

The study was designed to explore how practicals work affects the academic performance of learners in biology sciences using pre-test and post-test approach for the quasi-experimental control group (CG). A sample size of 90 students divided into two groups; (N = 45) for the experimental group (EG) taught by incorporating practicals into their learning strategy and (N = 45) for a control group (CG) taught using traditional methods. Data collection in this study was carried out through questionnaires, student pre-test and post-post. The data analysis was done using statistical instruments, such as mean, standard deviation and descriptive autonomous testing statistics of the null hypothesis at $\alpha = 0.05$. From the results, the average means of EG ($\bar{x} = 60 \pm 12.38$) and CG ($\bar{x} = 49 \pm 9.90$) were statistically distinct (t-test; $(0.00) < (\alpha = 0.05)$) indicating that practical biological work substantially enhanced the learner's performance. Also, statistical testing in the performance between boys and girls in the EG obtained a p-value $(0.51) > (\alpha = 0.05)$, which meant that the performance was collectively enhanced. The integration of practical work in teaching biology or any science topics will, therefore, positively improve learner's performance.