THE RELATIONSHIP OF INQUIRY-BASED INSTRUCTION, STUDENT'S ATTITUDES TOWARD SCIENCE AND TEACHER'S SUPPORT TOWARDS SCIENCE ACHIEVEMENT

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UNIVERSITI UTARA MALAYSIA
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VIGNESWARY D/O M. RAMACHANDARAMURTHY

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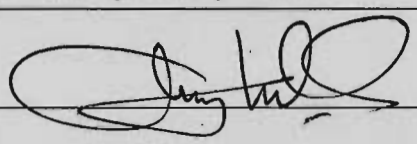

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ABSTRAK

Sains dipelajari melalui pelbagai kaedah. Tidak ada kaedah tertentu di mana semua pelajar mampu belajar sains. Tujuan kajian quantitatif ini dijalankan adalah untuk melihat perhubungan di antara pengajaran inkuiri, sikap pelajar terhadap sains dan sokongan guru terhadap pencapaian sains. Ia juga meninjau perbezaan pencapaian jantina dalam sains. Kajian ini dilaksanakan dikalangan 149 pelajar di satu sekolah kebangsaan di satu kawasan luar bandar di Kedah. Soal selidik diberi kepada pelajar untuk maklum balas. Keputusan kajian menunjukkan pelajar perempuan mencapai keputusan lebih baik daripada pelajar lelaki dalam sains. Keputusan ujian regrasi pula menunjukkan ketiga-tiga pembolehubah utama iaitu pengajaran inkuiri, sikap pelajar terhadap sains and sokongan guru mempunyai hubungan signifikan dengan pencapaian sains. Implikasi dan cadangan kajian lanjutan turut dibincangkan.

ABSTRACT

Science is studied in various ways. There is no one way set that all students learn science. The purpose of this quantitative study is to seek the relationship between inquiry-based instruction, student's attitudes toward science and teacher's support towards science achievement. It also looks at the gender differences in science achievement. This study was done among 149 students in a national primary school in a rural area in Kedah. Questionnaires were given to the students for feedback. The results indicated that female students perform better in science than male students. In addition the regression results revealed that all three independent variables namely inquiry-based instruction, student's attitudes toward science and teacher's support significantly influence science achievement among year five students. Implications and future direction of studies were also discussed.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

In Malaysia, the Integrated Curriculum for Primary Schools (ICPS) or *Kurikulum Bersepadu Sekolah Rendah (KBSR)* was first introduced in 1982 among 302 primary schools. In 1983, it was implemented in all primary schools and fully completed the implementation in one cycle in 1988. The education system encompasses education in five levels: pre-school, primary education, secondary education, post-secondary education and higher education. The government's vision is to make Malaysia a centre of educational excellence. Education is an on-going effort towards developing potentiality among individuals in a holistic and integrated manner in order to develop intellectual, spiritual, emotional and physically balanced and harmonious individual with high moral standards. Some of the integrated concepts in ICPS are elements should be taught across the curriculum including language, the environment, science and technology, patriotism, thinking skills and study skills. It also integrates the past experiences and the newly acquired experiences of students. The motivation for improvements and interventions aligned the curriculum's existence and future needs since 1999.

In 1994, science subject was introduced as a replacement subject for *Alam dan Manusia.* Starting 2003, the science subject was introduced to the year one students.

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