

ABSTRACT

This study investigated the effects of a lecture and discussion method of teaching compared with the use of the lecture method on knowledge of human reproduction (HR) and sociocultural beliefs (SCB) on human reproduction on Jamaican ninth graders. The subjects were 68 ninth grade students (26 males and 42 females) in four intact classes comprising two rural classes (n= 25) and two urban classes (n= 43), in two experimental groups and two control groups. A human reproduction test (HRT) and a sociocultural belief test (SCBT) on human reproduction (HR), developed and adapted respectively by the researcher were used for data collection. The results were as follows:

1. The experimental groups students significantly outperformed the control groups students in the posttest on both the knowledge of HR and SCBs on HR.
- 2(a). The females in the experimental and control groups did significantly better than the males in the pretest on the HRT but there was no significant gender differences in their HRT mean scores in the posttests in both treatment groups.
- 2(b). The rural students did significantly better in the posttests in both the experimental and control groups. In the pretest the urban students did significantly better than their rural counterparts in the experimental groups while in the control groups the rural students did significantly better than the urban students.

3(a). Whilst the experimental and control group mean scores of females on the sociocultural beliefs (SCBs) items on HR were statistically significantly lower than those of the males in the pretest, there were no significant gender differences in the subjects' posttest mean scores on their sociocultural beliefs on HR.

3(b). Whereas the posttest mean score of rural students' sociocultural beliefs on HR was statistically significantly lower than that of their urban counterparts, in the control groups, the pretest mean score of urban students was significantly lower than that of the rural students in the experimental groups, on the other hand, the pre and posttest mean scores of the rural students were significantly lower than those of their urban peers.

4. There was a positive statistically significant but weak relationship between the experimental group students' sociocultural beliefs on HR and their posttest knowledge of HR, while there was a positive but no significant relationship between the posttest sociocultural beliefs of the control group students and their knowledge of HR.