

ABSTRACT

Investigating the Impact of Problem Based Learning (PBL) on the Attitude and Levels of Cooperation of Girls in a Standard Five Science Class

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This study sought to investigate how the problem-based learning (PBL) approach impacted upon the attitude of girls in a Standard 5 class towards learning science at a suburban denominational primary school in Trinidad and Tobago. Data were collected through interviews and observations. The data showed that there was a positive change in the attitude of the girls in the class (a) towards each other and (b) towards science as a subject after the intervention.

Keywords: Problem-based learning; Science education; Girls; Primary school students; Student attitudes; Primary school science; Female students; Trinidad and Tobago