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Effects of Computer Aided Instruction (CAI) on Junior High School Students' Achievement and Retention

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Abstract

The goal of this study was to find out how computer-aided instruction affects basic school students' achievement and retention in integrated science in Komenda-Edina-Eguafo-Abrim Municipality in Ghana. A non-randomized pretest-posttest group design was used in this investigation. The sample for the study consisted of 80 Junior High School (JHS) 2 students drawn from two schools. The experimental and control groups were assigned randomly to the two selected schools. The students were given a validated integrated science achievement test with a reliability value of 0.926. At a significance level of 0.05, Analysis of Covariance (ANCOVA) was employed to test the two null hypotheses of the investigation. The findings revealed that JHS students who were taught with computer-aided instruction performed and remembered information better than those taught with conventional instruction. From the findings of the study, JHS teachers are encouraged to use computer-aided instruction to teach integrated science.

Keywords: Computer-aided instruction; students' achievement; retention; integrated science