

**TEACHING METHODS AND STUDENTS PERFORMANCE IN ECONOMICS IN  
KASHENYI SENIOR SECONDARY SCHOOL IN RUHINDA SUB-COUNTY  
RUKUNGIRI DISTRICT - UGANDA**

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### DECLARATION

I, Tumugabirwe Vorce, declare that this research report is my original work and has never been submitted for any academic award.

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### **APPROVAL**

I certify that the work submitted by this candidate was under my supervision. This work is ready for submission, to be evaluated for the award of the Bachelor of Arts with education at Kampala International University.

Supervisor.....

Date .....

MR. KIWEEWA

## **DEDICATION**

This research is dedicated to my father Mr. John Mbaine, my mother Perezio Kengongi Brother Markson, Lucky, Amon Sister Sight, Rebecca, Moreen Emily Uncle Sliver, and Uncle Remmy and Muhumuza Obedi.

## **ACKNOWLEDGMENT**

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I am grateful to what God has done for me.  
To God be the Glory.

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## **ABSTRACT**

This study on the relationship between teaching method and student's performance was carried out at Kashenyi senior secondary school in Rukungiri district. The study aimed at investigating whether teaching method has impact on students' performance in economics subject. The study was guided by the following specific objectives. To find out the characteristics of a good teaching method.

To find out the effects of teacher centered methods on students performance and to identify the effects of learner centered method on students' performance.

The study took a descriptive and correlation design to determine the effect of teaching method and students' performance in Kashenyi senior secondary school. The subjects involved in the study were teachers of economics and students and a sample population of 146 respondents was used, though 140 participated in the study.

Based on the findings of the study it was revealed that there was a significant relationship between teaching methods and students performance.

The study concluded that student centered method did not only increase students performance in examination but it also promotes the students creativity in problem solving as teacher Namanda said a teacher from Kashenyi Secondary school.

The study recommended that both the student centered approach and teacher centered method should be used interchangeably depending on the content of the topic or papers of economics subject but also group learning, discussion method examples of students centered method examples of students centered method should be emphasized.

## **CHAPTER ONE**

### **1.1. Background of the study**

This study intends to investigate the relationship between performance and teaching methods of economics subject in Kashenyi secondary school Rukungiri District.

According to Ramadhai & N. Patel (2000). Method of teaching is a planned and well organized sequence of learning activities. Teaching method is the activities or programs of work that a teacher and learner get involved in to achieve the set goal.

However, according to K. Kochhar (1985) Academic performance is an action or achievement considered in relation to how successful it is.

Therefore teaching methods determines the academic performance of students.

One of the problems facing the present generation is to achieve academic Excellency by passing the key subjects such as economic.

The performance is always associated with mental strength, however the teaching method which can motivate student affect the students performance positively.

Teaching method and student performance is a concern of people in all educational circles globally most especially in economic subject. School head teachers, teachers and administrators impose stiff rules and regulation in an attempt to improve on student performance therefore the intention of the study is to shed light on some of the issue that may

be important for an informed discussion of improving the performance of economics subject that is very vital in selection of university and institution of higher learning and it plays a very important role.

### **Historical background**

Ruhinda Sub County in Rukungiri district is a society concerned about student's performance in secondary schools. And the concern is based on the realization that student don't understand teachers and has resulted into poor performance of students. Teaching method is seen to be addressed so as to enhance and improve education aims and objectives. Student performance is an integral part of these aims and objectives. The problem here is that students who are taught without appropriate (teaching method) and up failing examinations. Therefore the research is designed to investigate whether teaching method affects student performance in economics subject at Kashenyi senior secondary school.

### **Background of the school.**

Kashenyi secondary school was a church founded school. It privately started as a secondary school in 1981 and become government aided school in 1984 and it's now 28 years old teaching both 'O'Level and 'A' Level.

### **The schools mission**

To provide quality education which enables both boys and girls to achieve success and progress in a diversity of opportunities and become self reliant.

**School motto.** Struggle for progress.

### **Political location**

The school is located in Rwamugoma Parish Ruhinda Sub-county Rujumbura county Rukungiri District.

### **Performance**

Kashenyi secondary school was one of the best performing schools in Rukungiri district since 1981 – 2005 and from 2006 the performance went on declining for example in Uganda certificate of education results the performance in 2005 was at 50% 2006 35% 2007 25% and its hypothesized that factors such as indiscipline, poor teaching methods, poor learning environment could be these factors that affecting students learning.

### **Theoretical background**

There are many theories to explain how academic performance in science subject can be achieved in relation to teaching method.

Halloran (1998) states Herzbergs theory by voting down the following factors that influence student class performance. And these includes. Teachers' status technical aspect of supervision, internal relationship with the peer conducive environment and personal life.

This first factor considered favorable condition for effective learning when teachers are accorded this due status they use their position to foster discipline into students which helps them to be attentive in class and hence excel in class.

Technical supervisor of teachers in schools helps to equip them with necessary teaching skills through guidance and on the job training which keeps them always up dated internal relationship with teachers helps students to interact with their teachers and be able to approach them for

assistance in clarification of some difficult numbers /work they have come across.

This will help them improve in performance internal relationship with peers help student to share common problems and find probable solution as a unit well known as school policy and administration equips teachers with knowledge of where to report their problems that may affect learning conducive environment encourages students to enjoy the learning process both in class and out side class. And the existence of good accommodations provision of first aid and food at school all raise the morale of students and hence maintaining a good personal life.

The second factor theory of Herzerberg mentions six factors that should always be used to promote class performance.

According to jack Halloran (1998) these include recognition of the rights of the learner, the advancement of learners' potentiality of learners, the responsibility of the learners challenging activities and achievement. When these factors are achieved effective which is realized in competitive class performance.

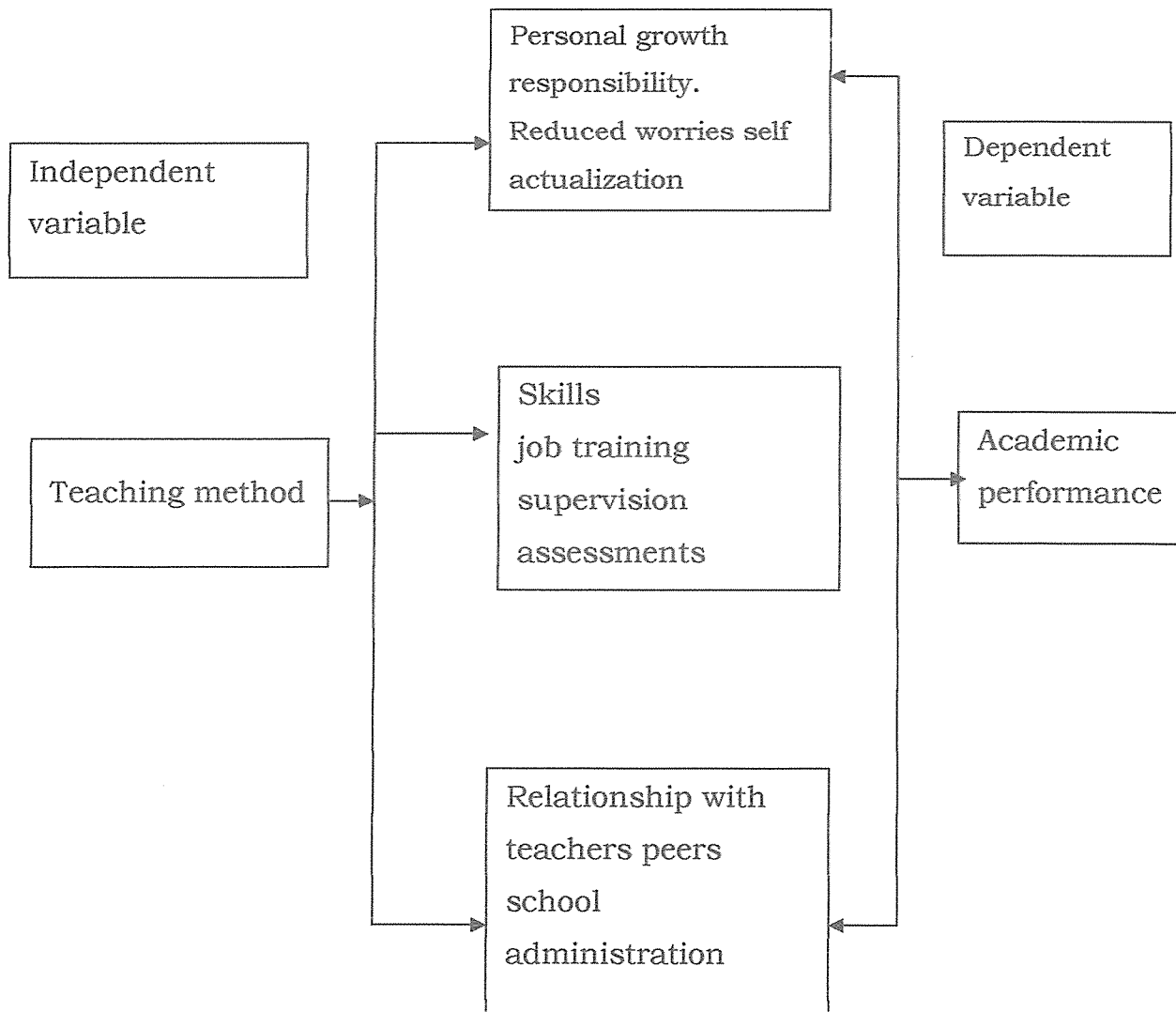
### **Conceptual background**

Conceptual frame work of the study showing the relationship between teaching methods and class performance of pupils.

In this study the dependent variable is academic performance has been defined by SK Kochhar (2002) as the degree of success in reaching the goals which have planed and have been achieved completely.

However, teaching method is the independent variable in this study it is defined by Dr. Rambhai and N. Patel (2001) as a planned and well organized service of learning activities.

Conceptual frame work of the study showing the relationship between teaching method and class performance.



**Figure I:** conceptual frame work

## **1.2 Statement of research problem**

Teaching is more than standing before a class and applying a few specific techniques. It is not merely presenting text book information and then testing the student and ability to repeat it. There is no magic formula for transforming knowledge from the teachers mind to align the pupils. Teaching is not a mechanical process. It is an intricate exacting and challenging job Kocinar (2002).

Economics is a vital subject in selection of University and other institution of higher learning and it plays a very important role because of the high respect accorded to subject the head teachers yearn to introduce it in their schools. And current economics as a science combinations like PEM MEG. The subject has got mathematical indications that who ever takes it should have done mathematics.

Economics takes about 15% of the total number of student admitted at 'A' Level. That is a reason that student perceive that the subject is very hard therefore they presume that they cannot pass even if they read hard. Not only that but also they are always discouraged by others the teachers who teach the subject.

This has led to tremendous poor performance of students offering the subject. This becomes a questionable as to how, although they are many factors that influence the performance of students like perception social economic problems but also the methods of teaching are one of the most attributing factors for poor performance.

There is no one method of teaching Burch (1995) different teaching methods are employed in different situation by different teachers with different results.

The research was therefore designed to investigate whether teaching method affect students performance in economic subject in Kashenyi senior secondary school Ruhinda sub-county Rukungiri district Uganda.

### **1.3. Objectives of the study**

1.3.1. General. The objective of this study was to investigate whether teaching methods has impact on student's performance in economics subject in Kashenyi senior secondary school Ruhinda sub-county Rukungiri district Uganda.

1.3.2. The study was guided by the following objectives.

1. Go find out the characteristics of a good teaching method.
2. To find out the effect of teacher centred methods on student performance.
3. To identify the effects of learner centred method on student performance.

### **1.4. Research questions**

1. What are the characteristics of a good teaching method?
2. What are the effects of teacher centred method on students performance
3. What are the effects of learner centred method on students' performance.

### **1.5. Significance of the study**

The findings of the study provided information to be used by ministry of education policy makers to identify the teaching methods that can be associated more with high performance in economics subject among students.



Enabled policy makers make provision for improving teacher quality with increased knowledge on the relationship between teacher factor and achievement in economics.

Increased awareness of the head teachers' board of governors and PTA and teachers on teacher factors associated with high performance in economics. Provided an objective evaluation of the teacher quality necessary for high achievement and provide a meaningful basis for training and or in servicing of the teachers for improvement in the mathematics and science course which will increase efficiencies, promote industrialization and increase productivity of the country.

#### **1.6. Scope of the study**

The research was conducted within Kashenyi senior secondary school Ruhinda sub-county Rukungiri district Uganda.

#### **1.7. Limitations of the study**

In this study a number of challenges were uncouncted, including: attitude towards the exercise some respondents were unwilling to freely share the information (especially negative information)

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

This chapter deals with the review of literature to the topic teaching method and students' performance in economics subject.

#### **Definition**

Teaching method is a planned and well organized sequences of learning activities Rambhai N. Patel (2001)

Keeping in view the Psychological needs of students the sequence and order of certain learning activities are maintained in general so that students have a better participation and richer after effects (that is learning experiences) Rambhai N. Petel (2001).

In K. Kochhar (1984) secondary education commission noted that.

“Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right method of teaching and the right kind of teachers”

K. Kochhar (1984) need for right methods, forms the most important link in the total teaching learning chain which has on one hand the goals and purpose and on the results and values. It is the middle link which connects in an organic way the objectives with its value or result counterpart. It is the method that determines the quality of result However, academic performance is an action achievement considered in relation to how successful it is.

According to K.Kochhar (2002) defined academic performance as a degree of success in reaching the goals which have planned and have been achieved completely.

### **2.1. Characteristics of a good teaching method**

According to Ramdhai N. Patel (2001) identified characteristics of a good teaching method as follows.

The learning experience should be directly related to the behavioral objective through learning experience.

It should be meaningful. For example. Asking students take down the therein written on the black board will out under standing it will not result in a meaningful experience.

It should be appropriate to the maturity level of the learner for example primary school children should be asked to write essays on topics like, the cow, the postman, my school etc while secondary school students should be asked to write evening as seashore. An ideal student.

It should encourage interaction. It should increase on students' creativity.

### **2.2. Effects of teacher centered method on students' performance**

Teacher centred method are those activities that forces on learning the correct interpretation and understanding, and identifying a central theme and authorities intent. The teacher determined all teachers content and children are just the receivers of knowledge.

Teacher centered method examples considered are lecture method.

<http://www.question.com>.

Lecture method is the oldest of teaching particularly to the secondary classes and above the method can be used to review, motivate to clarify to expand content and in this lecture method helps in giving training of listening and taking rapid notes and it saves time of the pupils. However extensive use of lecture method tends to substitute teacher for the pupils and also substitute teacher for the text book. Only rare teacher can present a more well – integrated synthesis of content than that contained in a good text book.

Lecture method can lessen the opportunity for the pupils to learn by doing as ready made “cooked” material is presented to the pupils. A good hence upon vicarious learning can be the result.

Lecture method can quickly develop into a deadening monopoly. Its only exceptional teacher who can stimulate and keep up the interest of the students continuously. Glenn Myers et al (1975).

### **Effects of students centered method on students’ performance**

Student centred method ensure that student are active in solving problems practicing learning strategies making choices and discovering important ideas. They strive instead to encourage in students an excitement about learning a thrill in discovering how the world works. Lets look more closely student centred method the examples considered are individualized instruction, group discussion.

Discussion method ANITA E WOOLFOLK (1995)

Discussion method. This is a method designed for student centred useful in teaching learning process. A problem, an issue a situation in which there is a difference of opinion is suitable for discussion method of teaching ideas are initiated; there is exchange of opinion accompanied by

a research for its factual basis, speech is free and responsible. New values are created the participants the teacher and the students are inter-related in process of competitive decision making it seeks agreement but if it not reached it has the value of clarifying and sharpening the nature of agreement.

**Discussion as a teaching method yields the following advantages.**

It helps in clarifying and sharpening the issues. New ground is discovered both for agreement and disagreement old ideas and values may be replaced by new one.

Discussion helps children crystallize their thinking and identify concepts needed.

Discussion helps the students in discovering what he does not know what he has over looked and wherein he is mistaken both in facts and their interpreting equally important, he may find out what he knows with surety.

Discussion gives knowledge around trip it is not the one way affair of the lecture. It engenders more reflection than the pin prong of the question and answer recitation of all the methods of teaching it is furthest from rote -learning. It employs reasonable persuasion in place of cajolery threat coercion or propaganda.

Individualized instruction the defining the characteristics of Individualized instruction is that each student works with learning plans designed to fit his or her own needs interests, and abilities. To accomplish this goal individualized instruction takes many forms individualized instruction does not take necessarily require independent or solitary work, students may even work in small or large groups so long

as the activities are designed to match the needs of the individuals involved. Let's consider how you would modify lessons to meet individual needs.

Modifying lessons to fit individual needs perhaps the simplest form of individualized instruction is to let students work at their own pace on the same assignment. The second variable in individualized instruction a choice of learning objectives instead of insisting that each student move through the same sequence of objectives you can tailor the objectives to the need interests, and abilities of different students or different groups of student.

The problem method. In this method, attempt is made to train the mind of the pupils by confronting them with real problems and giving them the opportunity and freedom to solve them. The major purpose of the problem as it is used in school is to afford training to the pupils in thinking in solving the problems mentally.

Problem solving approach is meaningful developmental sequential and based on the discovery of generalizations it involves the thought process that results from doubt prexiety or a problem. The approach leads to the formulations that are useful in future situation involving the solution of problems. It is important contribution of learning.

In student centered methods students are given opportunities to practice decision making student can learn how to make decisions with appropriate guidance the students. Students should beside

- (i) what to learn
- When to learn it
- Where to find appropriate resources
- Which resources actually to use

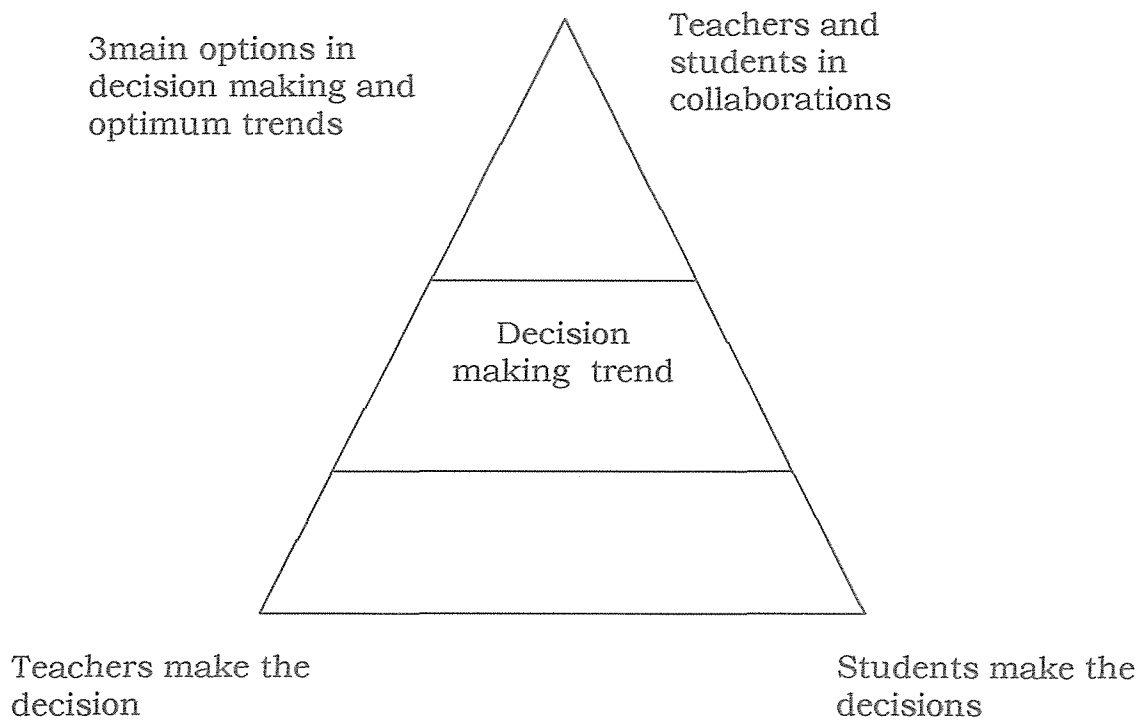
What records to keep?

Whether it is best to work individually or in a group

What level of difficulty of task to attempt?

How to go about learning

What techniques to use



Glenn Myers Blair R Stalwart Jones Ray it. Simpson (1975)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

This chapter explains the method that the researcher used to select the geographical areas, from which research was carried out methods of selection of respondents. It also explained the methods that were used to collect process and analyze data.

#### **3.1. Research design**

The study employed a descriptive and correlation design to determine the effect of teaching method and student performance in kashenyi senior secondary school

#### **3.2. Study population**

The study was carried out in Kashenyi senior secondary school in Rukungiri district Uganda. The study comprised of economics teachers and students of senior five and six.

#### **3.3. Sample size and selection**

The respondents were drawn from the staff and students of Kashenyi S.S.S. The respondents to the study were teachers and students from the school. They were six teachers and 140 students who were selected using simple random sample.

#### **3.4. Research instruments**

This study used both primary and secondary data. Primary data was collected using questionnaires which were given to teachers and students. These were self administered since all the respondents were literate.

#### **3.6. Data processing and analysis**

This involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the



fled questionnaire ascertaining that every applicable question had an answer and all errors eliminated from the completeness accuracy and uniformity. The research then proceeded and coded various responses given to particular questions that locked coding frames the researcher then established how many times each alternative response category was given an answer using tally marks which were later added up. Data was the presented in frequency tabulations rendering it ready for interpretation Quotations and field notes made from interviews were also included.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

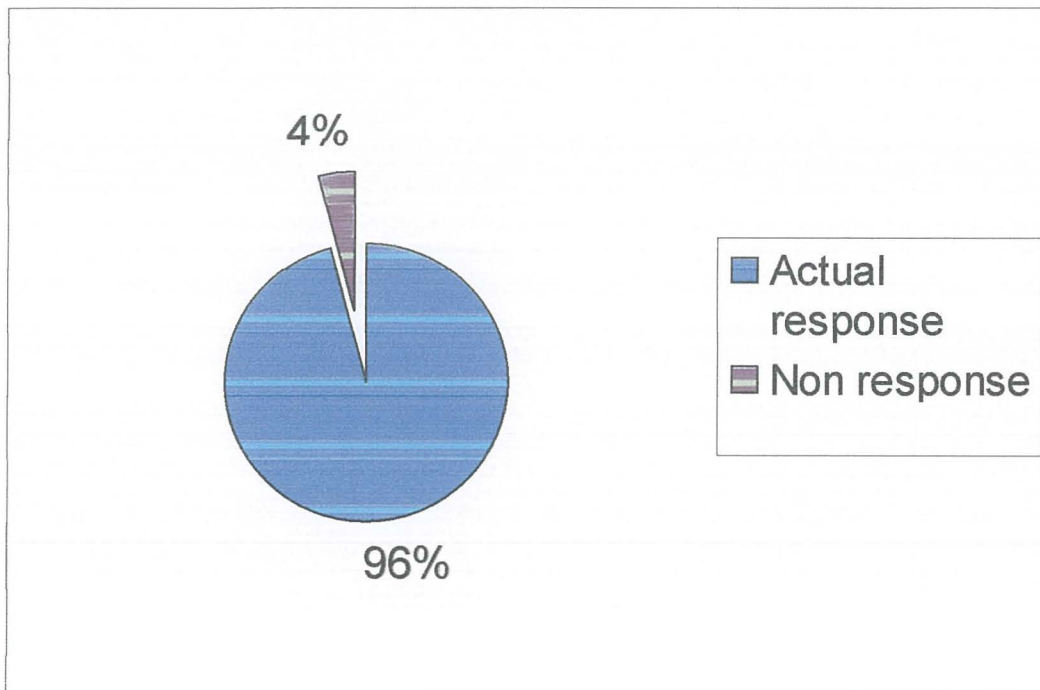
#### 4.0. Introduction

In this chapter an attempt is made to interpret and explain the findings. Also Key information enables to relate tot eh specific objectives and give a clear picture of the results.

#### 4.1. Data analysis and processing

$$\begin{aligned}\text{RESPONSE RATE} &= \frac{\text{Actual Response} \times 100}{\text{Planned No. of response}} \\ \frac{140 \times 100}{146} &= 95.89\% \\ &146\end{aligned}$$

**Figure 4.1. Showing No. Responses**



**Source:** Primary data (2002)

Figure 4.1 shows the expected number of respondents was 140 from the school. However, 140 respondents representing 95.89% respondents as this was reflected by figure 4.1 this was considered adequate size of the sample suffice and the researcher continued and carried out the research.

**Figure 4.1.1. Shows response as to the characteristics of a good teaching method.**

| <b>CHARACTERISTICS OF A GOOD TEACHING METHOD</b> |                    |             |
|--|--------------------|-------------|
| Characteristics of a good teaching method        | No. of respondents | Percentage  |
| Relevant to the students                         | 50                 | 35.71       |
| Encourage interaction                            | 35                 | 25          |
| Creativity                                       | 30                 | 21.42       |
| Meaningful                                       | 25                 | 17.86       |
| <b>Total</b>                                     | <b>140</b>         | <b>100%</b> |

Out of 140 people interviewed 50 respondents with 35.71% said that the characteristics of a good teaching method should be relevant to the students 35 people supported that a good teaching should encourage interaction with 25% 30 supported creativity with 21.43% while 25 supported meaningful that is to say a good teaching method should be meaningful with 17.86%.

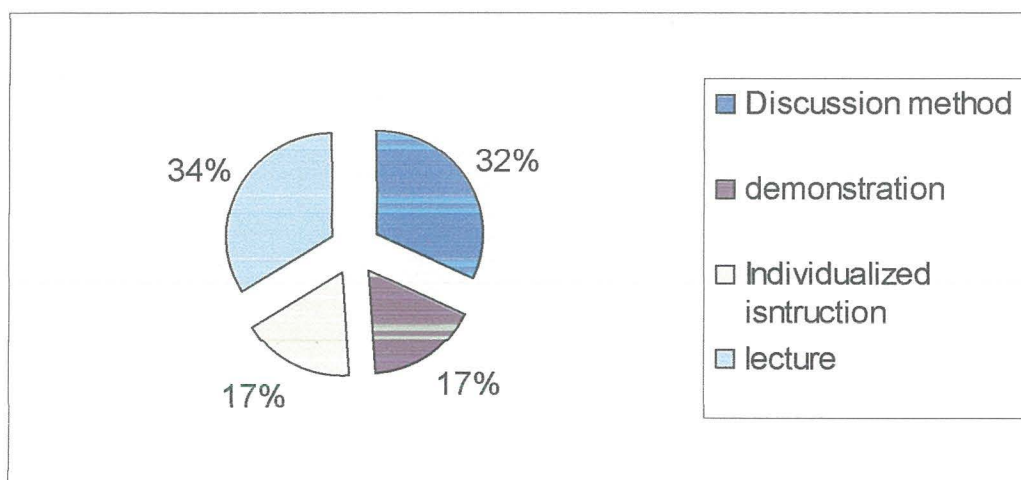
**Figure 4.1.2. Showing student response as to the characteristics of a good teaching method.**

#### CHARACTERISTICS OF A GOOD TEACHING METHOD

| Characteristics of a good teaching method | No. of respondent | Percentage  |
|---|-------------------|-------------|
| Relevant to the student                   | 40                | 29.85%      |
| Encourage interaction                     | 35                | 26.12%      |
| Creativity                                | 32                | 23.88%      |
| Meaningful                                | 27                | 20.15%      |
| <b>Total</b>                              | <b>134</b>        | <b>100%</b> |

Figure 4.2.2. shows that 40 out 134 said that a good teaching method should be relevant to the topic with 29.85% 35 out 134 supported of a method to be encouraging interaction of students with 26.12% 32 out of 134 supported creativity with 23.88% while 27 out 134 supported meaningful with 20.15%

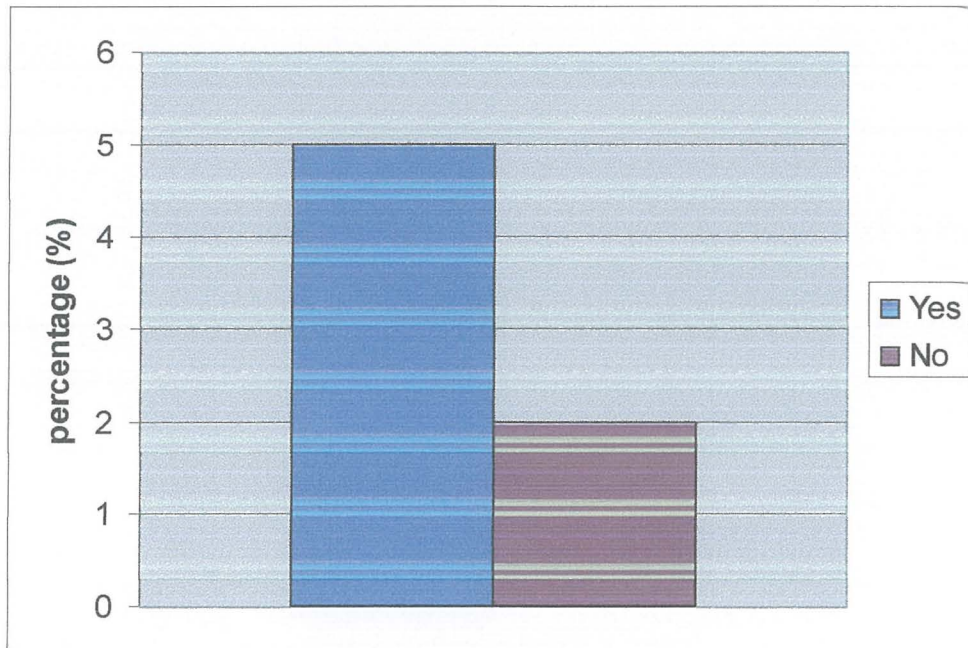
#### 4.1.3 Research Question on response as to what teaching methods are widely used by economic teachers.



**Source:** primary data (2009)

Figure 4.1.3. shows that 34% of all the respondents said that the most widely used teaching method in economics was the lecture method, however discussion method followed with 32% 17% of the respondents said that demonstration and individualized instruction were also used.

#### 4.1.4. Showing response on the impact of teacher centered method.



**Source:** primary data 200

Majority of the respondent represented by 66% said that teacher centered method such as lecture method impact on students performance in economics while 34 said that teacher centered methods did not impact on students' performance.



**Figure 4.1.5. Shows the actual impact of teacher centered methods on performance**

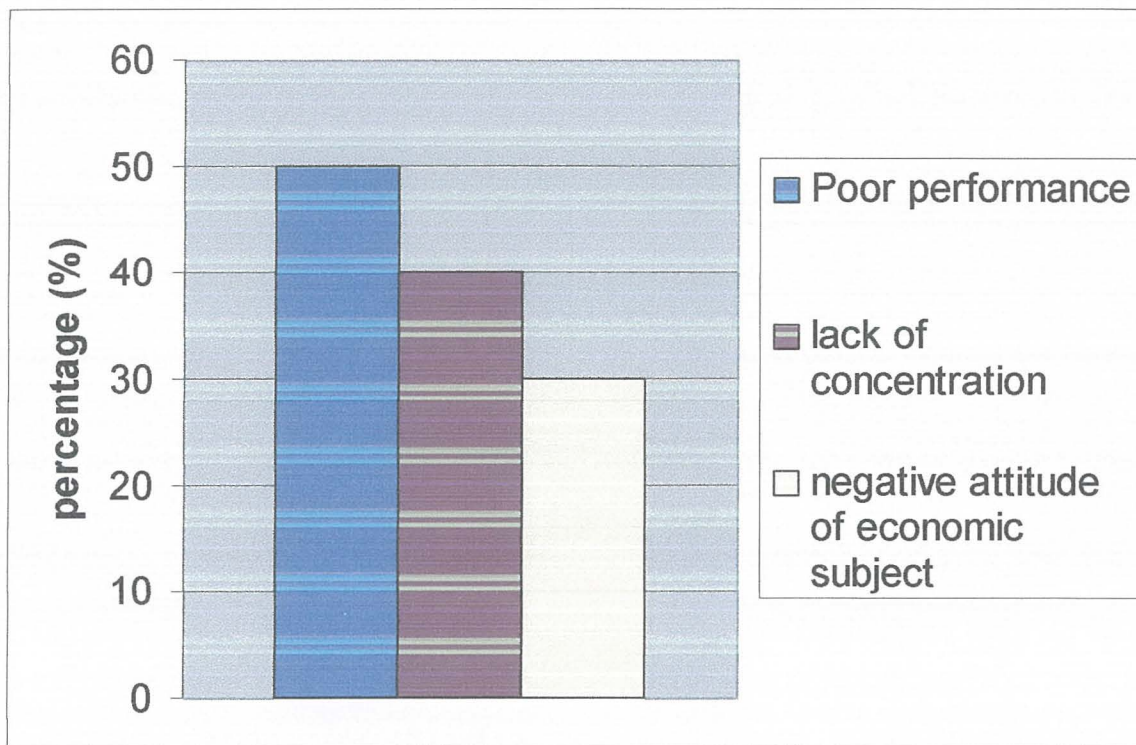
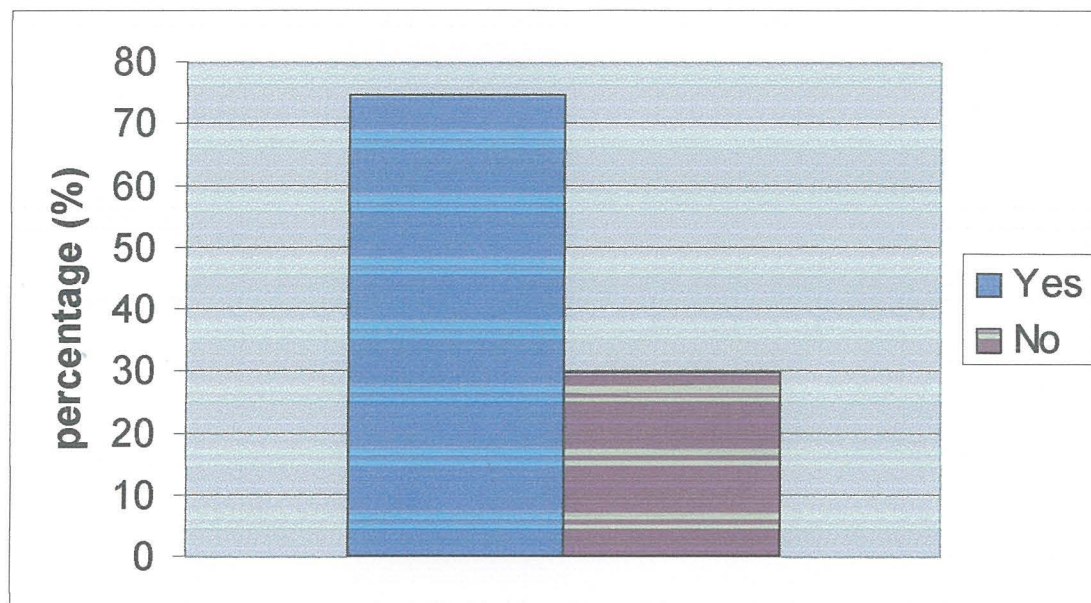


Figure 4.1.5. shows that out of 120 respondents 50 said that teacher centered method such as lecturer method talk and chalk lead to student performance poorly. Lack of concentration was cited and negative attitude towards economics subject.

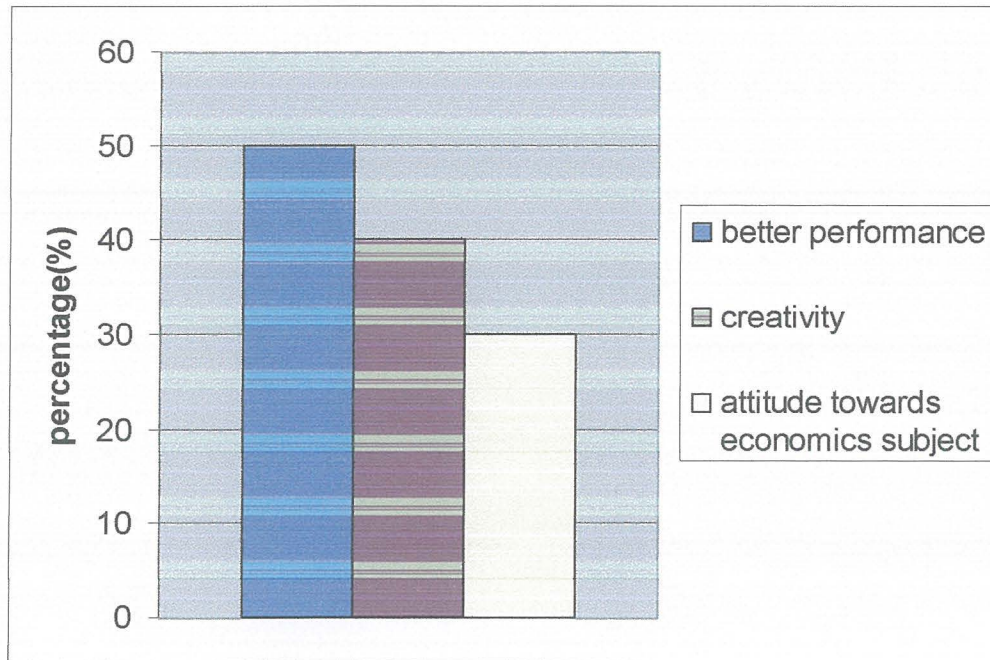
#### 4.1.6. Showing response on the impact of student centered method on performance



**Source:** primary data 2009

Majority of the respondent represented by 74.63 said that student centered methods such as discussion method, discovery method, problem solving impact on students performance while 29.85% said that student centered methods did not impact on students performance.

#### 4.1.7. Showing the actual impact of student centered methods on students' performance



**Source:** primary data 2009

Figure 4.1.7. shows that out of 134 respondents 60 respondents representing 44.78% said that students centered method such as discussion method group discussion, question and answer discussion method lead to students better performance while 29.85% said that student centered method encourage creativity and 25.37% said that students centered methods promotes attitude towards the economics subject.



## **CHAPTER FIVE**

### **5.0. Discussions**

The main research objective of this study was to investigate the relationship between teaching methods and students performance in Kashenyi senior secondary school. The findings have clearly showed that teaching method plays a vital role in academic excellence. Both the students and teachers acknowledged that teaching methods was an important aspect.

Statistically the finding shows that 44 78% acknowledge that students centered methods such as discussion method group discussion, question and answer leads to students better performance.

Therefore the teacher should first look at the topic before deciding what method to be used and teachers should use a method which is appropriate in teaching economics subject. One of the out come of the study is the confirmation that various teaching methods are used in teaching economics subject.

### **5.1. Conclusion**

Based on the findings of the study it is concluded that student centered teaching method did not significantly increase students performance in the examination but it also promotes the students creativity in problem solving as teacher Namanda said a class teacher of senior six (6) in Kashenyi senior secondary school.

### **5.2. Recommendations**

Based on the findings, it is recommended that the student centered approach or method should be used as a method of teaching in subjects like mathematics, physics, economics and other related subjects, that

contain practical accept of life that will develop social learning of the students and aid them in their search for knowledge in the practical of their chosen areas.

Both the students centered approach and teacher centered approach should be used interchangeably depending on the content of the topic or papers of economics. This tally with the view that of Ulmer in her modern from problem based learning in which she combined min-lectures in class and small group work on a problem set later.

Teachers/facilitators of economics should be able to get themselves used to the students centered teaching methods because it involves the students into the teaching learning activities. This helps the students to minimize and also put what they have learnt into practice and it is very hard. For the students to forget what they have done for themselves. Adams agrees with when he asserts that her teaching recognizes the right of pupils to do things their own way within reasonable limits.

He defines new education where the child does not necessarily acquire merely the result of other peoples thinking.

Group learning should also be emphasized because students learn colleagues compared to when they are taught by their teachers in class. Discussion should be involved in the groups because it develops different skills to the students because this all involved in the student centered teaching method. The researcher agrees with Sam Ford 1998 when he said that students assume increasing responsibility for their learning giving more motivation and more feeling of accomplishment setting the pattern for the to become successful life – long learners.

### **5.3. Suggestion for further research**

Further more, the research recommends to the next research enthusiast to investigate on the following.

Other research should also look at students discipline and academic performance of students in secondary schools.

Academic standards of teachers in private secondary schools compared to those in public secondary schools.

There is need for interested researchers to carryout a study on the relationship between social background and academic performance. This was because these factors was identified by the researcher as one of the factors that affect the academic performance of students in Kashenyi secondary school in Ruhinda sub-county Rukungiri district Uganda.

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**APPENDIX I:**  
**TEACHING METHODS AND STUDENTS PERFORMANCE IN**  
**ECONOMICS**

**DETAILS**

**PART ONE; BIO DATA FOR RESPONDENTS**

**A:** Sex

Male ☐

Female ☐

**B:** Age

| Age bracket        | Tick appropriate |
|--------------------|------------------|
| 20-23years         |                  |
| 24-25years         |                  |
| 26-30years         |                  |
| 31-40years         |                  |
| 41 years           |                  |
| 46 years and above |                  |

**Education level**

| Educational /profession level | Tick where appropriate |
|-------------------------------|------------------------|
| Primary education             |                        |
| Secondary education           |                        |
| Textually /college level      |                        |
| University level              |                        |

Do you teach economics?

.....

.....

.....

Do you enjoy teaching the subject?

.....

.....

.....

Which method do apply in teaching economics?

.....

.....

.....

What are characteristics of a good teaching methods?

.....

.....

.....

Do teacher centered method affect students performance?

Yes ☐

No ☐

What are the impact of teacher centered methods on students performance?

.....

.....

.....

What are impacts of students centered methods on students' performance?

.....

.....

.....

Do students centered method affect students performance?

.....

.....

.....

**APPENDIX II:**  
**TEACHING METHODS AND STUDENTS PERFORMANCE IN**  
**ECONOMICS**

**PERSONAL DETAILS:**

**PART ONE BIO-DATA FOR RESPONDENTS**

**A:** Sex

Male ☐

Female ☐

**B:** Age

| Age bracket        | Tick where appropriate |
|--------------------|------------------------|
| 13 years           |                        |
| 14 years           |                        |
| 15 years           |                        |
| 16years            |                        |
| 17 years           |                        |
| 18 years           |                        |
| 19 years           |                        |
| 20 years           |                        |
| 21 years           |                        |
| 22 and above years |                        |



**C: education level**

Please indicate your class level

| Class level | Tick where appropriate |
|-------------|------------------------|
| Form five   |                        |
| Form six    |                        |

Tick where appropriate

Do you like economics?

Yes ☐

No ☐

Do you enjoy learning the subject?

Yes ☐

No ☐

Which methods do you enjoy being taught?

.....

.....

.....

What are examples of students centered teaching method

.....

.....

.....

Do you think the students centered method used in teaching affect students performance?

.....

.....

.....

What are actual impact of students centered method on students performance

.....

.....

.....

What are the actual impact of teacher centered methods on students performance

What are characteristics of a good teaching method?

.....

.....

.....

**Thanks**