

Abstract

This study investigated the effects of two sets of instructional strategies on the attitudes of Jamaican grade students towards chemistry and the understanding of electrolysis in relation to gender. The sample consisted of 65 males and 73 females tenth graders from two traditional high schools in St. Catherine. An attitudes towards chemistry questionnaire adapted by the researcher and an understanding of electrolysis test (UET) developed by the researcher were used for data collection. Results indicated that (a) the posttest attitudes to chemistry of the experimental group students (taught with lecture-demonstration and students' practical activities in small groups) were significantly better than those of their control group peers; (b) the experimental group students significantly outscored the control group students in the posttest UET; (c) there was no significant relationship between the experimental students' gender and posttest attitudes towards chemistry and their posttest performance on the UET; there was a statistically significant and fairly "strong" relationship between their treatment and posttest scores on the structured items, while the relationship between their items' scores was positive and significant but weak.