

The Impact of Participatory and Expository Approaches on Learning of Agricultural Science in Senior Secondary Schools in Benue State

O. N. Agbulu¹ and E. E. Idu²

*1. Agricultural and Science Education Department University of Agriculture,
Makurdi, Benue State, Nigeria*

*2. Department of Agricultural Extension And Communication, University Of Agriculture,
Makirdi, Benue State, Nigeria
E-mail: edwinidu@yahoo.co.uk*

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ABSTRACT The study assessed the effectiveness of participatory and expository approaches in teaching agriculture to SSS III students. The study utilized pre-test and post-test experimental design, which involved the comparison of gains. Purposive stratified sampling was used to select a sample of 50 students from each of Padopads Harmony Secondary School (Student enrolment = 1, 021) and Government Secondary School (Student enrolment = 1, 125). Psycho-productive evaluation test items were used at the pre-test and post-test phases. The contents of the instrument were the same. The mean gain scores of the pre-test and post-test were further analysed using t-test statistics resulting to the findings that participatory approach was more effective than expository approach. The reason was that participatory approach was student-centred while expository approach was subject-centred. It was recommended that participatory approach should be used for both teaching and assessing agricultural science students for greater attainment of set down objectives.