructivist theory (J. Bruner). *Education*, (1973)
- 
- 8 Collins, A., Greeno, J.G.  
Situated view of learning  
  
(2010) *International Encyclopedia of Education*, pp. 335-339.  
<http://www.sciencedirect.com/science/referenceworks/9780080448947>  
ISBN: 978-008044894-7  
doi: 10.1016/B978-0-08-044894-7.00504-2  
  
View at Publisher
- 
- 9 Davis, F.D.  
Perceived usefulness, perceived ease of use, and user acceptance of information technology  
  
(1989) *MIS Quarterly: Management Information Systems*, 13 (3), pp. 319-339. Cited 17018 times.  
  
View at Publisher
-