

Abstract

This study determined the effects of the use of a combination of (a) the lecture, discussion and computer-assisted instruction (CAI) and (b) the lecture and discussion methods only on Jamaican eleventh graders' attitudes to (i) biology, (ii) CAI and their performance in reproduction in plants and animals. The sample consisted of 77 female students (42 in the experimental groups and 35 in the control groups) who were selected from two high schools in Kingston. An attitudes to biology questionnaire (ABQ), an attitudes to CAI questionnaire (ACAIQ) adapted by the researcher and a 30-item multiple choice test on reproduction in plants and animals developed by the researcher were used for data collection. The results indicated that (1) Many of the control and experimental groups students had highly favourable attitudes towards biology in the pre and posttests, but while the experimental groups students had significantly better attitudes to biology than the control groups students in the posttest, the control groups students had significantly better attitudes to biology in the pretest than the experimental groups students. (2) Many of the students in the experimental and control groups displayed highly favourable attitudes towards CAI both in the pretest and the posttest. While the control groups students had significantly better attitudes towards CAI than their experimental groups counterparts in the pretest, the experimental groups students had significantly better attitudes towards CAI than the control groups students in the posttest.(3) The experimental groups

students statistically significantly outscored their control groups counterparts on reproduction in plants and animals Biology Achievement Test (BAT) both in the pretest and the posttest. (4) There was a positive statistically significant but weak relationship between the experimental groups students' attitudes to biology in the posttest and their performances on reproduction in plants and animals in the posttest.