

SINGLE-SEX EDUCATION AND ATTRIBUTIONS IN MATHEMATICS AMONG HIGH SCHOOL STUDENTS

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Abstract

Although research findings examining the benefits of single sex versus coeducational classrooms has been mixed, a substantial number of studies suggest that females in particular may benefit from single sex mathematics education. This study, with an international sample of high school students (American and Australian), examines the relationship between causal attributions for success and failure in mathematics, and class organization (single-sex versus coeducation). Results from this study support the idea that single-sex mathematics classes for girls are beneficial. Girls in single-sex mathematics classes present attributions for success and failure in mathematics that are similar to attributions made by boys.

Keywords: *mathematics education, attributions in mathematics, single-sex education*

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