Transfer-of-learning is one of the most important educational phenomena. To understand how to teach students how to learn, we have to understand something. This paper determines the effects of contextual framing approach and students’ performance and attitude in Biology. Two comparable classes of Grade 10 students were the subjects of the study. One group was exposed to conventional teaching approach and the other to contextual framing approach. The single-blind experimental method of research was utilized. The findings reveal that the performances of the students exposed to different approaches were not comparable as shown by the students’ post-test performance exposed to contextual approach which is higher than the students’ post-test performance exposed to conventional approach. However, the performance of students exposed to the conventional approach and contextual approach has no significant difference. Moreover, the students in the control and experimental group developed a highly favourable attitude after their exposure to the conventional and contextual approach. The performance and attitude of the students has significant relationship after their exposure to two different approaches. The following recommendations are offered: the contextual framing approach could be used as part of the teaching-learning process; the contextual framing approach can be integrated in the curriculum of the pre-service students; a case study should be investigated, on the factors affecting improvement of performances of students exposed to contextual framing approach; and the use of contextual framing approach should be further experimented in other disciplines, for a wider range of topics and for a longer period of time.

**Keywords:** Attitude, Contextual framing approach, Conventional approach, Posttest performance, Pretest performance