

ABSTRACT

The Impact of Inquiry-Based Instruction on Science Learning among Lower Secondary Students in Trinidad and Tobago

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This study investigated the impact of using an inquiry-based instruction strategy on students' interest, critical thinking skills, and their perception of the relevance of science in their everyday life, on a Form 2 integrated science class at an urban co-educational secondary school in Trinidad and Tobago. A unit of work on human health and disease was selected to implement this inquiry fusion strategy. The constructs were measured using questionnaires administered pre-and post-intervention. The findings revealed that inquiry-based instruction had a statistically significant positive impact on the students' interest, critical thinking skills, and perceptions of science in their everyday life, with the intervention having a greater impact on the females than on the males. It was inferred that the use of inquiry-based strategies was able to capture students' interest by providing a fun, interactive experience that allowed them to critically analyse data and draw conclusions, and understand its applicability in their daily lives.

Keywords: Secondary school students; Student attitudes; Science education; Lower secondary schools; Integrated science; Teaching techniques; Urban schools; Learning outcomes; Trinidad and Tobago.