

ABSTRACT

In-Service School Teachers' Prior Achievement in Science in External Examinations as it Relates to Science Achievement at the End of Teacher Training

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The purpose of this research project is to determine if a relationship exists between the level of achievement in science at the General Certificate of Education Ordinary Level and the level of achievement in science at the end of a two-year Teacher Training Course. The correlation method is used in this study and Spearman's Rank Correlation Coefficient, Chi-Square and Analysis of Variance are used in testing the hypotheses.

The subjects that were used in this study came from the 1987-1989 class of student teachers at Valsayn Teachers' College, Trinidad. In the review of literature, findings on past studies which are related to the problem are recorded and compared with the findings of this study. These past studies are those which examined the relationship between the variables science background and science achievement, gender and science achievement, gender and attitude to science,

and attitude to science and science achievement. A total of nine hypotheses were tested. The findings show that the only science background which is related to science achievement is experience or lack of experience in physics. The findings also show that there is a relationship between the number of Ordinary Level General Certificate of Education passes and attitude to science .

This researcher has suggested that further research be conducted among inservice student teachers who are undergoing initial training at the Valsayn Teachers College. Suggestions are also given with respect to some ways in which both the student teachers' attitude to science and their performance in science at the Teachers' College can be improved.

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