

Effects of Web-supported Learning on the Students' Academic Achievement and Self-esteem

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ABSTRACT The aim of this research is to determine the effect of a web-based learning atmosphere on the students' academic achievements and the level of self-esteem. The research was planned according to an experimental design with an initial-final test controlled group. Fifty-two students who have physical education in A and B classes of the 7th grade in Kirsehir M. Hüsnü Ozyegin Primary School formed this research's study group. The data of the research was collected by using a volleyball academic achievement test, which was improved by the researcher and the Cooper Smith self-esteem inventory. The results show that web-supported teaching provide benefits to the students' cognitive academic achievement in the field of volleyball according to traditional teaching, but it was seen that there is no meaningful difference in their self-esteem as statistics.