

**EFFECT OF PROJECT-BASED LEARNING ON STUDENT  
PERFORMANCE IN SECONDARY SCHOOL  
AGRICULTURE**

**BY**

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X

## ABSTRACT

The study sought to systematically investigate and document the effect of project-based learning on student performance in secondary school agriculture in Kenya. In addition, the effects of interaction of the learning programme with the gender of the student was also examined. The study used a quasi-experimental, non-equivalent control group pre-test-post-test design. The target population comprised of all Form Three agriculture pupils in Nakuru District of Kenya. A random sample of twelve schools, three from each of the four selected areas of the district took part in the study. Three of the areas were assigned a different treatment while the fourth area acted as the control. Data collected from standardized cognitive and psychomotor tests were subjected to ANOVA, ANCOVA and t-tests which were used to reject or accept the hypotheses. An LSD test was used to determine the direction of significance. Results indicated that there was a statistically significant relationship between exposure to projects and performance on high cognitive skills and practical skills. The results also indicated that the performance of boys in cognitive skills, higher cognitive skills and practical skills was significantly higher than for girls after exposure to projects. It was recommended that policy makers and teacher educators device ways of enhancing the capacity of agriculture teachers to plan and execute projects. It was also recommended that schools be encouraged to use community farms and home-farms to undertake projects.

## TABLE OF CONTENTS

	Page
DECLARATION.....	ii
APPROVAL.....	iii
DEDICATION.....	iv
COPYRIGHT.....	v
ACKNOWLEDGMENTS.....	vi
ABSTRACT.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiv
<b>CHAPTER ONE</b>	
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	11
1.3 Purpose of the Study.....	13
1.4 Objectives of the Study.....	13
1.5 Hypotheses.....	14
1.6 Significance of the Study.....	16
1.7 Assumptions of the Study.....	17
1.8 Scope of the Study.....	17
1.9 Definition of Terms.....	18
<b>CHAPTER TWO</b>	
REVIEW OF RELATED LITERATURE.....	20
2.1 Introduction.....	20
2.2 Agriculture and National Development.....	21
2.3 Agricultural Education and National Development.....	21
2.4 Historical Development of School Agriculture in Kenya.....	27
2.5 Problem Solving Approach.....	33
2.6 The Project Method.....	36
2.7 Justification for Using Projects.....	43



2.8	Research on Project-Based Learning .....	44
2.9	The School Farm.....	79
2.10	Use of the Project Method in Schools.....	83
2.11	Community Resources.....	87
2.12	Conceptual Model.....	89

## CHAPTER THREE

<b>METHODOLOGY .....</b>	<b>92</b>	
3.1	Introduction.....	92
3.2	Research Design.....	92
3.3	Population.....	95
3.4	Sampling.....	97
3.5	Instrumentation.....	100
3.6	Data Collection.....	103
3.7	Data Analysis.....	107

## CHAPTER FOUR

<b>RESULTS AND DISCUSSION.....</b>	<b>113</b>	
4.1.0	Introduction.....	113
4.2.0	Hypothesis Testing .....	115
4.2.1	Hypothesis One.....	115
4.2.2	Hypothesis Two.....	121
4.2.3	Hypothesis Three.....	128
4.2.4	Hypothesis Four.....	135
4.2.5	Hypothesis Five.....	142
4.2.6	Hypothesis Six.....	145
4.2.7	Hypothesis Seven.....	147
4.2.8	Hypothesis Eight.....	149
4.3.0	Summary of Findings .....	151

## CHAPTER FIVE

<b>SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....</b>	<b>154</b>	
5.1	Introduction.....	154
5.2	Summary.....	154
5.3	Conclusions.....	160
5.4	Implications.....	164
5.5	Recommendations.....	169
5.6	Suggestions for Further Research.....	170

	Page
<b>REFERENCES</b> .....	172
<b>APPENDICES</b> .....	193
Appendix A: A Schedule of A One Day Workshop for Agriculture teachers	194
Appendix B: Teachers Training Guide.....	195
Appendix C: Agriculture Syllabus Extract.....	205
Appendix D: Notes on Beans (Phaseolus Vulgaris).....	206
Appendix E: Cognitive Test Set A.....	212
Appendix F: Marking Scheme-Cognitive Test-Set -A.....	218
Appendix G: Answer Sheet : Cognitive Test-Set A.....	219
Appendix H: Cognitive Test-Set B.....	220
Appendix I: Marking Scheme – Cognitive Test-Set B.....	227
Appendix J: Answer Sheet: Cognitive Test-Set B.....	228
Appendix K: Psychomotor Test-Set A.....	229
Appendix L: Materials – Psychomotor Test-Set A .....	231
Appendix M: Psychomotor Test-Set A Instructions to Learners.....	232
Appendix N: Marking Scheme – Psychomotor Test-Set A.....	234
Appendix O: Psychomotor Test-Set B.....	237
Appendix P: Materials-Psychomotor Test-Set B. ....	239
Appendix Q: Psychomotor Test-Set B: Instructions to Learners.....	240
Appendix R: Marking Scheme - Psychomotor Test-Set B.....	242
Appendix S: Schools in the Study .....	246
Appendix T: Psychomotor Test photographs.....	247
Appendix U: Research Authorization Letter.....	248