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Effect of Chemistry Museum Artifacts on Students' Memory Enhancement and Interest in Radioactivity in Calabar Education Zone, Cross River State, Nigeria

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Abstract : The study adopted a quasi-experimental design. Two schools were used for the experimental study, while one school was used for the control. The experimental groups were subjected to treatment for four weeks with chemistry museum artifacts and a visit as made to the museum so that learners would have real-life learning experiences with museum resources, while the control group was taught with the conventional method. The instrument for the study was a 20-item Chemistry Memory Test (CMT) and a 10-item Chemistry Interest Questionnaire (CIQ). The reliability was ascertained using (KR-20) and alpha reliability coefficient, which yielded a reliability coefficient of .83 and .81, respectively. Data obtained was analyzed using Analysis of Covariance (ANCOVA) and Analysis of variance (ANOVA) at 0.05 level of significance. Findings revealed that museum artifacts have a significant effect on students' memory enhancement and interest in chemistry. It was recommended chemistry learning should be enhanced, motivating and real with museum artifacts, which significantly aid memory enhancement and interest in chemistry.

Keywords : museum artifacts, memory, chemistry, atitude
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