



Contribution ID: 240

Type: **Oral presentations**

## The Relationship Between High School Students' Sense of Belonging to Physics, Physics Identity, and Physics Achievement

*Tuesday 27 August 2024 10:50 (20 minutes)*

This research explores how the sense of belonging and physics identity are associated with physics achievement in terms of grade level and gender. Five hundred sixty-six students from a science high school participated in the study. Data collection was done via an online survey. Spearman-Rank test was conducted to determine the relationship between these variables. Female high school students perceive themselves as less competent compared to males. In contrast, male students exhibit less hesitation in identifying themselves as physics persons and show higher scores in physics identity sub-dimensions, aligning with previous research indicating higher levels of belongingness among males.

### How would you like to present your contribution?

Live in Kraków (time slot to be allotted based on the programme)

### Target education level

Secondary

### Category

Formal Education

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**Session Classification:** Oral presentations

**Track Classification:** Identity and Belonging in Physics