



AN EVALUATION OF THE EFFICACY OF CONCEPTUAL INSTRUCTIONAL
METHOD OF TEACHING PRACTICAL CHEMISTRY:
THE CASE OF SECONDARY SCHOOLS IN ZARIA EDUCATIONAL ZONE OF
KADUNA STATE, NIGERIA

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ABSTRACT

The study investigated the impact of conceptual instructional method on students' academic achievement in practical chemistry within Zaria educational zone, Kaduna state. The target population for the study was 1,401 Science Students in the penultimate year of secondary school (also known as SSII). The data collected were subjected to statistical analysis at 0.05 level of significance. *T*-test statistics were used to test the hypotheses on Academic achievement and gender difference. The findings from the study include the following: Academic Achievement of Subjects Exposed to Conceptual Instructional Method were significantly higher than their counterparts exposed to lecture method of instruction. With reference to gender, there was no significant difference between male and female students academic achievement in the experimental group. On the basis of the findings outlined above, it was concluded that, conceptual instructional method enhances students' academic achievement towards practical chemistry. Amongst the recommendations made include: (1) Chemistry teachers should incorporate conceptual instructional methods for teaching at senior secondary school level. (2) Curriculum planners should recommend and ensure the conceptual instructional method is used for teaching chemistry at senior secondary school.

Keywords: Instructional Methods, Chemistry, Schools, Nigeria.