

**THE EFFECTS OF TEACHING METHODS ON THE ACADEMIC  
PERFORMANCE OF COMMERCE IN SELECTED SECONDARY SCHOOLS  
IN KOBUJOI DIVISION, NANDI SOUTH DISTRICT**

**BY**

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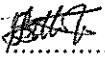
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## DECLARATION

I, BITTOK PAUL KIPKOECH, do hereby declare that this research report is my original work and it has never been submitted for any award in any University or other institution of higher learning.

Signed :  .....


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Date ..... 18-12-2009 .....

## APPROVAL

This is to certify that this research report has been submitted under my supervision and guidance.

Signed:  .....

**MRS. HELLEN SEMIVULE**

(Supervisor)

Date: 21/09/2010 .....

## DEDICATION

The research report is dedicated to my beloved wife Sally and, my beloved Children, Zadok and Vanice. Without their constant encouragement and prayers, it would not have been possible for me to succeed in producing this work.

## ACKNOWLEDGEMENT

I take this opportunity of expressing my thanks and acknowledging my indebtedness to all the respondents for all the invaluable information they gave me.

Secondly, my appreciation goes to my wife Sally for her patience and to my brother Bittok Mike for his invaluable encouragement and advice.

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## **ABSTRACT**

The study was carried out to establish the effects of teaching methods on academic performance in commerce among selected secondary schools in Kobujoi division. The main aim of the researcher was to find whether teaching methods affect the academic performance of commerce among those secondary schools.

The study was guided by the following objectives:

1. To establish the teaching methods used in the teaching of commerce in the selected secondary schools,
2. Assess how teaching methods affect the academic performance in selected secondary schools, and
3. Find out how the teaching methods affect the academic performance of students of selected secondary schools at national examination level.

The study design was cross sectional in nature as the study investigated a cross section of the population in a short period of time. The study design was adopted to answer the objectives. The researcher used qualitative research methods for in-depth understanding of the phenomena. Five schools were sampled. The participants of the study included 5 head teachers, 15 teachers and 20 students all totaling to 40 respondents. The sampling of respondents was both random and purposive in that the students were randomly selected from different classes of respective schools while head teachers were purposively selected.

The research instruments used for data collection included: observation, interviews, questionnaires and documents.

It was established that teaching of commerce subject was a sustainable activity if good and relevant teaching methods in commerce are applied. It was concluded that if commerce is to be taught and learned effectively, there should be adequate instructional materials such as textbooks, manuals, pamphlets, adequate infrastructures for example classrooms, enough

furniture and libraries, effective teaching methods such as active methods and good levels of students' motivation.

Recommendations of the study are that there should be combined efforts in order to uplift the effective teaching and learning of commerce not only in Kobujoi division, but also in other parts of the country as a whole and that effective teaching and learning of commerce should be supplemented by other stakeholders such as non- government organizations in the district leading to increased positive effective learning by the students. The recommendations further indicated that secondary school and teachers themselves would soon change from the ineffective teaching and learning of commerce after realizing their mistakes. It was suggested that the government should support secondary schools in terms of provision of enough instructional materials, infrastructures and training of more teachers.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Commerce is presently taught as a subject in secondary schools. In the earlier curriculum designs, commerce was referred to as one of the business subjects. This was because it covered many aspects of daily life among the people and this included trade, aids to trade, attitudes, values, knowledge skills, habits, vocations, and other social characters not mentioned here. The above information according to Ssekamwa (1999) seems to be in line with the indigenous curriculum of the Africans when there was informal education. This curriculum had its content, which included the environment, belonging to the group, discipline, culture and skills among others.

Secondary school level is one of the key sectors of education. Its curriculum contains both theoretical and practical subjects whose aims and objectives are attained through better teaching and learning styles conducted in a classroom environment. According to J.S Farrant (1997), styles of teaching are often influenced by the personality of the individual and the circumstances of the moment. But the main force determining how teachers in particular schools carry out their teaching is the philosophy that inspires the school's educational policies. Therefore, a country realizes the positive significance of education when there are well-trained teachers, relevant teaching methods and suitable instructional materials.

According to the Longman dictionary of Contemporary English, the concept of education refers to a system through which ideas, skills, manners and attitudes of a particular society are passed on to the young. This is done to prepare them to be useful members of the society. The term Commerce refers to a subject which deals with production and distribution of goods or services to the final consumers. The phrases effective and success are used interchangeably to refer to producing the expected or good result and for this case it means the solutions make to improve on the teaching methods in commerce subject; The government looks at commerce as a vocational subject. The significance of teaching commerce in secondary schools is to equip learners with practical skills, which can enable them to be self-reliant.

J.S Farrant (1994), contends that learning is a process by which one acquires and retains attitudes, knowledge, skills, and capabilities that cannot be attributed to

inherited behavioural patterns or physical growth. Capacity for learning is related to innate physiological factors. Rate of learning depends on both inherited and environmental factors. The teaching of commerce in secondary schools is perceived as an optional subject as a result students hate it. The implication of this is that commerce has not been properly taught in secondary school hence students end up failing it in the end.

## **1.2 Statement of the problem**

The teaching and learning of commerce had not been effective in secondary schools in Kobujoi division that had resulted into poor performance in commerce. Poor performance meant most students did not take commerce career at high level of education. It also resulted into grave consequences of lack of professional teachers, discontinuity of knowledge and skills in commerce to the future generations, inability to solve business problems, loss of business values and lack of employment opportunities which would emerge from commerce as a vocational subject.

Indeed, the literature reviewed demonstrates that there is a relationship between teaching methods and academic performance. However, the effect of teaching methods on academic performance of commerce in secondary schools in Kobujoi division is not yet known, thus creating the need for this study.

## **1.3 Purpose of the Study**

The purpose of this study was to investigate the effects of teaching methods on the academic performance in commerce in Kobujoi division.

## **1.4 Objectives of the Study.**

- (i) To establish the teaching methods that are used in teaching commerce in selected secondary schools in Kobujoi division,
- (ii) To assess how the teaching methods affect the teaching and learning of commerce in secondary schools in Kobujoi division
- (iii) To find out how the teaching methods affect the academic performance in commerce in selected secondary schools in Kobujoi division.

## **1.5 Scope of the study.**

### **1.5.1 The geographical scope.**

The study was carried out in 5 selected schools in Kobujoi division, Nandi South district.

### **1.5.2 The content scope.**

The study was carried out to establish the teaching methods used in teaching commerce. It was also carried out on the effects of teaching methods on academic performance in commerce and lastly the study was carried out to assess how teaching methods affect performance in commerce in secondary schools.

### **1.6 Significance of the Study.**

The study aimed at examining the effects of teaching methods on academic performance in commerce in secondary schools. This information is important to other stakeholders as follows:-

1. School administrators may realize the teaching methods responsible for poor academic performance in commerce among students, this can help them adjust and improve upon them.
2. Teachers were likely to realize their past mistakes and hence would correct and follow relevant teaching methods used in the teaching and learning process.
3. Students were likely to appreciate difficulties involved in the education sector, in fact other students would be impressed and influenced to make research decisions in other related sectors.
4. The government would realize that there was need for increased training and recruitment of commerce teachers and provision of instructional materials like textbooks for effective teaching of commerce.
5. The society would realize the positive impact of the effects of teaching methods on academic performance in commerce in their localities so that an increased number of parents can encourage their children to offer commerce subject in schools and this would help societies to get the idea of education promotion.

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

Inadequate funds limited the ability of the researcher to collect data fast. The researcher, however, relied on the good will of friends and colleagues who gave some support and made the work a success.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter reviews the various works which had been written on the effects of teaching methods on academic performance in commerce.

#### **2.1 The role of teaching in the academic performance in commerce**

Teaching methods are procedures by which one meets the learners at his/her level starting with the learner's interest and problems and establishing conditions which enable the learner to proceed in meeting set goals in an effective manner. A teacher should always strive to perfect and improve on the methods selected and be systematic and consistent in order to achieve the predetermined learning objectives. The teaching methods commonly used here include guided discovery, question and answer, chalk and talk, explanation and discussion methods.

On discussing how teaching methods contribute to students learning and better classroom interaction between the teacher and learners, P. Sr Viola Akullo (1992), asserts that to some extent, the success of a teacher in teaching a subject depends on the methods he /she uses in teaching a lesson. Teachers have established that the methods used in teaching a particular subject, play a great role in the teaching and learning process". She further emphasizes that teachers are supposed to have a broad view of teaching methods that can be used in teaching in order to maintain interest of active participation by learners. This indicates that a teacher who is well versed with a number of teaching methods in the classroom environment is likely to have a lively teaching and learning process since he/she is likely to have the styles of teaching from time to time.

Additionally, E.R.S Mulira (1991), notes that whatever methods a teacher selects in his /her teaching, she /he should bear in mind that teaching methods should tend to achieve the predetermined learning objectives and further she emphasizes that a teacher should be able to measure the efficiency and effectiveness of a particular method in attaining the stated learning objectives.

Emphasizing on the importance of active participation of learners in the learning and teaching process, Farrant (1981), asserts that active involvement has a direct positive influence on the development of intelligence and urged that it should never

be regarded as the sugar coating on the pill of learning, but should be used in the classroom environment in its own right. This encourages active participation of learners where they discover solutions to problems themselves thus wider thinking brought into the classroom. In support of Farrant's view, Bartoti J.S 1989), also points out that human beings understand better and respond positively where there is an interaction. He further emphasizes that interaction in the classroom is very crucial as it makes responses alert.

While it is true that most teachers prefer teaching by use of experiments in the classroom, since this helps learners get solutions to problems themselves as opposed to theoretical modes of teaching. This view was put forward by Irene Fox (1985) page 128, asserts that academic performance is majorly as a result of many factors and teaching methods was one of them effecting the learning and performance of learners, she further notes that the subjects taught and methods used in schools today are more traditional and less experimental. She further stresses that teachers are better in qualifications and therefore suggested the need to change from traditional and theoretical modes of transmitting knowledge to experimental which will suit the era of modernity.

Bruner Jerome, an educational psychologist, notes that mastery learning is better than cramming especially for public schools which aim at getting better grades. They teach for the incoming examinations ignoring grades of learning. He laments that cramming for exams is neutrotic and knowledge gained by it is too superficial to count and is extremely fast forgotten. Teachers on this note are meant not to encourage learners to ram some facts but to understand them. It is equally important to note that employing various teaching methods will impact on the learners positively because it takes into account the differences in grasping or understanding levels by various individuals hence [promoting academic performance among the learners.

## **2.2 The role of teachers in the academic performance in commerce**

Ssenteza Kajubi defines a teacher as an individual or professional whose responsibility is to ensure the continuity of values cherished by society across generations. He is charged with the duty of imparting basic knowledge and skills to the young generations. J. Ssekamwa (1982), argues that the general method course in teachers' education gives students - teachers a broad view of skills and techniques used in the teaching all subjects in the curriculum. He notes that the mastery of these

general methods is to equip the student teachers with confidence to teach fairly well any other subject which he/she may choose to teach. J. C, Ssekamwa (2000), further points out that one of the problems facing the education system today is that there are many untrained teachers who have no methods of teaching practical skills for the basic education for national development. On the same note of training teachers to acquire the relevant skills in the teaching profession, the education commission report (1989), also points out that effectiveness in the education of any country depends to a large extent on its teachers. It further argues that no education system in the country can succeed without adequately trained and motivated teachers.

Motivation of teachers arouses their interest to teach further the learners thus creating a better teaching and learning environment on this note trained teacher with proper skills can carry out an effective and efficient learning environment as opposed to the untrained ones who end mishandling the learners. In support of the education commission report (1989), Howard W.L (2003) asserts that many teachers (educators) use method of teaching, which are advanced for the learners and in this case pointed out use of lecture method of teaching in primary schools and ordinary secondary schools. He further suggested lecture methods are to be used to students in advanced levels and high institution of learning. Further, Aggrawal J.C (1983), also notes that there is need for proper teaching methods in schools to suit the learners in respective levels which will in turn help learners grasp the content effectively and, eventually will enjoy the learning process. This approach has been proved by some teachers and scholars as its resentment has created a positive impact on its performance.

Entwisle et al (1982), noted that a teacher with negative attitudes towards learners will automatically affect their academic performance. He further contends that teachers with negative attitudes to a school and learners are problematic. Teachers who are not well motivated and remunerated are frustrated, which eventually makes them have negative attitudes to the school, even the learners hence in turn academic performance affected in the end.

Regarding the point of motivation of students, Sawrey (1958), pointed out that one of the important functions of a teacher is that of motivation. The teacher arouses interest, motivates the students set up goals and provides a means of achieving those goals. If a teacher's attitude is negative, the students may not have the moral to study because they will lack that motivational force to encourage learning. Gateley



(1981) found out that girls did not perform well at school because // their learning process was inhibited in those schools where the attitude of the male superiority extend to the classroom. Male teachers gave girls the impression that they (girls) would be at the bottom of the class. If such attitudes exist among the teachers, it may have adverse effects on the academic performance of the students.

Ezewu (1985), a widely known researcher in the field of sociology of education viewed the way the teachers exercised their authority in the classroom. The research noted that the way teachers exercised their authority over their students could be authoritarian when the teachers tried to turn the class into a sort of military camp where they gave orders and forced obedience sidelining some learners. But it was friendly when the teacher student interaction was good. Ezewu gave the example of where the teacher asked questions and waited patiently for the answer from their students equally. In such a climate, students tend to learn more than in the former climate of orders and forced obedience. He noted further that many teachers fall short of the latter and many of them were found practicing friendliness to those students that performed better in class and that form of practice usually leaves those students who perform poorly lagging behind in academic performance.

Weis (1986), Apple (1987) and Amone (1987), concur that what actually goes on in the classroom between the teachers and the students greatly affects the school outcomes of any given school. For instance, they observed that equally facilitated school, with well trained teachers would sometimes produce different outcomes because of what had transpired between the teachers and students during the teaching and learning process in the classroom. It is very possible for such a teacher who is not trained to mishandle learners by imparting knowledge using wrong methods of teaching thus affecting the teaching and learning process hence poor academic performance may be realized.

### **2.3 The role of curriculum developers in academic performance in commerce**

A curriculum is a course of study undertaken by a certain class of learners for a given period of time. On curriculum development and academic performance of any subject, Professor Senteza Kajubi (1989) asserts that "the commission on education had endorsed the methods to be used in the teaching and learning process in the classroom environment, he further suggested and recommended methods to be used in teaching such as discussion, illustration, guided discovery and discouraged use of lecture method especially at ordinary level in secondary schools. In addition to that,

Senteza Kajubi in his findings recommended that educational institutions be run and financed by the private sector if quality education and good academic performance was to be realized. According to the same report, Kajubi asserts that if good performance was to be realized on secondary school in the country, then there was need for the top-down approach of the curriculum improvement in order to have a quality education system.

## **2.4 Research Questions**

This study was guided by the following questions:-

- (i) What methods are used in the teaching and learning of commerce in secondary schools Kobujoi division?
- (ii) How do teaching methods affect the teaching and learning of commerce in secondary schools in Kobujoi division?
- (iii) What effect does teaching methods have on the academic performance of commerce in secondary schools in Kobujoi division?

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the research design, area of study, sample size, research instrument, validity of the instruments, reliability of instruments, data collection procedure and data analysis.

#### **3.1 Research design**

The researcher used a quantitative method because a number of respondents were selected in order to get enough data and also a qualitative method used to obtain opinions of different persons like head teachers , teachers an students from different schools to asses the effects of teaching methods in the academic performance of commerce in secondary schools.

#### **3.2 Area of the study.**

The area of study where the research was conducted was Kobujoi division, Nandi South district.

#### **3.3 Population sample**

The study was conducted in five secondary schools. It used the human population sample of 40 respondents. The respondents included 5 head teachers, 15 teachers and 20 students. It also involved the non human population like scholarstic materials say text books, buildings, ( libraries and classrooms ) teacher's methods of teaching like active methods and levels of students' motivation.

#### **3.4 Sampling strategy**

Head teachers and teachers were purposively selected while the students were randomly chosen among many learners from respective schools in the division.

#### **3.5 Data collection methods**

##### **3.5.1 Data collection instruments**

###### **a) Questionnaire**

A written set of questions were given to teachers and students only. This was because the researcher hoped that these two categories might afford a slightly longer time than headteachers who seem to have less time because they were busy with administrative matters. Besides, more information could be got from the teachers and

students because they always interact in the teaching and learning process. The questionnaire had both closed-ended and open – ended questions. Close-ended questions were administered to the respondent to enable them answer pre-determined responses. Open-ended questions were administered to respondents to enable them express freely their feelings, ideas and opinions. This made the open-ended questions objective.

#### **b) Interview schedule**

A dialogue was held between the headteachers of the respective secondary schools and the researcher. The reason as why the headteachers were used for the interview was that they are administrators who ensure that schools run smoothly. Consequently, headteachers were in the best position to provide the researchers, with information on the effects of teaching methods on the academic performance in commerce. The interview schedule comprised of open ended questions to allow the headteachers to express themselves freely.

#### **c) Observations**

The researcher hoped to use personal intuition through his different senses. He was guided by an observation guide. This guide consisted of items in the form of a checklist that would enable the researcher to get relevant data on the research topic. It was used in such a way that the researcher would physically go to the field, directly and actively apply the senses of sight, touch, smell, hearing and movement. By so doing, the researcher established the state of scholastic materials, their availability and adequacy. He would also observe the state and availability of teachers whether qualified or not and many other factors.

#### **d) Documentary analysis**

The researcher got information by studying documents. The following documents were studied: End of term reports from heads of department, teachers' files, letters from the Ministry of Education, as well as stores and inventory files.

### **3.5.2 Validity of the instruments**

Dr. J. C, Enon (2000), defines validity as to whether the instrument used in collecting data or information is accurate, true meaningful and right. An example of correct or right instrument is a hoe, which is used by the farmer in Agriculture. The validity of the interview schedule was that two judges were used. The two judges were qualified

teachers. They would ascertain if the interview schedule would ably measure what it would be supposed to measure. The validity of the tool of observation was that the questionnaire guide would be evaluated by one headteacher of any secondary school under the research study area. His/her duty was to determine the extent to which a questionnaire guide would ably measure what it was supposed to measure. The validity of the tool of documentary was done by the Inspector of Schools of the area of study. He would be expected to verify if the documents would measure what they are supposed to measure.

### **3.5.3 Reliability of the instruments**

According to Dr. J.C Enon ( 2000), reliability refers to the degree of consistency of the instruments. This means that an instrument should measure exactly what it is supposed to measure. For example, if a weighing scale balance measures one kilogram of sugar, then this weight should be the same on other different weighing scale balances of the same type. If this condition was fulfilled then the instruments would be consistent and could be relied upon.

The reliability of the interview schedule was that only headteachers were interviewed because they were the ones who steered the schools, and in all respects were accountable for the effects of teaching methods on the academic performance in commerce, including other disciplines. The researcher would follow the research objectives so that the interview schedule measured exactly what it was supposed to measure. The reliability of the questionnaire was that items in the questionnaire would be consistent, basing on the specific objectives of the research problem. The reliability of the observation guide was that the researcher would be an active observer in the field. He would go to the field physically and used his personal senses of intuition of sight, touch, hearing and smelling. It was done basing on the objectives. The reliability of documents was to be based on consistency in producing satisfactorily results according to the stated research questions. The documents would be reliable because information from different documents would produce the same results.

### **3.6 Research procedure**

The researcher first got an introduction letter from Kampala International University which was then presented to headteachers of the respective secondary schools under the study. After being granted permission, the researcher distributed questionnaires to the teachers and students in to get responses. After receiving the

responses, the researcher would conduct an interview with the headteacher of the particular school visited on that day. The observation method was used throughout the entire research exercise.

### **3.7 Data analysis**

The data was analysed using both quantitative and qualitative means. Qualitative data was analysed through inductive and deductive reasoning while quantitative data was analysed through statistical methods.

## CHAPTER FOUR

### PRESENTATION OF RESULTS

#### 4.0 Introduction

The purpose of the study was to identify the effects of teaching methods on academic performance in commerce in selected secondary schools in Kobujoi division. The research findings are presented with the aid of tables to enhance the understanding of quantitative information.

The study was to answer the following research questions;

- i) What methods are used in the teaching and learning of commerce in secondary schools in Kobujoi division?
- ii) How do teaching methods affect the teaching and learning of commerce in secondary schools in Kobujoi division?
- i) What effects do teaching methods have on academic performance of commerce in secondary schools in Kobujoi division?

The study involved forty(40) respondents as shown in the table below.

**Table 1: The population sample**

Type	Frequency	Percentage
Headteachers	5	12
Teachers	15	38
Students	20	50
<b>TOTAL</b>	<b>40</b>	<b>100</b>

Source: Research data 2009

#### 4.1 The methods used in the teaching and learning of commerce in secondary schools

Here the researcher wanted to find out if the teaching methods used in teaching and learning commerce affect the academic performance of commerce.

**Table 2: Qualification of the teachers in the secondary schools under study**

Qualifications	Frequency	Percentage
Diploma Level	10	50
B.A Degree	6	30
B.Sc. Degree	3	15
Masters Degree	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Primary data. (2009)

From table 2 above, most of the teachers (50%) had diploma qualification, six (30%) had B.A. Degrees while 3(15%) had B.Sc. degrees. Only one (5%) had a Masters degree. This reveals that there were many less qualified teachers in all the schools under study. Therefore, this explains why teaching and learning of commerce is ineffective. That was why most respondents in the questionnaires wondered why the government was not recruiting highly qualified teachers to teach the subject in secondary schools.

### **Refresher courses**

During the study it was found out from the respondents that very few refresher courses were organized to enable effective teaching and learning of commerce. The findings are summarized in the table below.

**Table 3: Attendance of refresher courses**

Responses	Frequency	Percentages.
Attended	6	30
Not attended	14	70
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Primary data (2009)

From the above table, only six (30%) teachers attended the refresher courses. The majority (70%) of the teachers did not attend, the reason being inability of schools to support the teachers financially in terms of transport and subsistence.



**Table 4: Teaching methods used in the classroom**

Teaching method	No. of teachers	Percentage
Talk and chalk	7	35
Discussion	6	30
Question and answer	5	25
Guided discovery	1	5
Case study method	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Primary data (2009)

From the above table, the results revealed that 7 (35%) of the teachers used Talk and Chalk method, 6(30) used discussion, 5(25%) used question and answer, 1 (5%) used guided discovery and another one (5%) used case study method of teaching. This reveals that teachers lecture a lot for most of the lessons leaving the students passive and bored. Therefore, the students' interests are not aroused and their attention is not sustained, which results into the students' failure to understand because the lessons are not student-centred.

**Table 5: Responses of students towards the passive methods used by teachers**

Responses	No. of students	Percentages
Good	1	5
Fair	6	30
Bad	13	65
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Primary data (2009)

Table 5 shows that most students 13 (65%) had bad attitudes towards the passive methods used by the teachers in commerce lessons, 6(30%) of the respondents report that passive methods were fair while 1(5%) of the respondents revealed that the methods were good. For the 75% of the respondents whose attitudes were bad, the reasons were that the teachers over dominated the lessons through passive methods, such as talk and chalk which denied them comprehension. The methods denied the students the chance to be personally active and involved during lessons. This explains why the students made comments such as "we hate commerce and the teacher teaching us." Such comments could result into class indiscipline and

negative attitudes such as hatred for the subject and the subject teachers. This may automatically lead to the ineffective teaching of the subject.

**Table 6: Teachers' responses on their students' performance at National Examinations**

Response	Frequency	Percentage
Very good	1	7
Good	2	13
Fair	5	33
Poor	7	47
<b>Total</b>	<b>15</b>	<b>100</b>

Source: Primary data (2009)

Table 6 indicates that *most* students passed commerce subject at National level at 7(47%) poorly, 5(33%) fairly, 2(13%) passed with good while 1(7%) passed with very good. Research findings indicated that the subject was performed poorly, because the teachers used passive methods of teaching. Other reasons were that some students dodge lessons; large numbers of students in respective classes and employment of less trained personnel thus leading to poor performance of the subject.

#### 4.2 How teaching methods affect performance in commerce

**Table 7: Availability of schemes of work& lesson plans in teaching of commerce.**

Response	Teachers	Percentage
Available	04	27
Not available	11	73
<b>Total</b>	<b>15</b>	<b>100</b>

Source: Primary data (2009)

The table shows that 4(27%) of the teachers had organized schemes of work and lesson plans while 11(73) of the respondents reported that they had no schemes of work and lesson plans. Results from observation revealed that the majority of educators normally conducted their lessons without following organized schemes of

work and lesson plans. This explains why teaching and learning of commerce is ineffective due to lack of enough preparation in advance for the subject by teachers.

**Table 8: Attitudes of students towards active methods of teaching and learning commerce**

Responses	No. of students	Percentage
Good	16	80
Fair	3	15
Bad	1	5
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Primary data (2009)

Table 8 indicates 16(80%) of the respondents had good attitudes towards the active methods of teaching and learning of commerce. Three (15%) had fair attitudes while one(5%) of the respondents had bad attitudes. Therefore, this means that with the help of teachers, group methods, free expression, demonstrations, experiments, problem solving and others would all lead to effective teaching and learning of commerce in secondary schools.

**Table 9: Students responses on the number of commerce lessons per week**

Responses	Frequency	Percentage
Four lessons	5	25
Three lessons	2	10
Two lessons	13	65
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Primary data (2009)

Table 9 indicates that 5 (25%) of the respondents reported that they had four lessons in commerce per week 2 (10%) had three lessons while 13 (65%) had two periods per week. This is indicative of the fact that syllabus coverage was not up to date since less periods were allocated to such a subject and also that there is ineffective teaching and learning, hence poor academic performance.

#### 4.3 The effects of teaching methods on the academic performance in commerce in selected secondary schools

**Table 10: Marking of assignments and exercises by teachers**

Responses	Frequency	Percentage
Marked	7	35
Never marked	13	65
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Primary data (2009)

Table 10 shows that 13(65%) of the respondents did not have their assignments and exercises marked by their teachers, while 7(35%) had their assignments and exercises marked and returned. Therefore, since the majority of the teachers did not mark students' assignments and exercises, generally this discouraged many of the students since students' errors were never corrected. This retarded their academic performance in commerce. As stated by one author "learning is likely to occur to the extent that the students' conclusions are evaluated and reinforced by the teachers and fellow students."

##### **Availability of Libraries**

For meaningful learning to take place, there must be a library in any one given school, which is not only well stocked but also accessible to all learners. Table 11 below shows what was observed about this.

**Table 11: Availability of libraries in the selected secondary schools**

Observation	Frequency	Percentages
Available	2	40
Not available	3	60
<b>Total</b>	<b>5</b>	<b>100</b>

Source: Primary data (2009)

From observation it was seen that libraries were not available in 3(60%) of the selected secondary schools, while libraries were available in 2(40%) of the selected secondary schools. It was indicated by the results that not all the selected secondary schools had proper buildings and facilities inform of libraries. It was further observed that reference books were either kept in stores or in the headteachers' offices, or

both. This meant that students never had full access to the books, which ultimately affected performance.

### **Conditions of the Libraries**

Analysis was carried out to establish the conditions of the libraries in the selected secondary schools in Kobujoi division. See table below.

**Table 12: Condition of the libraries**

<b>Condition</b>	<b>Headteachers</b>	<b>Teachers</b>	<b>Students</b>	<b>Total</b>
Good	2	-	-	2
Fair	-	3	1	4
Poor	-	3	7	10
<b>TOTAL</b>	<b>2</b>	<b>6</b>	<b>8</b>	<b>16</b>

Source: Primary data (2009)

Table 12 reveals that 10(63%) of the respondents reported that conditions of the libraries in the selected secondary schools were poor, 4(25%) reported that conditions were fair, and the least (12%) said they were good. This evaluation was based on availability of essential text books, aeration, lighting, and crowding. An interview with the headteachers revealed that the libraries had a shortage of Textbooks, furniture and others had poor ventilations, and this could give uncomfortable conditions to the readers.

Additionally, according to documentary analysis, it was found out that some books in the libraries were very out dated compared to the current curriculum. It was further observed that books stocked in the libraries were in most cases not relevant to the effective teaching and learning of commerce.

**Table 13: Students responses on whether their teacher taught commerce lessons or not**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Taught all	8	40
Never taught all	12	60
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Primary data (2009)

Table 13 shows that a majority (60%) of the respondents revealed that their teachers never taught all their commerce lessons, while (40%) revealed that their commerce teachers taught all their lessons. This helps explain why teaching and learning of commerce was ineffective in secondary schools, in Kobujoi division. This finding was confirmed when several respondents said that many teachers were part-timing in a number of schools. Therefore, most commerce lessons went untaught or dodged by these teachers. This led to poor performance in commerce.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the discussion on the results in chapter four, based on the three research questions. It also gives conclusions and recommendations as well as further areas of research.

#### **5.1 QUESTION 1: The methods used in the teaching and learning of commerce in selected secondary schools in Kobujoi division**

##### **5.1.1 Level of qualifications**

The researcher observed that 50% of the teachers who taught commerce in the selected secondary schools were holders of a diploma in Education. The findings indicate that most commerce teachers were not qualified in all the schools under the study. This led to provision of poor methods of teaching among the learners. Therefore, there would be ineffective teaching of commerce due to lack of proper skills used in the teaching and learning of commerce subject. This implies that use of poor teaching methods in the teaching and learning process affected students' academic performance since learners were handled unprofessionally.

##### **5.1.2 Refresher Courses**

The researcher further observed that only 30% of the respondents had attended refresher courses in order to improve on the teaching and learning of commerce. This implies that lack of such experiences by teachers made them not improve on their skills hence, students' academic performance was affected.

##### **5.1.3 Teaching methods**

These help to facilitate effective teaching and learning of commerce. They include: talk and chalk methods, discussion, question and answer, guided discovery and case study. The researcher observed that 35% of the respondents revealed that teachers used talk and chalk method when teaching commerce lessons. The finding indicates that teachers used talk and chalk method of teaching commerce due to scarcity of instructional materials like textbooks, handouts, and pamphlets. This implies that using this method of talk and chalk, teachers lecture a lot most of the lessons, leaving *the* learners passive and bored. Therefore the student's interests are not

aroused and their attention is not sustained. This resulted into students' failure to understand because the lessons were teacher-centred, which eventually affected performance of commerce in the selected secondary schools. This is in line with Hilliard (1963), who reported that a good teacher, a teacher of commerce could do a better job if he/she made the fullest widest use of various methods in his/her teaching.

#### **5.1.4 Passive methods of teaching**

The research investigations revealed that 60% of the respondents had bad attitudes towards passive methods used by teachers in commerce while 30% reported that passive methods were fair while 10% of the respondents revealed that the methods were good. As revealed from the research findings the methods denies students the chance of personally being involved in the teaching and learning process, thus students become passive, bored and eventually led to hate the subject and the teachers concerned. This implies that since learners become passive in the teaching, learning environment, it leads to ineffective teaching, thus poor academic performance among learning. Therefore, a teacher who advocates for passive methods of teaching which are the opposite of the above will generate attitudes of hatred for him or her self and the subject he/she teachers from the students.

The investigations further revealed that students performance in commerce at National level were as follows: 47% poor, 33% was fair, 13% was good and 7% was very good. Research findings indicate, therefore, that most students in the selected secondary schools in Kobujoi division performed commerce poorly. This implies that handling of students by less qualified teachers and use of poor methods of teaching affected the students' academic performance at national examinations.

### **5.2 QUESTION 2: The effects of teaching methods on the teaching and learning of commerce in secondary schools**

#### **5.2.1 Schemes of Work**

A scheme of work is a break down of topics to be covered in a given period of time. This facilitates effective teaching of a subject. In this respect, the researcher found out that only 27% of the teachers had organized schemes of work and lesson plans. A majority (73%) conducted their lessons without schemes of work and lesson plans. This implies that lack of schemes of work and lesson plans made teachers to be ineffective in their teaching thus affecting students' academic performance.



### 5.2.2 Students attitudes

The researcher observed that students' attitudes towards active methods of teaching and learning indicated that 80% of the respondents had good attitudes towards active methods 15% of the respondents reported to have fair attitudes, while 5% of the respondents revealed to be with bad attitudes towards the active methods. As revealed from the research findings the majority of the students like being active and they like manipulating their environment, so that they find out more from the environment, they enjoy learning independently so that they reach their own independent, logical thinking. This also means that they enjoy working in groups so that they develop good social relationship for example sharing knowledge, skills and ideas among others. Therefore, a teacher who advocates for passive methods which are the opposite of the above mentioned will have attitudes of hatred for him or her and the subject she or he teaches from the students.

### 5.3 QUESTION 3: The effects of teaching methods on academic performance in commerce in selected secondary schools in Kobujoi division

#### 5.3.1 Marking assignments and exercises

The researcher observed that students' assignments and exercises indicated that 35% of the respondents revealed that students' assignments and exercises were marked by teachers and returned while 66% of the respondents reported that their assignments and exercises were not marked and returned by their teachers. This implies that poor performance in commerce could have been caused by teaching methods where students' weaknesses were not exposed by their teachers as being part of their evaluation process as noted below by one educator.

***"Students can use marked scripts to identify their strong and weak points and, therefore, put in more efforts in the required direction to improve their performance"***

#### 5.3.2 Presence of libraries and library conditions

The research investigations revealed that only 40% of the respondents had library facilities while 60% had no libraries in the selected secondary schools. The research investigations further revealed that 63% of the respondents reported that the conditions of libraries were poor while 25% revealed that the conditions of the libraries were fair. The remaining 12% said the conditions were good. This was because libraries lacked textbooks, furniture and good ventilation. This implies that

lack of proper library facilities affected effective teaching and learning of commerce, thus poor performance.

The researcher also observed that only 40% of the respondents revealed that their teachers taught all their commerce lessons while a majority(60%) reported that their teachers did not teach all their commerce lessons, thus syllabus coverage was not up to date. This implies that ineffective teaching and learning of commerce resulted into poor academic performance in the subject in the selected secondary schools.

#### **5.4 CONCLUSIONS**

The results of this study clearly reveal that availability, adequacy and nature of instructional materials; methods used by teachers and the students' attitudes have a positive effect on the academic performance in commerce subject. The results also reveal that if the students' levels of motivation towards their teachers, administration and the subject, have an effect on the teaching and learning of the subject.

The study further reveals that teachers' methods of teaching and the level of motivation have a positive effect. If the teaching methods are properly used and the levels of motivation are high, there will be the effective teaching and learning of the subject.

The findings demonstrate further that when teachers are well qualified, they possess professional skills which can have a positive effect on the teaching and learning process. This is a clear indication that use of relevant instructional materials count much in deciding on the effectiveness of teachers' in the teaching and learning of commerce.

Analysis of the results also reveals that when teachers teach using very good instructional materials and good teaching methods, students understand the lesson very fast. This suggests that when teachers use relevant instructional materials and good teaching methods, students have ample time to participate personally in the lesson. This active participation facilitates the students' understanding through group activities and discussions. But when teachers teach without instructional materials and also use of passive methods of teaching, they talk a lot and a greater portion of the lesson period bores learners in an attempt to make them understand what is being taught. The findings of the study imply that far from being a boring and uninteresting subject as presumed by a number of teachers, commerce can be an

interesting subject at secondary level, if the teachers use various materials and relevant effective methods in their teaching.

The findings of the study also reveal that when teachers teach using well organised schemes of work and lesson plans, students' effective learning becomes significantly better in commerce than when the teachers teach without schemes of work and lesson plans. This again is clear evidence that availability of schemes of work, lesson plans and instructional materials have a significant positive effect on the teaching and learning of commerce.

It is common knowledge that when a students scores good marks in class assignments, it is an indicator that he/she has been taught. Hence, research results suggest that students' participation in the teaching and learning of the subject makes them have good attitudes towards the subject, because they tend to understand the lessons better than when passive methods of teaching were used. Logically, a good understanding of a lesson leads to a good classroom teaching and learning in the exercise given after the lesson. The students' good classroom learning can in turn motivate and arouse their interest in the subject if their exercises and assignments are marked, corrected and returned to the learners.

The findings of the study also reveal that learners when attended to frequently by their teachers, this facilitates better syllabus coverage, thus better teaching and learning of commerce. This is a clear indication that syllabus coverage in a subject is an evidence of better effective teaching and learning of the subject since learners cover the required work more effectively as opposed to under-teaching of students.

The findings of the study also reveal that learners can learn better when they explore certain things in their environment. Thus availability of library facilities with current textbooks, pamphlets and handouts can motivate and arouse students' interest hence better teaching and learning of the subject. This again is a clear evidence that the availability, adequacy, nature and use of instructional materials have a significant positive effect on the teaching and learning of commerce.

It is, therefore, clear from the results of this study that, the importance and impact of the availability, adequacy, nature and use of instructional materials, proper methods of teaching, good attitudes by teachers and students are significantly great in the effective teaching and learning of commerce subject.

## **5.5 RECOMMENDATIONS**

After carefully studying the effects of teaching the researcher thought it imperative to make the following recommendations which if properly followed could help improve on performance.

### **1. Ministry of Education**

As has been mentioned, most of the secondary schools in kobujoi division lack qualified teachers since most of them are holders of diplomas in Education. It would be of good service to the teachers in the district if the less trained are assisted to go for higher studies as well as refresher courses. This would enable them become better teachers.

The Ministry should also recruit more qualified teachers to reduce on the problem of shortage. This would enable them handle smaller numbers hence effective teaching and learning of the subject.

It would be of good service to the teachers and students in the district if the ministry of Education and Sports constructs libraries in each school and equips them with relevant instructional materials such as textbooks, pamphlets, handouts and any other materials deemed relevant to the teaching and learning of the subject.

Besides the instructional materials there would be good physical infrastructure for example construction of enough classrooms and teachers' residential houses, provisions of enough desks and tables could help learners sit comfortably hence better teaching and learning of the subject.

### **2. Seminars and refresher courses.**

These should be organized for commerce teachers and students. The seminars and refresher courses could help teachers learn more about the subject and seminars would help students interact with external teachers and students, thus effective teaching and learning.

### **3. Teacher Training Colleges**

Teacher Training Colleges should train student teachers in methods of using textbooks and relevant methods used in the teaching and learning of the subject.

#### **4. School Administrators**

- (a) Provision of instructional materials in form of textbooks stationary would help teachers to scheme and lesson plan before carrying out actual teaching and learning of the subject.
- (b) The Administration should encourage and motivate teachers to facilitate them mark and evaluate students' assignments and exercises for effective teaching and learning of the subject.
- (c) Teachers who dodge lessons should be penalised to discourage others from doing so since the habit affects the teaching and learning of the subject.

#### **5.6 Areas for future research**

- (a) This research was conducted in Kobujoi division. Further research could be carried out on the effects of teaching methods on the academic performance in commerce in other areas of the country. This would help to determine whether or not the findings of this study can be generalized.
- (b) This research has not discussed kinds of instructional materials, teaching methods and students' attitudes, which could make the teaching and learning of commerce most effective in the district and Kenya as a whole. So, future research could be done on any of the above mentioned areas to make the teaching and learning of commerce very effective.

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**APPENDIX I**  
**INTERVIEW SCHEDULE FOR THE HEADTEACHERS**  
**SECTION A**

What is your gender?      Male ☐      Female ☐

How old are you? .....

What is your occupation? Headteacher ☐ D/Headteacher ☐

2<sup>nd</sup> D/Headteacher ☐      Acting Headteacher ☐ Others (Specify) .....

What is your qualification? Advanced Certificate holder ☐ Diploma holder ☐

Degree holder ☐      Master degree holder ☐      P.H.D. Degree ☐

Others (specify).....

What is the name of the school you are heading? .....

How long have you been in this school as headteacher?

Two years ☐ Five years ☐ Eight years ☐ Others (specify).....

What is the nature of your school staff? Qualified ☐      semi qualified ☐

Unqualified ☐      Non ☐      Others (specify).....

How many classes does your school have? .....

What are the attitudes of the staff towards the teaching of commerce?

Positive ☐      Negative ☐      give reasons for the chosen response

.....

How many students register for commerce UNEB exams every year, for the last four years? Very many ☐      Few ☐      None ☐      give reasons for the chosen respons.....

**SECTION B**  
**INSTRUCTION MATERIALS**

Are the instructional materials useful in your school?

Agree ☐      Disagree ☐      Undecided ☐ Others (specify).....

How often do your teachers use teaching Aids?

Regularly ☐      Occasionally ☐      Others (specify).....

What comment do you give on your school library especially on:

Reading space .....

Commerce textbooks.....

Physical environment.....

Are your teachers well experienced and conversant with the instructional materials in the teaching of commerce Yes ☐ No ☐

Others specify.....

Give reasons for your answer .....

## SECTION C

How does the shortage of the following infrastructure affect the teaching and learning in your school?

Classes.....

Laboratory.....

Kitchen .....

Staff houses .....

Sports ground.....

Office.....

Staffroom.....

Staff toilets.....

Student's toilet.....

Others specify.....

How many classrooms do you have in your school?.....

How is the general environment on the toilets, structures and accommodation?

Toilets.....

Teachers.....

Students.....

Ventilation.....

Furniture.....

Space.....

Accommodation.....

Students' accommodation.....

Teachers' accommodation.....

Thank you very much.



**APPENDIX II**  
**QUESTIONNAIRE FOR THE TEACHERS**

**SECTION**

What is your gender?      Male ☐      Female ☐

For how long have you been teaching commerce in this school?

Two years ☐      Three years ☐      Ten years ☐

Others (specify) .....

What qualification do you have?

Diploma ☐   Degree ☐   P.H.D ☐

Others (specify) .....

Which subject do you teach? .....

How long have you been teaching in this school? .....

What type of methods do you use for teaching commerce?

Child centred ☐   Teacher centred ☐

Others (specify) .....

How do child centred methods affect the teaching of commerce?

.....

How do teacher centred methods affect the teaching of commerce?

.....

What remedies should be done by you as a teacher so as to improve and make the teaching and learning of commerce effective in secondary schools?

.....

**SECTION B:**

How useful are the instructional materials in your teaching and learning of commerce subject?

Fairly useful ☐      very useful ☐      Not useful ☐ others specify.....

How often do you use instructional materials?

Frequently ☐      Rarely ☐      Others .....

If not used often, what could be the cause for this? If used often, how does this influence the effective teaching learning of commerce in your school?

.....

What factors affect the wide application and use of the instructional materials?

Time factor.....

Inadequacy of instructional materials.....

Shortage of money to buy the instructional materials.

Others specify .....

**Tick the instructional materials that you use when teaching commerce subject**

<b>Instructional material</b>	<b>Enough</b>	<b>Not enough</b>	<b>Not available</b>
Text books			
Teacher's guide			
Resource books			
Direct visual observation			
Maps, posters, laboratory, globes, pictures, graphics, films, flubs, laboratory equipment, pencils, crayons, colour			
Audio			
Radio			
Tape recorders			
Television			
Video shows			
Community materials			
Physical environment			

**APPENDIX III**  
**QUESTIONNAIRE FOR STUDENT**  
**SECTION**

Gender      Male ☐      Female ☐

Age.....

What is the name of your school?

Do you offer commerce subject in your school? Yes ☐      No ☐

Which class are you in? .....

Do you like commerce as a subject? Yes ☐      No ☐

If yes, give reasons.....

If yes, give reasons to support your answer

**SECTION B: INSTRUCTIONAL MATERIALS**

**Tick where appropriate in the table below of instructional materials affect the teaching and learning of commerce?**

Instructional material	Adequacy	Not adequate	Not available
Text books, Teacher's guide, Resource books			
Direct visual observation Maps, posters, laboratory, globes, pictures, graphics, films, flubs, laboratory equipment, pencils, crayons, colour			
Audio, Radio, Tape recorders, Television Video shows			

What instructional materials do you use in learning of commerce in your school?

Chalk ☐      Textbooks ☐      Paper ☐      Black board ☐

Physical environment ☐      others.....

How often do you teachers use the learning aids?

Frequently ☐ Occasionally ☐ Never ☐

Are your teachers conversant with the instructional materials?

Yes ☐ No ☐ Some how ☐ Others.....

If no give reasons .....

If yes how does it contribute to your effective learning of commerce?

.....

Do you have enough instructional materials in your school?

Yes ☐ No ☐

Is your school library well equipped with the instructional materials?

Yes ☐ No ☐

Is your department well stocked with instructional materials

Yes ☐ No ☐

If yes, list some of the instructional materials found in your commerce department

.....

If no what effect does it cause on your effective teaching of commerce in your school?

.....