

ABSTRACT

The Impact of Nature of Science on Form Four Biology Students' Situational Interest and Academic Achievement

Ambika Madho Maharaj

This study investigated the emergence of students' situational interest and academic achievement within the context of an explicit Nature of Science-infused instructional approach delivered to a Form 4 class at a secondary school in Trinidad and Tobago. Participants were taught one unit of six lessons over the course of six weeks. Data were collected through the administration of pre- and post-intervention questionnaires. The findings indicated significant increases in student achievement, higher-order thinking skills, and situational interest in biology, subsequent to the intervention.

Keywords: Nature of science; Teaching techniques; Secondary school science; Academic achievement; Student attitudes; Secondary school students; Science teachers; Intervention programmes; Trinidad and Tobago