Summary

The present study was performed to investigate the effect of WebQuest Based Instruction on students’ achievement in science in relation to critical thinking and attitude towards learning science. The study was carried out with ninth grade science students who were selected from government schools of Chandigarh and were separated into two groups: Control group and Experimental group. The study was conducted in three phases: I) in the 1st phase, students were classified by administering critical thinking scale and attitude scale for learning science. Previous knowledge of students of both groups was checked by giving them achievement test as a pre-test; II) in 2nd i.e. Treatment phase, the experimental group was treated with the WBI developed in the form of WebQuest program, while the control group was taught through conventional teaching strategy for 30 working days and III) during the 3rd and final phase, same achievement test was administered as a post-test to both the groups. In the end, an opinionnaire was used to study the opinion of students towards newly employed WBI. Both descriptive and inferential statistics (t-test & ANOVA) were employed for data analysis. Findings illustrated a noteworthy variation in achievement in science between two groups where students of experimental group outperformed control group hence demonstrating the substantial positive effect of WBI on students’ achievement. In view of the acquired results, researcher recommended the use of WBI during teaching and also proposed to provide proper training to teachers in how to effectively implement WebQuest in educational practices.