**EFFECTS OF LABORATORY INSTRUCTION INCORPORATING ANNOTATED DRAWINGS ON SECONDARY SCHOOL STUDENTS’ ACHIEVEMENT IN BIOLOGY**

By

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**ABSTRACT**

Over the years, performance of secondary school students in biology has been consistently poor, and exploring instructional strategies became necessary. Therefore this study investigated the effects of annotated drawing on the understanding of reproductive system in flowering plants by secondary school biology students. 183 SS II secondary school students drawn from two intact classes, from two secondary schools purposively sampled in Uwie Local Government Area of Delta state, constituted the sample. The study employed a pre-test, post- test, non- equivalent control Group design, quantitative and qualitative methods were used to collect data in order to answer research questions and testing of hypothesis formulated at 0.05 alpha level. Two instruments were used, Flowering Plants Achievement Test (FPAT), a 30- item multiple choice test with options A-D and a reliability coefficient estimated at 0.80 by split- half was used to collect quantitative data, and an Interview Schedule (IS) with open ended questions was used to collect qualitative data . Findings revealed that annotated drawing had a positive effect on students understanding, secondly male and female students equally benefited from annotated drawing. However there was no significant difference between student taught reproductive system in flowering plants with annotated drawing and those taught with lecture method.

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