

ABSTRACT

The main objective of this study was to find out if there were significant differences in the selected Jamaica's Grade 11 Physics students' performance on kinematics numerical problems test linked to differences in their gender, socio-economic background (SEB) and mathematical ability. The sample consisted of 115 Grade 11 physics students from five randomly selected traditional high schools in the Kingston metropolitan area of Jamaica. Of the sample, 52 were males and 63 were females. Three of the schools were in the parish of Kingston while two came from the parish of St. Andrew. A kinematics Achievement Test (KAT) on numerical problems on linear motion was used for data collection.

Results indicated that:

- (a) the level of performance of the students was low;
- (b) there were no significant differences in the students' performance on kinematics numerical problems test based on their gender and socio-economic background (SEB), but there was a significant difference in their performance based on the differences in their mathematical ability;
- (c) there was no significant relationship between the students' performance on the test and their SEB, but there was a statistically insignificant relationship between the students' performance on the test and their gender;
- (d) there was a positive, statistically significant but weak relationship between their performance on the test and their mathematical ability.