4-27-2017

**Attitudes in Chemistry**

Caitlin Loeffler  
*College of Saint Benedict/Saint John's University, CJLOEFFLER@CSBSJU.EDU*

Follow this and additional works at: [https://digitalcommons.csbsju.edu/elce_cscday](https://digitalcommons.csbsju.edu/elce_cscday)

**Recommended Citation**  
[https://digitalcommons.csbsju.edu/elce_cscday/104](https://digitalcommons.csbsju.edu/elce_cscday/104)

This Poster is brought to you for free and open access by DigitalCommons@CSB/SJU. It has been accepted for inclusion in Celebrating Scholarship & Creativity Day by an authorized administrator of DigitalCommons@CSB/SJU. For more information, please contact digitalcommons@csbsju.edu.
Attitudes in Chemistry
Caitlin Loeffler, Catherine M. Bohn Gettler, Kate Graham, and Annette Raigoza

Introduction
This study examined attributions about success and failure in science, encouraging productive achievement emotions, identity as a scientist, and self-efficacy in science. Previous studies indicate that the tutoring process, including both peer and cross-age tutoring, results in an increase in academic achievement, and fosters positive attitudes and better classroom behavior (see Robinson et al., 2005). While these studies provide insight about tutees, less is known about the benefits of being a tutor. To provide justification for tutoring programs in college and university settings, there should be clearly defined benefits for both tutors and tutees that extend beyond achievement and attitudes. For example, most studies examining tutors and tutees focus on academic achievement, yet many other variables play a role in learning, including achievement emotions, attributions, self-efficacy, and identity. This study more deeply examined such in both tutors and tutees.

Hypotheses
1. Increase in effort, and decreases in ability, context, and luck attributions.
2. Increases in productive achievement emotions (e.g., enjoyment, hope, pride, and anxiety), and decreases in negative achievement emotions (e.g., anger, shame, hopelessness, and boredom).
3. Increases in identity as a scientist.
4. Increases in identity as a scientist, and self-efficacy in science.
5. Increases in identity as a scientist, and self-efficacy in science.
6. Increases in identity as a scientist, and self-efficacy in science.

Method

<table>
<thead>
<tr>
<th>Type of Survey</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutors</td>
<td>38</td>
</tr>
<tr>
<td>Tutees, 125 Class</td>
<td>118</td>
</tr>
<tr>
<td>Tutees, 125 Tutoring</td>
<td>116</td>
</tr>
<tr>
<td>Total</td>
<td>272</td>
</tr>
</tbody>
</table>

Measures
1. Multidimensional-Multiattributional Causality Scale (Lefcourt, 1979)
2. College Chemistry Self-Efficacy Scale (Uzuntiyaki & Aydin, 2009)
3. Identity as a Scientist (Robnett et al., 2015)
4. Achievement Emotions Questionnaire (Pekrun et al., 2005)

Time Course of Data Collection
1. Time 1: All measures plus demographics
2. Time 2: All measures to tutors only
3. Time 3: All measures plus achievement data

Results

- **Tutors**
  - Figure 1. Statistically significant results (p < 0.05) from the Multidimensional-Multiattributional Causality Scale (MMCS) for tutors. For each phase of the survey, the attribution towards luck and its role in successes and failures increased. This goes against our hypothesis hoping to see a decrease in luck throughout the semester.
  - Figure 2. Statistically significant results (p < 0.05) from the Achievement Emotions Questionnaire (AEQ) for tutors. The AEQ showed a decrease in both hope and anxiety over the course of the three surveys for tutors. Both of these results go against hypothesis looking for an increase in hope and a decrease in anxiety.

- **Tutees**
  - Figure 3. Statistically significant results (p < 0.05) from the Identity as a Scientist Test for CHEM 125 tutees. Between the beginning and the end of the semester, identity, identity, and a scientist increased. This result agreed with our hypothesis stating that identity should increase over the course of the semester.
  - Figure 4. Statistically significant results (p < 0.05) for the Achievement Emotions Questionnaire for tutees. The tutees’ AEQ show an increase in hopelessness and boredom, and a decrease in enjoyment, hope, pride, and anxiety between the beginning and the end of the semester. None of these results agreed with the hypothesis looking for an increase in enjoyment, hope, pride, and anxiety with decreases in hopelessness and boredom.

Discussion
Tutors demonstrated increases in identity as a scientist, context, luck, and a slight increase in self-efficacy in cognitive skills. There was a decrease in ability and effort attributions, self-efficacy in psychomotor skills and everyday applications, and the following achievement emotions: enjoyment, pride, anger, anxiety, shame, hopelessness, and boredom. There was a slight decrease in hope as well.

Tutees showed increases in luck attributions, self-efficacy towards cognitive skills, psychomotor skills, and everyday applications, identity, and the following achievement emotions: anger, shame, hopelessness, boredom. Tutees demonstrated a decrease in ability, effort, and context attributions, enjoyment, and anxiety achievement emotions. There were slight decreases in hope and pride (n < 0.01), but stayed fairly stable over the semester.

The results indicated mixed effects of tutoring on non-cognitive variables for both tutors and tutees. One possibility for this is that while chemistry demand increases during the semester, it increases in other classes. Students may think they don't have the time to participate as fully in the class as they previously did, and their efforts towards chemistry decrease.

The results suggest that training tutors in attribution theory and how to foster more favorable attributions, self-efficacy, identity, and achievement emotions would be beneficial. Further studies will be conducted to examine the difference between training programs.

Acknowledgements
I would like to thank my research advisers Dr. Catherine M. Bohn-Gettler, Dr. Kate Graham, and Dr. Annette Raigoza for their guidance and assistance in this project. I would also like to thank NSF-STEM and the FoCuS program for funding my participation and research in the Chemistry Department at the College of Saint Benedict and Saint John's University. A special thank you goes to the participants in this study for their efforts and time in completing the surveys.

References

Figure 1. Statistically significant results (p < 0.05) from the Multidimensional-Multiattributional Causality Scale (MMCS) for tutors. For each phase of the survey, the attribution towards luck and its role in successes and failures increased. This goes against our hypothesis hoping to see a decrease in luck throughout the semester.

Figure 2. Statistically significant results (p < 0.05) from the Achievement Emotions Questionnaire (AEQ) for tutors. The AEQ showed a decrease in both hope and anxiety over the course of the three surveys for tutors. Both of these results go against hypothesis looking for an increase in hope and a decrease in anxiety.

Figure 3. Statistically significant results (p < 0.05) from the Identity as a Scientist Test for CHEM 125 tutees. Between the beginning and the end of the semester, identity, identity, and a scientist increased. This result agreed with our hypothesis stating that identity should increase over the course of the semester.

Figure 4. Statistically significant results (p < 0.05) for the Achievement Emotions Questionnaire for tutees. The tutees’ AEQ show an increase in hopelessness and boredom, and a decrease in enjoyment, hope, pride, and anxiety between the beginning and the end of the semester. None of these results agreed with the hypothesis looking for an increase in enjoyment, hope, pride, and anxiety with decreases in hopelessness and boredom.