



Procedural Knowledge and Students' Academic Achievement in Map Work

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ABSTRACT This study sought to determine under which learning strategy (cooperative or individualistic) procedural knowledge is better taught, that will result in higher students' academic achievement in map work. The possible mediating influence of gender was also investigated. The study employed a pretest, posttest, control group, quasi-experimental design. Samples comprised 164 Senior Secondary II (SSII) geography students (109 boys and 55 girls). Two instruments were used to collect the requisite data – Procedural Knowledge Achievement Test (PKAT) and Treatment Implementation Guides. Two null hypotheses were tested at 0.05 level of significance. Data collected were analysed using ANCOVA. Results showed that the treatment had a significant main effect on students' procedural knowledge [$F(2, 163) = 36.548, p < .05$]. Cooperative learning strategy was most effective for the teaching of procedural knowledge. Recommendations include that Nigerian schools must make efforts to use cooperative learning strategy in alleviating students' learning difficulties in procedural knowledge for map work.