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EFFECTS MOODLE PLATFORM-ENHANCED INSTRUCTION ON ACHIEVEMENT AMONG CHEMISTRY UNDERGRADUATE STUDENTS IN UNIVERSITIES IN TARABA STATE IN NIGERIA

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ABSTRACT

This study investigated the effects Moodle Platform-enhanced instruction on achievements among chemistry undergraduate students in universities in Taraba state in Nigeria. A Quasi-Experimental Pre-test, Post-test, Non-equivalent and Non-randomized groups Design was adopted. Two research questions and two research hypotheses were formulated for the study. Purposive sampling technique was adapted for the study. The sample size consists of 295 second year Chemistry universities students drawn from two Universities from Taraba State, Nigeria and they were randomly assigned to the study as experimental group and control group respectively. The instrument Chemistry Achievement Test (CAT) was developed, and validated, and a reliability coefficient of 0.75 was obtained. Data collected for CAT was analyzed using mean and standard deviation while Z-test and ANOVA was used to test the hypothesis at 0.05 alpha level of significance. The study revealed that students taught chemistry using Moodle platform enhanced instruction had significantly higher mean achievement scores than those taught using lectures method ($F_{1,295}$, $Z = -11.091$, $P < 0.00$). There was a significant difference between the mean achievement scores of male and female students taught chemistry using Moodle platform ($F_{1,295} = 358.160$, $P < 0.00$). Based on the findings, it was recommended that Universities and other tertiary institutions should implement the use of Moodle platforms enhanced instruction in teaching and learning process for the purpose of enhancing learning outcome and finding that Moodle platform is gender sensitive, both male and female students should be involved in Moodle platform to enhance their achievement in chemistry.

Keywords: Achievement, Moodle Platform and Undergraduate Students.