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A STUDY OF ATTITUDES TOWARDS SCIENCE OF GRADE 9

CHILDREN IN THE SCHOOLS OF SRI LANKA

DECLARATION

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I certify that this thesis does not incorporate without acknowledgement any material previously published or written by another person except where due reference is made in text.

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AN ABSTRACT

The success of a student in any school subject depends not only on intelligence but also on factors in the affective domain. Of these, the interests of the student and the Attitudes the student possesses towards that subject are found to be important. Following the curricular reforms introduced in 1972, besides being made a compulsory subject, Integrated Science became a very important subject in the junior secondary level; 5 periods were allocated per week. Further, not only Science in its Integrated' form replaced Physics, Chemistry and Biology that were taught separately in the older system and that too for a few selected students in grades 9 and 10, but also was for 'every body' from grade 6 to grade 9, a period of 4 years. Hence a study of Attitudes to Science of grade 9 students in schools of Sri Lanka seemed purposeful. It is to be mentioned here that it was in 1975 that the first set of students who studied 'Integrated Science' sat the National Certificate of General Education Examination offering this as a subject.

The purpose of the research was to find out whether the Attitude to Science of grade 9 students in schools of Sri Lanka was favourable and whether there existed any variables significantly related to this and also, any cross relations among these variables. Kalutara Education Region was selected as representative of the entire Island. The Attitude Questionnaire was refined after being administered to 59 students by a suitable item analysis. The refined instrument was administered to 328 students (165 girls and 163 boys) from schools selected at random and the results analysed by computer.

The analysis showed that the Attitude to Science was favourable and that it was significantly related to some of the variables the writer has selected. those related being Science Ability, Social Implications of Science, Subject Preference and School-Liking and those not related being Sex and Teacher-Liking. On the study of cross-relations, Sex was found to be not related to any one of the other variables, but there were significant relationships between few of the other variables.