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Effects of Jigsaw Strategy on Senior Secondary School Students' Achievement in Ecology in Maitagari, Jigawa State, Nigeriaind Out the Effect of Jigsaw Strategy on Students' Achievement in Ecology

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Abstract : The study investigated the effect of Jigsaw strategy on senior secondary school students' achievement in Maitagari, Jigawa State, Nigeria. The pre-test, post-test quasi experimental design was employed in the study. The sample for the study comprised 120 students from two public schools from the study area. An instrument namely, Ecological Achievement Test (EAT) was used to collect data from students. The data were analyzed using SPSS version 26.0. The EAT was validated by two experts, one, in Science Education unit and the other in Research, Measurement and Evaluation unit, both in the Faculty of Education, University of Jos, Nigeria. The reliability coefficient of the EAT was established as 0.85 using Kuder Richardson Formular 20. Mean and standard deviation were used to answer two research questions while Analysis of Covariance was used to test two hypotheses that guided the study. Results showed that students taught using jigsaw strategy achieved significantly better than their counterparts taught using the conventional method in ecology. Furthermore, it was revealed that gender had no significant influence on achievement of students exposed to jigsaw strategy. It was concluded that jigsaw strategy was effective in improving students' achievement in ecology. The study recommended that teachers should incorporate jigsaw strategy into science classrooms for improved achievement outcome and gender equality.

Keywords : achievement, ecology, jigsaw strategy, lecture strategy
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