

ABSTRACT

Using an Inquiry-Based Teaching Intervention to Investigate Its Effects On Attitudes and Achievements in a Form 4 Chemistry Class: A Case

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This study was designed to investigate the use of an inquiry-based teaching strategy and its effects on students' attitudes and achievements in a Form 4 chemistry class. Attitudes were measured by using one pre- and two post-opinionnaires, student journals, teacher notes, and an observational checklist. Achievements were analysed by administering a summative examination at the end of the intervention. The data were analysed qualitatively and quantitatively. Results of the data analysis showed that: 1) 60% of the class was in agreement with the use of inquiry-based intervention, 2) no student scored below 50%, 3) a low correlation existed between science and the achievement marks obtained, and 4) there was a weak relationship between attitude and achievement scores.

Keywords: Chemistry education; Secondary school students; Student attitudes; Academic achievement; Teaching methods; Intervention programmes; Trinidad and Tobago