

Concept Mapping As a Study Skill: Effects on Students Achievement in Biology

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ABSTRACT The purpose of this study was to determine if the use of concept mapping as study skill can influence students' achievement in biology. The design of the study was quasi experimental Pretest Posttest control group design. The population consisted of 280 SSII students from where 120 students were selected. 100 students were used for analysis while 20 students dropped out of the study. To guide this study five research questions were raised and three hypotheses stated and tested at 0.05 level of significance. The major instrument used for data collection was biology achievement test. Another instrument used for data collection was an interview schedule to determine the students' perception of the usefulness of concept mapping in their studies. The major findings of this study include: a non significant difference in immediate Post achievement test scores between students who used concept mapping as a study skill and those who reviewed and summarized in their studies; a steady, consistent and significant increase in test scores of students who used concept mapping as study skill across achievement tests 1-6; a significant difference in estimated retention between students who used concept mapping as study skill and those who summarized after review, and all the students interviewed agreed that concept maps helped them to determine relationships among concepts, sharpened their understandings and increased their critical thinking. It was concluded that concept mapping could serve as an appropriate alternative for studying biology since what is learned through it can be retained for a long time.