

EFFECT OF CONCEPT-MAPPING TECHNIQUE ON STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN RIVERS STATE, NIGERIA

Dr. Birabil, Saturday Tete

Department of Curriculum Studies and Educational Technology
Faculty of Education, University of Port Harcourt

&

Brown Cornelia, N.

Department of Curriculum Studies and Educational Technology
Faculty of Education, University of Port Harcourt

ABSTRACT

The study examined effect of concept-mapping technique on students' academic performance in social studies in Rivers State. Three objectives, three research question and three hypotheses were formulated to guide the study. A quasi-experimental pre-test -post-test control group design was adopted. Population of the study consists of 3000 junior secondary students in Rivers State. The sample size consisted of 181 junior secondary school II students drawn from intact classes through purposive sampling technique. Social Studies academic performance test (SOSAPT) was used for data collection, reliability coefficient was determined using Kuder Richardson method and it yielded an index of 0.80. Face and content validity were determined by two experts. Mean and standard deviation were used to answer the research questions, while t-test and analysis of covariance (ANCOVA) was used in testing the hypotheses at 0.05 level of significance. The finding reveals that there was a significant difference between the mean performance scores of students taught social studies using concept-mapping technique. Male students performed better than the female students taught concept-mapping technique. Students taught Concept-mapping technique performed better than those taught using lecture method. The researcher therefore recommended that amongst others the use of concept-mapping technique should be adopted so as to compliment the traditional methods of teaching.