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Attitudes and achievement in statistics: a meta-analysis study.

Stat. Educ. Res. J. 11, No. 2, 95-102, electronic only (2012).

Summary: This study examined the relationships among statistics achievement and four components of attitudes toward statistics (cognitive competence, affect, value, and difficulty) as assessed by the SATS. Meta-analysis results revealed that the size of relationships differed by the geographical region in which the studies were conducted as well as by the component of statistics attitudes being examined. Medium effect sizes were found between statistics achievement and scores on the affect and cognitive competence components for studies conducted in the United States whereas those conducted in other countries yielded small effect sizes. The value and difficulty components exhibited small effect sizes for both regions. In every case, the U.S. effect sizes were about double in size in comparison to those from non-U.S. countries.

Classification: C20 K40 K70 K80 C30

Keywords: statistics education research; statistics achievement; statistics attitudes

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