Declarative Knowledge and Students' Academic Achievement in Map Reading

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ABSTRACT

This study seeks to determine which of the learning strategies-cooperative or individualistic, would effectively promote students' acquisition of declarative knowledge in map work. The study employs pretest, posttest, control group, quasi-experimental design. Participants comprised 164 senior secondary II (SSII) geography students (109 boys and 55 girls) drawn by intact class method from three secondary schools. Two hypotheses were tested at 0.05 level of significance. Data was analysed using ANCOVA. Treatment had a significant main effect on students' declarative knowledge DKAT [$F_{(2, 163)} = 75.679$, $p < 0.05$]. Cooperative Strategy was most effective for the dependent measure. It was also found that numerical ability had a significant main effect on students' acquisition of declarative knowledge, with high numerical ability subjects performing better than their average and low ability counterparts. The study concludes that declarative knowledge in map work could be better taught through the cooperative learning strategy, considering students' numerical abilities.