

## **Quantitative Measurement of Civic Scientific Literacy Among Senior Secondary School Students in the Northern Territory**

Our twenty-first-century global civilization is a science and technology-based civilization. Yet scientific literacy among the general population worldwide is still unacceptably low. Raising scientific literacy among adults is difficult once they are no longer affiliated with an educational institution. Therefore, secondary schools can and should play a major role in developing scientifically literate future citizens. To further this goal, this research aims to establish a quantitative method for determining the level of scientific literacy among students nearing the end of their secondary education or are recent secondary school graduates.

### **Abstract**

Science and technology play a key role in our 21<sup>st</sup> century global civilization. The general public frequently participates in decision-making with science-related concerns in a personal and community setting. Yet scientific literacy among the general population worldwide is below a satisfactory level. Secondary schools can, and should, play a major role in developing scientifically literate future citizens. However, there has been little or no research on how effective the secondary education system has been in achieving this goal by the time a student has completed their secondary years of schooling, usually around the age of 18. There is little or no quantitative data regarding scientific literacy among senior secondary school students. This research attempts to address some of the substantial gaps in knowledge and proposes a suitable methodology to measure scientific literacy. This research used surveys to quantitatively measure civic scientific literacy among senior secondary school students in the Northern Territory. The methodology for this research can be replicated in secondary schools around the world to measure the level of scientific literacy among senior secondary school students.