

ABSTRACT

The Impact of an Explicit Nature of Science Intervention on Students' Autonomous and Competent Psychological Needs in Fostering Motivation

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This study investigated the impact of an explicit Nature of Science (NOS) intervention on the motivation of 22 Human and Social Biology (HSB) Form 4 students at a secondary school in Trinidad and Tobago. Data were collected through interviews, observations, and document analysis, as well as through the administration of a post-intervention test and a questionnaire. The findings of the quantitative data analysis revealed no significant post-test impact upon the students' motivation. However, the findings of the qualitative data indicated that the intervention impacted positively on the students' autonomy and motivation, since they reported that they found science easy, interesting, and enjoyable.

Keywords: Nature of science; Science education; Student motivation; Secondary school students; Student attitudes, Secondary school science; Intervention programmes; Trinidad and Tobago