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COMPLACENT BOYS AND LAGGING SCORES: EXPLORING POSSIBLE CONNECTIONS

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Current trends in educational research shifted focus from girls’ early struggles for educational equality to the struggling boys in reading and writing classrooms. This study follows that trend. Specifically, it investigates the connections between the masculine attitudes of boys and their performance in school. Data was gathered from sixth grade male students and was quantitatively analyzed for connections between attitudes and academic abilities. Attitudinal survey was administered to collect information about the participants, general attitudes towards school, peer influences, ease of school, and subject preference. Stanford Ten Achievement Tests (SAT 10) and reported grades of participants were also analyzed. It is hypothesized that there is a correlation between peer influence and general attitude with participants, academic abilities. Research results suggest further investigation into the cause of attitudes towards school and possible influences on these attitudes.