

ABSTRACT

Relationships Among Some Learner Variables and a Sample of Preservice Primary Teachers' Science Performance

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This study sought to determine Jamaican preservice primary teachers' level of performance in the multiple-choice component of a 'science for living' test, and whether there were any significant relationships among their entry qualifications, socioeconomic background (SEB), college location, gender and attitudes to science and their performance. The 200 subjects comprised 29 males, 171 females, 74 students from a high SEB, 126 from a low SEB and 83 urban and 117 rural students. Two instruments, namely: a science for living test (SFLT) set by the researcher, and an attitudes to science questionnaire (ATSQ) adopted from Soyibo and Pinnock (1998) were used for collecting data. The results indicated that the subjects performed fairly satisfactorily on the SFLT and that the attitudes to science of many of the students were highly favourable. There was a statistically significant difference in the subjects' performance on the SFLT, based on their entry qualifications in favour of those students with more than one science subjects as entry qualifications while there were no significant differences in their performance based on their SEB, college location, gender and attitudes to science. There was a positive statistically significant but weak relationship between the students' science performance and entry qualifications and attitudes to science.