EFFECT OF COLLABORATIVE CONCEPT MAPPING STRATEGY ON
ACHIEVEMENT IN ECONOMICS OF IX GRADERS IN RELATION TO
INTELLIGENCE AND STUDY HABITS

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SUMMARY

The focus of education is putting the abilities of a person at the utmost. Collaborative
concept mapping is an activity in which concept mapping is applied to collaborative learning
situations. Thus, it can be defined along the lines of collaborative learning. Collaborative
learning, broadly defined, is “a situation in which two or more people learn or attempt to learn
something together” (Dillenbourg, 1999). The Study was intended to investigate the effect of
teaching through collaborative concept mapping strategy on the achievement in Economics.
Sample of the study consisted of 600 (300 experimental group and 300 controlled group) IX
class students from Government secondary schools of Moga district of Punjab, India.
Experimental group was exposed to collaborative concept mapping strategy and the controlled
group was exposed to conventional method (lecture and discussion). Mixed Type Group Test of
Intelligence (MGTI) (2012) by Mehrotra and Study habits Inventory (2011) by Mukhopadhyaya
and Sansanwal was used to match the groups. Achievement test in Economics (developed and
standardized by the investigator) was used as tool for data collection. The results of the study
showed that achievement in Economics of the group exposed to collaborative concept mapping
strategy was significantly more as compared to group taught by conventional method. Interaction
of intelligence and groups, and interaction of study habits and groups were significant where as
interaction of intelligence, study habits and groups was non-significant.