

Moderating Effects of Future Career Interest in Science and Gender on Students' Achievement in Basic Science in Oyo State, Nigeria

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Abstract : The study examined the moderating effects of future career interest in science and gender on achievement in basic science of students taught in a simulated laboratory and enriched laboratory guide material environments. It adopted the pretest-posttest control group quasi experimental design with a 3x2x2 factorial matrix. A total of 277 (130 males, 147 females; ± 17 years) junior secondary three students randomly selected from six purposively selected secondary schools based on availability of functional computer and physics laboratories participated in the study. Data were collected using achievement test in basic science ($r=0.87$) and future career interest in science ($r=0.99$) while analysis of covariance and estimated marginal means were used to test three hypotheses at 0.05 level of significance. The findings of the study show that future career interest in science had significant effect on students' achievement in basic science whereas gender did not. The interaction effect of future career interest in science and gender on students' achievement in basic science was not significant. It is therefore recommended that prior knowledge of students' future career interest in science could be used to improve participation in basic science practical in order to enhance achievement in biology, chemistry, and physics at the post-basic education level in Nigeria.

Keywords : future career interest in science, basic science, simulated laboratory, enriched laboratory guide materials, achievement in science

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