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KNOWLEDGE OF BIOLOGY, CHEMISTRY AND PHYSICS CAN BE CRYSTALLISED INTO CONCEPTS BOOST AN ACTIVATOR OF STUDENTS ACROSS

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Concept mapping instructional approach as an activator of students' performance in the teaching and learning of excretion was investigated. The quasi experimental design was employed. Purposive sampling technique was used to select three intact biology classes of SHS 2 students with a total sample size of 108. The two main instruments used for data collection were General Knowledge in Biology Performance Test (GKBPT) and Students' Performance Test in Excretion (SPT) with K-R 20 reliability coefficient of 0.812 and 0.866 respectively. Point Bi-serial correlation, Wilcoxon Signed Rank test, effect size, chi-square and Kruskal-Wallis H test were employed to analyse the quantitative data collected using the students' achievement scores. The study showed that the effect size of the students' performance in the concept mapping of the post-test scores was better than that of the pre-test scores. The instructional approach did not only improve students' achievement in the biology course but also helped the students to retain the concept learned for longer period. Based on the result, recommendations have been made.

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