

ABSTRACT

An Attempt to Understand SFGS's 2nd Year Chemistry Students' Experiences With Science Safety When They Were Exposed to a Science Safety Unit of Work, Which Involved Five Interactive and Semi-Interactive Sessions on Science Safety

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This study investigated the impact of exposure to a unit of work on science safety on a class of 2nd-year chemistry students' attitudes toward safety, their performance in laboratory exercises, and their general conduct in the laboratory at a coeducational secondary school in Trinidad. The method of inquiry was designed as an intervention to impact the students' lack of enthusiasm for the use of personal protective equipment (PPE), and their general lack of ready compliance with other rules of safety. The study comprised three phases: a pre-intervention phase, an intervention phase, and a post-intervention phase. It was observed that two factors caused students to disregard safety guidelines: discomfort and non-functionality of some PPE. Results indicated, however, that exposure to a unit of safety did impact positively on students' attitudes and fostered appreciation and awareness.

Keywords: Secondary school students; Student attitudes; Secondary school science; Safety education; Intervention programmes; Chemistry education; Laboratory training; Sixth Form Government School; Trinidad and Tobago