

## Abstract

This study investigated the relationships among selected Jamaican grade six students' gender, attitudes to science, school location and socioeconomic background (SEB) and their science performance. The sample comprised 245 school students, 88 of whom came from two rural schools in St. Catherine and 157 from two urban schools in St. Andrew, Jamaica. Of the four schools sampled, two were primary schools, one was an all-age school and the other was a primary and junior high school. The total number of students tested from the primary schools was 86, with 54 tested from the all-age school and 105 tested from the primary and junior high school. There were 66 students who were children of professionals (high SEB) and the remaining 179 were children of non-professionals (low SEB). Of the 245 students there were 101 male students and 144 female students. An attitude to science questionnaire and a science performance test were adapted by the researcher and used for data collection. The results indicated that (a) the primary students' science performance was satisfactory; (b) selected primary school students had favourable attitudes to science with 36, 173, and 36 students having high, average, and low attitudes respectively to science; (c) there were no significant differences in the students' science performance based on their gender, attitudes to science and SEB, but there was a significant difference in their performance based on their school location in favour of urban schools; (d) there was no significant relationship between the students' gender, attitude to science and SEB and their science performance, but there was a positive statistical significance but weak relationship between their school location and their science performance.