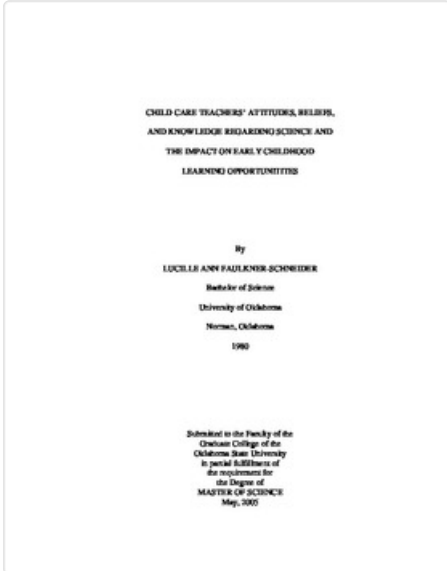


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Child Care Teachers' Attitudes, Beliefs, and Knowledge Regarding Science and the Impact on Early Childhood Learning Opportunities

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Abstract

The purpose of this study was to examine the relationship between child care teachers' attitudes, beliefs, and knowledge about science and determine associations with teacher provided classroom activities. Participants in the study responded to a survey that sought demographic information, requested responses to science beliefs and attitude statements (Strongly agree to strongly disagree), and sought frequency of science opportunities provided in the classroom (Not all to Daily). Subscales were created from the surveys to test correlation of beliefs, attitude, knowledge, delivery mode of science, and content of science activities. The more positive teachers' attitude about science and science teaching, the more frequent different types of science activities were provided in the classroom. Results also indicated the more knowledge teachers have of science and science teaching, the more frequent different types of science activities were provided. The more positive the teachers' beliefs about science and science teaching, the more frequent different types of science and science activities were provided.

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