
The Learning Achievement and Satisfaction from Moral and Life Web-Based Instruction

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ABSTRACT

The purposes of this research were to (1) study the learning achievements of students using Moral and Life web-based Instruction (2) study the learning satisfaction with the web-based instruction.

The research samples comprised 30 first-year undergraduate students enrolled in the physical education program of the education faculty, at the Institute of Physical Education, Udon Thani Campus. They were selected by the use of simple random sampling technique. The research instruments consisted of (1) the Moral and life web-based lesson (2) a learning achievement test and (3) a questionnaire on satisfaction with web-based instruction. Statistical procedures for data analysis were the percentage, mean, standard deviation and t-test.

Results of the research were summarized as follows : (1) the students showed learning achievement increased from before learning at the .01 level of significance and (2) the students' satisfaction was highly appropriate as a whole and by each aspect.

Keyword: achievement, web-based instruction, satisfaction

INTRODUCTION

As a result of developments in science and technology, there are many options for human life styles. For example; People can buy a lot of qualities and inexpensive products, communicate each other by using mobile phone or gain the information from newspaper, radio, television and internet.

The Royal Institute (2004: 538) defines Technology as the art of applied science used in industry. Information is essential data for human beings (Yeun Phusuwan and Somchay Numprasertchai (2003). According to

the definition of these two words, we can assume that the information technology manages essential information for human life styles, such as election data, connecting people via computer and internet, or financial transactions via ATM. Moreover, information technology is also used in education. Currently, we can study in E-schools or E-universities using E-learning instruction. Everybody can study and learn anytime anywhere. Because of the importance of information technology, the researcher is interested in studying the achievements and satisfaction of students using web-based instruction.

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RESEARCH PURPOSES

1. To study the learning achievements of students using Moral and Life web-based Instruction.
2. To study satisfaction with web-based instruction.

IMPORTANCE OF RESEARCH

Currently, there is an effective web-based program on Morals and Life for 17 campuses of Institute of Physical Education. This research hopes to:

1. Guide the instructors in creating an effective web-based instruction in other subjects.
2. Support and motivate the instructors interested in creating web-based instruction.

METHODOLOGY

1. Sample

The sample for this research was 30 first-year undergraduate students enrolled in the physical education program of the education faculty, at the Institute of Physical Education, Udon Thani Campus. They were selected by random sampling technique.

2. Research Instruments

This research used an experimental instrument and data elected instruments.

2.1 The experimental instrument was developed by the researcher, and revised with the help of teaching experts. It consists of course descriptions, subject structure, subject objectives, pre-test, post-test, while learning activities and 5 subjects. The 5 subjects are:

Unit 1 Description of the truth of life.

- Unit 2 The birth and death of life.
Unit 3 A beneficial and purposeful life.
Unit 4 Prayer
Unit 5 Morals and life

2.2 Data elected instruments in this research were:

1. Pre and post learning achievement test (objective test or short answer and completion test) and criteria-based tests.

2. Closed and Opened form of Student's Attitude Questionnaires.

3. Research stages

This research was conducted by using quasi-experimental research design. The stages of research were:

3.1 Students were evaluated by first completing a pre-learning achievement test.

3.2 In 15 weeks, students studied each lesson and completed web-based activities.

3.3 Students studied in a classroom, with the support of a teacher. Those who could not attend could study in any location with internet access.

3.4 Students completed satisfaction questionnaires after finish the course.

3.5 Students completed the post-learning achievement test to evaluate the program's effectiveness.

Research results

1. The efficiency of web-based instruction is 90.40/83.54.

2. The index efficiency of moral and life web-based instruction is 0.77.

3. Pre and post test results showed that learning achievement increased at the .01 level of significance.

4. Student satisfaction was high as a whole and by each aspect.

Descriptive of research results

1. The efficiency of web-based instruction is 90.40/83.54. This shows that web-based learning appears to be effective. As a result of this research, it can be described that web-based instruction has 80/80 efficiency and is an effective learning tool.

2. The index efficiency of moral and life web-based instruction is 0.77. This increased achievement of 77.24% after learning supports the research results of Jiraporn Growkrathonk (2003: 150-159) that also noted an increase when students experienced web-based instruction. Further details revealed that:

2.1 Web-based instruction has a specific characteristic in itself. Students can link from the course site to other web-pages and thereby learn by themselves.

2.2 In terms of characteristic of web-based instruction, student can learn and study in anytime anywhere. Furthermore, students can review, complete assignments and contact the teacher every time.

3. The students showed that their learning achievement increased at the .01 level of significance and were highly satisfied with web-based learning. This is in agreement with the results of Chatree Mulchart (2003: 126-130), who found that students have higher learning achievements after using web-based instruction. This is because:

3.1 As noted with the constructivism approach of John Dewey (1963) students can learn and study in anytime anywhere. Therefore, students will construct their knowledge by themselves.

3.2 It agrees with the research results of Griffiths and other (2004) that web-based instruction can change inappropriate behaviour of the students. Moreover, Wuttikit Chaikul (2004) studied and developed his web-based instruction and he found that web-based instruction can improve learning achievements. Therefore, knowledge occurred while students study by using eyes and meditation. As a result of an effective moral and life web-based instruction, students are happy and feel relaxed when they learn.

Recommendations

1. Currently, there are many web-based instructional sites. They are very easy to create and maintain.

2. Although, there is much benefit in web-based instruction, it is only a study tool. Therefore, teachers must continue to their role as the advisor for students. He/she should help them to study and motivate them to reach the goals of study. Moreover, teacher should add ethics to their courses and assign some cooperative activities to students too.

3. It is very useful to use the web-based instruction in other subjects because it has proven to be highly motivating for students.

4. The Institute of Physical Education should support teachers to create web-based instruction, with professional guidance.

For further research, the recommendations are:

1. To examine problems and effects of web-based instruction, especially in terms of student's morals and ethics.

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