

- . Aderogba, A. A. and Olorundare, A. S. (2010): Comparative effects of Concept –mapping, Analogy and Expository Strategies on Secondary School Students' Performance in Chemistry in Ilesa, Nigeria. *Journal Of Curriculum and Instruction* Vol. 7. No 1 & 2, 112-126 available on-line from <http://www.unilorin.edu.ng/ejournals/index.php/jci/article/view/>

**COMPARATIVE EFFECTS OF CONCEPT-MAPPING,  
ANALOGY AND EXPOSITORY STRATEGIES ON  
SECONDARY SCHOOL STUDENTS' PERFORMANCE IN  
CHEMISTRY IN ILESA, NIGERIA.**

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**Abstract**

*The study investigated the comparative effects of concept-mapping, analogy and expository strategies as well as the influence of gender and ability level on students' performance in chemistry. Three hundred and forty-seven (347) senior secondary one (SS1) chemistry students were randomly sampled while three research instruments: Chemistry Concept Test (CCT), Chemistry Performance Test (CPT) and Chemistry Achievement Test (CAT) were used for the study. The hypotheses generated were tested by mean score, t-test, analysis of covariance (ANCOVA) and Scheffe post hoc analysis. The findings showed that students exposed to concept-mapping performed better than those*

*exposed to analogy who also performed much better than those taught with expository method. Furthermore, there was no significant difference in the academic performance of male and female students exposed to any of the three treatments. However the ability levels of the students actually influenced their academic performance. Hence, it was recommended that new instructional strategies such as concept mapping and analogy should be incorporated into the school system to improve science teaching.*