

Abstract

This study sought to ascertain if any significant relationships existed among Jamaican preservice secondary science teachers' (PSTs') gender, attitudes to science, self-esteem, entry qualifications and their science knowledge. The sample of 41 preservice secondary science teachers consisted of 10 males and 31 females. Three instruments: a science performance test (SPT) which was set by the Joint-Board of Teacher Education (JBTE), an attitudes to science questionnaire (ATSQ) adopted from Soyibo and Pinnock (1997), and a self-esteem questionnaire (SEQ) developed by Phillips (1962), were used for data collection. The study's results showed that the PSTs had "moderate" self-esteem and "moderate" attitudes to science. The PSTs had fairly "satisfactory" knowledge of the science concepts tested and there were significant gender differences in their science knowledge in favour of females. The subjects' attitudes towards science, self-esteem and entry qualifications were not linked to any significant differences in their science knowledge. There was a significant relationship between their gender and their science knowledge and there was no relationship between their attitudes towards science, self-esteem and entry qualifications and their science knowledge.