Selected Chemistry Websites:

Effects on Students' Achievement and Attitude

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ABSTRACT

This study aimed to investigate the effect of using websites on the students' achievement and attitudes towards the use of websites in learning topics in chemistry. The effect was measured in terms of achievement of first-year Non-Chemistry major students who learned selected topics in chemistry by visiting seven chemistry website. These were compared with the achievement of those who were taught by conventional way. The attitudes towards computer-assisted learning were measured for a group of 36 students enrolled in General Inorganic Chemistry. Since intact classes were utilised, the researcher employed the Static Group Comparison Design in the study. A 50-item Departmentalised Final Examination served as the assessment tool to determine and compare the achievement of the experimental group in the final term. The data collected were then subjected to a t-test at 0.01 level of significance, degrees of freedom of 60. A 20-item Survey was conducted to illicit student's attitudes and perception towards instructional technology. Positive attitudes towards learning from computers were found. Perceptions of the students were in favour of the use of website in learning. Results of the t-test at 0.01 level of significance revealed that there is a significant difference in the achievement between students in the website group and those in the non-website group.

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