

**THE IMPACT OF TEACHERS' METHODOLOGY ON THE LEARNER'S ACADEMIC  
PERFORMANCE; A CASE STUDY RUHAMA COUNTY NTUNGAMO DISTRICT**

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**RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION  
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UNIVERSITY**

**OCTOBER, 2018**

### DECLARATION

I Gumoshabe Patience declare that this research report is my original work. It has not been submitted to any other University or higher institution for any award and where it is indebted to work for others.

Signature ..... 

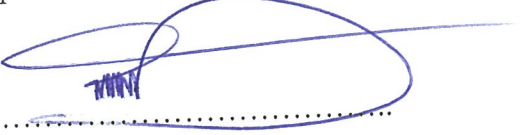
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### **APPROVAL**

I hereby certify that this work entitled "The Impact of Teachers' Methodology On The Learner's Academic Performance; A Case Study Ruhama County Ntungamo District" has been submitted with my approval for examination as university supervision.

Signature ..... 

Date: 08.10.2018 .....

**MR GODWIN NSIMIRE**  
**SUPERVISOR**

## **DEDICATION**

To my beloved dear parents Miss Ekyasimire Sidon my mother and my late dad Mr. Benywanira Patrick who passed away in April this year. They are my source of motivation. May the good lord keep you safe always and may my good dad's soul rest in peace.



## **ACKNOWLEDGEMENTS**

I thank the lord almighty for keeping me, protecting and giving me good health during the course of my study

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This research study will focus on the concept of student performance from the point of view that teacher teaching methodology greatly affects learners' performance. The study will be carried out in Ntungamo district and limited to secondary schools in Ruhama County; Rushooka secondary school and Rwikiniro secondary school

Teaching methods is defined as a way of carrying actual teaching in the classroom (Ndirangu 2007). Teaching method refers to the variety of ways in which a learning task is managed to facilitate the learning process (Kimweri 2004). Participatory methods are methods which enable learners to be active involve in the learning process either as individual or group (Musuko 2010).

Teacher centered method of teaching is the process of communication where very little or no room for active participation of learners (Kimweri 2004). Performance is the degree to which individuals achieve job or organization's goals with effectiveness and efficiency. ( Utuoh, and Mowo, 2000).

Teaching Methods in this study, implies the principles and methods of instruction Methods: A way of doing something, especially in a systematic way, it implies an orderly logical arrangement usually in steps.

Academic Performance refers to how pupils deal with their studies and how they cope with different task given to them by their teachers. It is the degree of performance of students in a given subject. Different schools have different average for their schools in each class however the standard is given by UNEB which is uniform to all schools in Uganda.

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

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to student-centered methods. Until today,



questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research (Hightower et al., 2011). Moreover, research on teaching and learning constantly endeavor to examine the extent to which different teaching methods enhance growth in student learning.

Quite remarkably, regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners (Adunola, 2011). Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

## **1.2 Statement of the problem**

In normal set up, student academic performance largely depends on many factors such as school environment, teaching aids, teacher qualification and learners' competence and the teaching methodology. These can either enable students to pass or fail at any level of education. In Ruhama county Ntungamo district, there has been a spontaneous poor student performance in secondary schools especially in English language subject. (UNEB portal 2016). Observations indicate that this problem may turn worse if it is not solved earlier enough. This problem has not been noticed and its effects are undesirable in secondary schools in Ntungamo district. It is from this point of view that this research study seeks to investigate the extent to which teachers methodology affects student performance in Ntungamo district. This research study will use qualitative and quantitative in an attempt to solve this problem using relevant theories and observations. Suboptimal academic performance by the majority students at higher education level has largely been cited to be the result of ineffective teaching methods by lecturers.

### **1.3 Research Objectives**

The primary objective of this study was to

1. Investigate the impact of teachers' methodology on student academic performance in Ntungamo district
2. To find out the existing teaching methods in secondary schools of Ruhama sub county Ntungamo district.
3. To give suggestion ways of improving student performance using teacher methodology.

### **1.4 Research Question**

1. How can teacher methodology affect student performance?
2. What is the effect of teaching methodology on the academic performance of students?
3. What can the teacher do to improve on the methods of teaching that can foster student good academic performance?
4. Are there any significant differences between the effectiveness of different teaching methods on?

### **1.5 Significance of the Study**

The results of this study will provide useful insights on the differential effectiveness diverse teaching methods have on students 'academic performance.

The study will enable teachers to improve on their teaching methods given the importance of teacher methodology on learning out comes.

The research study will provide relevant suggestions on how to improve teaching methodology

The study will increase understanding in the strategies of improving student performance at school by reviewing on the findings related to teacher methodology and student performance.

The study will be used by futures researchers as reference on the topics related to student performance.



## **1.6 Scope of the study**

This study will be conducted in within the scope below.

### **1.6.1 Geographical scope**

This study will be centered this study in Ruhama county, Ntungamo District located in South Western part of Uganda. Ntungamo district is located in south of Rukungiri District, and between Mbarara and Bushenyi Districts with an intermediate climate of wet and dry season throughout the year.

### **1.6.2 Contextual scope**

The study has put its central focus on the impact of teacher's methodology on student academic performance. The study will investigate how different teaching instructions improve or decline student performance in a given classroom.

### **1.6.3 Time scope**

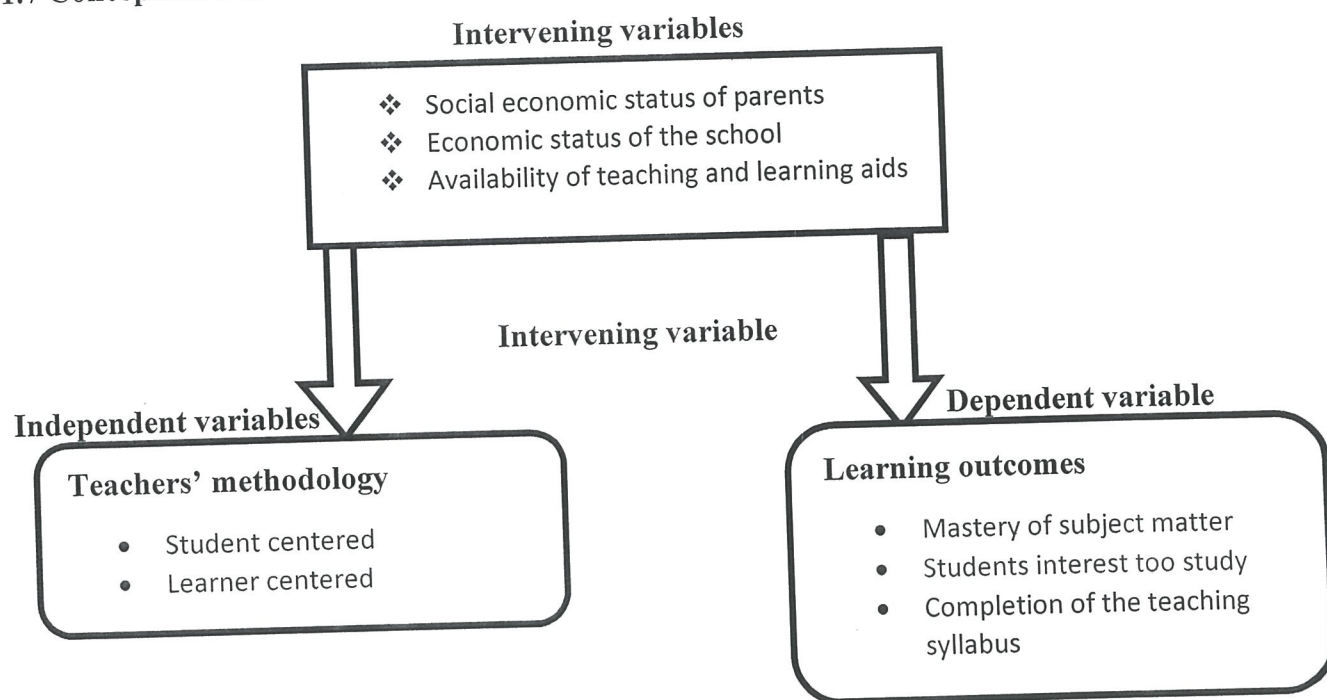
This research study will be conducted in a period of four months that is from February to August 2018.

### **1.6.4 Historical scope,**

Although the study analyses the impact of teachers methodology on student performance in Ruhama county Ntungamo district. It draws a rich message of literature on numerous researchers that have researched about the methods of teaching for the last 10yrs.

This has been done initially to allow the researcher reconstruct literature from a rich source of history in order to solve a problem of teacher methodology challenges on academic performance in Ruhama county Ntungamo district.

## 1.7 Conceptual framework



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Adunola (2011) indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj & Pal (2011) sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2010). As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainment (Zeeb, 2004).

#### **2.1 Literature survey**

##### **2.1.1 Teacher-Centered Methods**

Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught (Boud&Feletti, 1999). The approach is least practical, more theoretical and memorizing (Teo& Wong, 2000). It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, Zakaria, Chin &Daud (2010) specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

There are different forms of teacher centered learning commonly used in secondary schools globally and so in Ruhama county Ntungamo district. Lecture method, Presentation method and Seminar method among others are used.

### **2.2.1 Lecture method**

Lecture is one way communication where teacher talks to students in an autocratic way and in its pure form, the student have no opportunity to ask questions or offer comments during the lesson (MIE, 2004). The strengths of a lecture method are, it is useful when introducing new subject matter or presenting over view summaries to student, , it can be used for teaching group of any size and the teacher to cover a lot of content in short space of time. Despite of strengths of lecture method it has limitations, it does not take into account the individual needs, feeling or interest of students, no feedback froms students is required third, if not properly planned can led to boredom, it is difficult to assess whether or not learning through lecture is poor and to what extent, the quality of learning through lecture is poor and not permanent finally, the teacher spend a lot of time preparing detailed notes which are rarely learned by the student.

### **2.2.2 Presentation method**

Presentation method of teaching involves motivation listeners to accept a new idea, alter an existing opinion or act on a given premises (Hamm, 2008). The strengths of the method includes mastery of the topic by the students, increases confidence among students, is good way to learn for only one student who is presenting, student search a lot of books to collect material and teacher or supervisor is very important.

### **2.2.3 Seminar method**

Seminar method is structured group discussion that may follow after a formal lecture or some sort of experience (Kimweri, 2004). The strengths of the seminar method are to stimulate and test learners' ability of comprehension and evaluation promotes learners' ability of understanding and questioning, develops learner's sense of self - reliance cooperation and responsibility and ability in report writing and presentation to fellow learners for exchange of view and decision making. The limitations of seminar method are need enough time preparation for the leaner or presenter to plan, write, consult the teacher produce and present material, some learners especially who are shy and reserved may not be able to participate effectively during discussion time and some learners, particularly the vocal ones might dominate the discussion.



The teaching methods discussed above are used in teaching and learning, none of these methods is the best one for all situations for teaching to be more effectively, the combination of these methods should be employed since education has many different types of approach and context Ji-Ping and Collis (1995) in (Faraday, Overton and Cooper, 2011).

#### **2.2.4 Student-Centered Method**

With the advent of the concept of discovery learning, many scholars today widely adopt more student-centered methods to enhance active learning (Greitzer, 2002). Most teachers today apply the student-Centered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2007). The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student (Lindquist, 1995). The approach also motivates goal-orientated behavior among students, hence the method is very effective in improving student achievement (Slavin, 1996).

#### **2.2.5 Question and answers (citation) method**

Question and answers defined as a method both for teaching and oral testing based on the use of questions to be answered by the pupil (Mtunda and Safuli, 1997) in (MIE, 2004). Questioning techniques is one of the basic and successful ways of stimulating students thinking and learning (Ndirangu, 2007) it is applicable to all teaching approaches and methods.

#### **2.2.6 Discussion method**

Discussion method is an important component for any teaching or learning situation which allows students to share their ideas (Ndirangu, 2007). It can be used at the beginning of a topic to ascertain students' pre conceived notion of the subject matter or toward the end of a sub topic by presenting student with a new situation and asking them to explain it in terms of what they have just learned. Discussion group method entails a teaching and learning strategy through sharing and exchange of ideas, experience and opinion takes place, accompanied by active learning with all member of the group participating in it (Kimweri, 2004). Strengths of discussion method are; increases the depth of understanding and grasp of the subject matter, enhances motivation and generates greater involvement of the learners, promotes leadership role skills, develops skills of organizing and presenting ideas to others in a logical form and develops a spirit of cooperation

among learners. In spite of the strengths there is also limitations of discussion method which includes time consuming, can be used effectively with a limited number of learners, if not well handled some extrovert learners may dominate the discussion.

### **2.2.7 Brain storming**

Brainstorming is a teaching techniques in which every pupil's response that applies to a given topic is acceptable (MIE, 2004). The strengths of brain storming are ; promotes exploration, analysis and problem solving skills, develop the sense of cooperation and group cohesiveness in problem solving, encourages the generation of creative ideas, promotes the generation of initiatives in searching solutions to problems. The limitations of brainstorming are; it is time consuming if not planned, more useful to a limited number of learners and need through preparation.

### **2.2.8 Demonstration method**

Demonstration is a practical display or exhibition of a process and services to show or point out clearly the fundamental principles or actions involved (Kimweri, 2004). Teaching by demonstration is a useful tool available to teacher and plays an important part in the teaching of skills; however for a demonstration to be effective it should immediately be followed with a practical session in order to reinforce procedures (Kimweri, 2004). The strengths of demonstration include learners get the actual experience of what they are learning and interesting to learners and thus promote their attention and retention. The limitations of the demonstration method are; time consuming and expensive, needs through preparation in practice and rehearse before the session, enough teaching and materials are required to successfully conduct a demonstration, it is more appealing when used with a group that has a limited number of learners. Other methods of teaching are role play method, case study, buzz group, and field trips.

### **2.2.9 Teacher-Student Interactive Method**

This teaching method applies the strategies used by both teacher-centered and student-centered approaches. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer (Jacoby, 1978; McDaniel, Friedman & Bourne, 1978; and Slamecka & Graf, 1978). The method encourages the students to search for

relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students' academic performance (Damodharan & Rengarajan, 1999)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This section of the study indicates how the research is going to be carried out. It shows the research design, the methods of data collection and the evidence of how ethical considerations are to be handled.

#### **3.1 Research Design**

This study used descriptive survey research design. According to Jackson (2009) descriptive research is used to obtain information concerning the current status of the phenomenon to describe „what exists“ with respect to variables or conditions in a situation. The main goal of this type of research is to describe the data and characteristics about what is being studied.

The research design to be used is basically a case study where both qualitative and quantitative techniques. The focus of the study will be on the impact teacher motivation on student performance. In respect with information regarding the role of the type of education one has acquired on the outcomes and the data is to be collected by qualitative techniques such as interviews with different individuals the quantitative techniques used were also the questionnaires designed for clients, interviews with staff members of selected schools in Ruhama county Ntungamo district, it also involved a descriptive survey design to study specific areas in education.

#### **3.2 Instruments and procedure**

The researcher employed self-administered questionnaires. These are to be used to obtain information from teachers and students. The researcher therefore constructed the questionnaires for the different respondents.

The teacher's questionnaire required information on teacher's motivation and its impact on students' academic performance in the selected schools. The students' questionnaire is to solicit



information about the students' experiences with their teachers for a given period of time in school and also to seek information about the teaching and learning process by the same teachers for a long time compared to that of a shorter period of time.

### **3.3 Target population**

The target population of the research consisted of all the teachers and students in from both public and private schools in Ntungamo District. The study will be centered on the students and teachers plus the school administrators as primary source of information, the department of education commission at the district will also be involved if need arises as far as quality data collection is concerned

### **3.4 Sampling method**

The study used stratified random sampling method for selecting students. This approach is preferred because it involves dividing the population into homogeneous subgroups and then taking a simple random sample in each group as said by (Kombo and Tromp, 2006). Two secondary schools have been selected and the respondents are to be chosen at random in form of stratus, the schools to be investigated include;

1. Rushooka secondary school
2. Rwikiniro secondary school

The procedure of drawing a stratified random sample included all students and teachers Ruhama county Ntungamo district in secondary schools and school inspectors and each group as unique identified according to the data given from administration system.

### **3.5 Data Sources**

The study obtained its data from two major sources of data namely primary and secondary sources.

#### **3.5.1 Primary Data**

Primary data is information gathered directly from respondents through questionnaire, interview, focused group discussions, observation and experimental studies, (Kombo and Tromp, 2006).

Consequently the primary sources of data will include students, teachers, administrator and educational officers

### **3.5.2 Secondary Data**

Secondary data are not data collected directly by the user specifically for the user. In this study, analysis of published material or information from internal sources that can be documented or electronically stored information will be used to supplement on the primary data. These were often referred to as desk research, (Kombo and Tromp, 2006).

### **3.6 Data Collection Instruments**

There are two methods which are to be used to collect data namely questionnaire and in-depth interview.

#### **Questionnaire**

The first instrument to be used to collect primary data will be questionnaires; these consist of number of questions which will be printed or typed in definitive order on a form or set of forms. The questionnaire which is composed mostly multi choice closed questions is expected to be used, and are to be given to targeted sample population by the researcher. The questionnaire technique has been chosen because it reduces cost, free from the bias, respondent has adequate time to give their feelings.

#### **Interview method**

The second primary data collection method is interview guide protocol designed and administered to key informants to capture qualitative information. The key informant for in-depth interview education officers and school administrators, and these will be purposely chosen to get more information about the effects of teaching methods on students' performance in comparisons with information given by teachers and students.

### **3.7 Data Analysis**

Two different ways of analyzing data will be used. First quantitative and quantitative data will be analyzed using descriptive statistics, with the help of charts and tables and excel and presented as

percentages and figures, the percentage number of respondents according to descriptive variables, qualitative data also involved explanation direct quotation from the interviewees and description of findings, content analysis techniques will be used and presented as themes and ethics.

### **3.8 Justification of the study**

**Validity;** According to the researchers findings, the data to be collected is considered reliable because of the use of simple methods of qualitative and quantitative collection methods used and the analysis methods documented

**Reliability;** The data in this research paper is very reliable and responsive to the needs of people in Uganda especially school planners and curriculum developers, community and student fraternity in the selected region

### **3.9 Ethical considerations**

The researcher considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher the researcher also assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings would be used for the intended purposes only. The respondents were to be provided with feedback about the findings of the study

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION**

#### **4.0 Introduction**

This chapter presents research findings and discussion based on collected information from Ruhama County Ntungamo District Secondary School students, teachers and inspectors. The main objectives of the study were on Effects of Teaching Methods on Students' Performance A Case of Public Secondary Schools in Ruhama County Ntungamo District Research questions which respondents answered were related to objectives under here:

- (i) To find out teaching methods used in instruction in secondary schools in Ruhama County Ntungamo District
- (ii) To investigate on the effects of those methods on student academic performance
- (iii) To suggest possible ways of improving student performance using teaching methodology

#### **4.1 Background Information of the Respondents**

##### **4.1.1 Categories of Respondents**

There were three categories of respondents in this study First, teachers to whom 78 questionnaires were distributed and only 70 were returned and usable. This represents 89.7% response rate. Next, were students to whom 129 questionnaires were distributed and 124 were returned and usable. This represents 96.1% response rate. Third, were inspectors to whom 9 were expected to be interviewed only 6 were interviewed and usable? This represents 66.7% interviewee rate. In general the above response rates are above the industry standard of 40 - 60% (Mugenda and Mugenda, 2003).

#### **4.2. Characteristics of Respondents**

##### **4.2.1. Sex of Respondents**

**Table 1: 4.1(a): Gender of Respondents (Students)**

Sex	Frequency	Percent	Cumulative Percent
Male	77	62.1	62.1
Female	47	37.9	100.0
<b>Total</b>	<b>124</b>	<b>100.0</b>	

Source Field Survey (2014)

Table 4.1(a) indicates that 62.1% of respondents (students) are male and 37.9% are female. This shows that the student's populations in A- level secondary schools in Ruhama County Ntungamo District are skewed towards the male population.

**Table 2: 4.1(b) Gender of Respondents (Teachers)**

Sex	Frequency	Percent	Cumulative Percent
Male	46	65.7	65.7
Female	24	34.3	100.0
<b>Total</b>	<b>70</b>	<b>100.0</b>	

Source: Field survey (2018)

Table 4.1(b) indicates that 65.7% of the respondents (teachers) are male and 34.3% are female. These results suggest that teaching staff in Ruhama County Ntungamo District Secondary schools are dominated male teachers.

#### 4.2.2 Current Level of Education



**Table 3: 4.2(a): Respondents (Students) Level of Education**

Level of Education	Frequency	Percent	Cumulative Percent
Senior III	61	49.2	49.2
Senior IV	63	50.8	100.0
<b>Total</b>	<b>124</b>	<b>100.0</b>	

**Source: Field survey (2018)**

Table 4.2(a) shows that 50.8% are Senior IV and 49.2% are Senior III. These results suggest that students are evenly distributed in both classes.

**Table 4: 4.3 (b) Respondents (Teachers) Level of Education**

Level of Education	Frequency	Percent	Cumulative Percent
Master's degree	6	8.6	8.6
Postgraduate	2	2.9	11.4
First Degree	39	55.7	67.1
Diploma Course	23	32.9	100.0
<b>Total</b>	<b>70</b>	<b>100.0</b>	

**Source: Field survey (2018)**

Table 4.3 (b) indicates that 55.7% of the teachers are first degree holders, 32.9% are holders of Diploma 11.4% have a master's degree/ post graduate qualification. This result suggests that secondary schools in Ruhama County Ntungamo District are staffed with qualified teachers.

#### 4.2.3. Name of schools

**Table 5: 4.3: Respondents (Teachers) Name of School**

School Name	Frequency	Percent	Cumulative Percent
3. Rushooka secondary school	35	46.3	14.3
4. Rwikiniro secondary school	35	54.7	30.0
<b>Total</b>	<b>70</b>	<b>100.0</b>	

**Source: Field Data (2014)**

Table 4.4 shows that 46.3% of the respondents (teachers) are from Rushooka secondary school, 54.7% are from Rwikiniro secondary school. The results suggest that teachers in secondary schools in Ruhama county Ntungamo district are fairly distributed.

#### 4.2.4. Working Experience of Respondents

As shown in Table 4.5, 65.7% of the respondents (teachers) have experience of less than 5 years, 24.3% are in 5-10 group, 1.4% are in 10-15 group, 4.3% are in 15-20 group, the rest 4.3% are above 20 years.4.

**Table 6: 4.4: Respondents (Teachers) Working Experience**

Year	Frequency	Percent	Cumulative Percent
Less than five years	46	65.7	65.7
Between 6 and 10 years	17	24.3	90.0
Between 11 and 15 years	1	1.4	91.4
Between 16 and 20 years	3	4.3	95.7
Above 21 years	3	4.3	100.0
<b>Total</b>	<b>70</b>	<b>100.0</b>	

**Source: Field Data (2018)**

### 4.3 Research Objectives

This research had three objectives and the results of each objective are discussed next.

#### 4.3.1 Teaching Methods Used in Instruction in Secondary Schools of Ruhama county

Ntungamo districk

#### 4.3.2. Teaching Methods In Science Subjects

Table 7:4.5: Teaching Methods Used in Teaching Science Subject

Teaching Methods	Strongly Agreed	Agree	Neutral	Disagree	Strongly Disagree
Question and Answer	31(44.3%)	26(37.1%)	8(11.4%)	2(2.9%)	3(4.3%)
Brainstorming	36(51.4%)	14(20.0%)	10(14.3%)	8(11.4%)	2(2.9%)
Group discussion	37(52.9%)	18(25.7%)	11(15.7%)	3(4.3%)	1(1.4%)
Presentation	29(41.4%)	25(35.7%)	11(15.7%)	3(4.3%)	2(2.9%)
Lecture	11(15.7%)	16(22.9%)	15(21.4%)	16(22.9%)	12(17.1%)
Seminar	9(12.9%)	20(28.6%)	16(22.6%)	16(22.6%)	9(12.9%)
Demonstration	16(22.9%)	25(35.7%)	11(15.7%)	6(8.6%)	12(17.1%)

Source: Field Data (2018)

As indicated in Table 4.6, question and answers method was identified by teachers as the most used method in teaching science subjects (81.4%) followed by group discussion (78.6%), presentation (77.1%), brainstorming (71.1%), demonstration (58.6%), seminar (41.5%) and the least being lecture method (38.5%). The result suggests that science subject should use at least three teaching methods one of them should be question and answers because it is the excellent way of teaching and oral testing, stimulating student thinking and learning. The results are summarized by a comment from respondents (teachers) "I have found that student understand and grasp science concept better, students have the opportunity to ask for clarification as opposed to dormant methods such as seminars and lecture.



### 4.3.3. Teaching Methods Considered to be Effective

Table 8: 4.6: Effectiveness of Teaching Methods

Teaching Methods	Strongly Agreed	Agree	Neutral	Disagree	Strongly Disagree
Question and Answers	40(57.1%)	23(32.9%)	5(7.1%)	0	2(2.9%)
Brainstorming	25(35.7%)	25(35.7%)	13(18.6%)	6(8.6%)	1(1.4%)
Group Discussion	41(58.6%)	19(27.1%)	5(7.1%)	1(1.4%)	4(5.7%)
Presentation	24(32.3%)	30(42.9%)	9(12.9%)	3(4.4%)	4(5.7%)
Lecture	15(21.4%)	17(24.3%)	16(22.9%)	11(15.7%)	11(15.7%)
Seminar	9(12.9%)	20(28.6%)	16(22.9%)	16(22.9%)	9(12.9%)
Demonstration	37(52.9%)	21(30.0%)	9(12.9%)	1(1.4%)	2(2.9%)

Source: Field Data (2018)

As noted in Table 4.7 the question and answers method selected by teachers as effective method in making students understand the science subjects followed by group discussion, demonstration, presentation, brainstorming, lecture and list effective method being the use of seminar. These results suggest that question and answers, group discussion and demonstration are the excellent ways of giving students an opportunity to voice their opinion/views in light of what they have been taught or are aware of.

Group discussion also demonstrated as a good way of engaging students in active learning or students centered approach. The idea also summarized by one of the interviewee that:

*“Some skills especially in science subjects cannot be attained easily by students unless teaching methods that involve different activities during learning process used”*

The choice of which teaching method to be used, depends on factors like, availability of teaching/ learning materials, appropriate number of students, nature of the subject and flexibility of the teacher. Generally the teaching methods identified as the most used in instructions of science subject in public secondary schools in Ruhama County Ntungamo District District are question and answers followed by group discussion. Other methods are presentation, brainstorming, demonstration seminars and the list being lecture method.

#### 4.3.4. Methods Used in Preparation for Assessments

As shown in Table 4.11, group discussion (88.6%) and combination of strategies (88.6%) are selected by students as the best methods that help and prepare them for assessments (exercises, tests and exams). Other methods followed are question and answers (87.1%), brainstorming (84.3%), demonstration (80.0%) lecture (71.4%) presentation (60.0%) and the use of seminars (47.1%) being the least.

These results clearly demonstrate that group discussion, question and answers or combination of strategies are superior teaching methods not only in introducing new concepts but also in revising the taught subject matter. These results agree with previous studies by J-Ping and Collis (1995) in (Faraday, Overton and Cooper, 2011) who showed that at least two teaching methods ought to be used to make teaching effective.

**Table 9: 4.8 Teaching Methods Preferred in Preparing Students for Assessments**

Teaching Methods	Strongly Agreed	Agree	Neutral	Disagree	Strongly Disagree
Question and Answers	41(58.6%)	20(28.6%)	6(8.6%)	2(2.9%)	1(1.4%)
Brainstorming	35(50.0%)	24(34.3%)	7(10.0%)	0	4(5.7%)
Group Discussion	28(40.0%)	34(48.6%)	4(5.7%)	1(1.4%)	3(4.3%)
Presentation	16(22.9%)	26(37.1%)	13(18.6%)	6(8.6%)	9(12.9%)
Lecture	28(40.0%)	22(31.4%)	14(20.0%)	2(2.9%)	4(5.7%)
Seminar	17(24.3%)	16(22.9%)	14(20.0%)	8(11.4%)	15(21.4%)
Demonstration	31(44.3%)	25(35.7%)	8(11.4%)	4(5.7%)	2(2.9%)
Combination of strategies	43(61.4%)	19(27.1%)	6(8.6%)	0	2(2.9%)

### **Source: Field Data (2018)**

In summary, the teaching methods used in teaching in public secondary schools in Ntungamo District have high impact on students' performance as shown by students that group discussion, combination of strategies, question and answers and brainstorming have high percentages to show effectiveness. At least more than one method should be used to make teaching effective. These results agree with previous studies by J-Ping and Collis (1995) in (Faraday, Overton and Cooper, 2011).

#### **4.4 .0 Issue from Interviews**

The research interviewed 6 inspectors and the following are issues raised from the interviews. First the inspectors commented that teaching methods including participatory (question and answers, brainstorming, group discussion and demonstration) and non-participatory methods (lecture, seminar and presentation) influence performance of students especially in teaching science subjects. Participatory (learner - centered) methods are important in teaching science subjects and they help student to perform different activities in the class during teaching/ learning process and make students to have long memory. Some science skills cannot be obtained easily by students unless demonstrated by the teacher and lecturing is done they also need full participation of students because involve much calculations and diagrams which need to be demonstrated, discussed in groups and brainstorming questions should follow so as to enable teachers know to what extent the students have understood what they have taught. They also commented that learner centered methods enables students to share their views and what they know about the subject matter and contribute to the topic as they are motivated and need to know more about the topic taught/ discussed.

Second, inspectors justified that teacher centered method are used in teaching because the students are being introduce to new concept and if used properly they can improve academic performance of students. Teacher centered methods are helpful in coverage of syllabus, they should be used for the purpose of clarifying information to a large group in a short period of time, useful in situations where the aim is to provide frame work of idea and theories, these include lecture and seminars.

Third, as which methods are commonly used, they were identified by inspectors as demonstration, brainstorming, group discussion, field trip, lecture, presentation question and answers extra, the choice of which method to use depend on the knowledge of the learners, classroom environment, teaching and learning materials, experience of the teacher and flexibility and nature of the topic or subject matter to be taught. They stressed that teaching methods are very important and can influence performance of the student thus the proper choose and use of these methods can lead to better performance of students.

Fourth, other factors raised by interviewees in terms of their influences on students' performance were good infrastructures, good administration and proper number of students in the classroom and presence of teaching/learning materials. The interviewees also commented that, poor performance in Ugandan education system is caused by frequent changes in curriculum and lack of competent trained teachers; lax in the seriousness of students (i.e. students do not take their education seriously). The current policy of education need to be reviewed in order for the challenges to be addressed for the better students' performance. Finally, regarding choice of teaching methods inspectors commented that factors such as teachers' flexibility, availability of teaching/learning materials, classroom environment and the topic to be taught need to be considered in selecting the appropriate teaching method.



## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents conclusion recommendations and suggestion for further research based on collected and analyzed information in chapter four.

#### **5.1. Conclusion**

This study had three objectives as elaborated under here:

Investigate the impact of teachers' methodology on student academic performance in Ntungamo district ,to find out the existing teaching methods in secondary schools of Ruhama sub county Ntungamo district and to give suggestion ways of improving student performance using teacher methodology.

The study revealed that teaching methods identified by respondents (teachers) as the most used in teaching are question and answers, group discussion, presentation, brainstorming, demonstration, seminars and lecture. These methods make students understand and grasp science concepts better. Learner-centered methods are thus emphasized because they provide opportunity to ask for clarification compared to teacher- centered methods such as lecture and use of seminars which place the students at the receiving end.

The study revealed that question and answers, group discussion, or combination of these strategies were selected by students as superior methods that prepare them for assessment either in their tests or final examination. The same teaching methods were preferred by students when teachers are introducing new concepts. Thus at least more than one teaching method should be used to make teaching effective.

The study also revealed that there is greater impact on teaching methods and student performance as it demonstrated that teaching methods such as group discussion, question and answer and combination of strategies are excellence ways of teaching which in turn have positive impact on students' performance. Students often have little expertise in knowing if the method selected by an individual instructor was the best teaching method or just "a method" or simply the method with which the teacher was most comfortable.

This study has demonstrated that types of teaching methods used by teachers have impacts on students' performance. This agrees with the previous studies of Haas, (2002), Gulobia, Wokadala and Bategeka (2010) and Sajjad, (2011).

Generally, the study revealed that teaching methods which were most effective are demonstration the next is brainstorming followed by question and answers, other methods are group discussion, presentation, lecture and the use of seminar being the least effective. Teacher's choice of teaching strategy or model to enable effective teaching and learning is affected by context in that, for example, it would be difficult to do 'role play' or whole class 'questioning' in a noisy workshop within confined space. In brief the type of teaching methods has an impact on students' performance. Question and answers method has the greatest impact in teaching of science subjects compared to other teaching methods and this agrees with previous with the study by J-Ping and Collis (1995) in (Faraday, Overton and Cooper, 2011) and contribution to the body of knowledge.

## **5.2 Recommendations**

The results of this study revealed several areas of concern the following are recommendations to address each of that concern. First, the findings of the study also revealed that the choice of what teaching method to be used by the instructor depend on flexibility of the teacher. This may led the students fail to grasp the subject matter. The heads of schools should showed on regular basis, find out from students on which methods is helping them to understand and their request the relevant teachers to apply the methods leads to better students' understanding. That way high students' performance will be insured.

The study revealed that teachers seem not be aware of value and impact of different teaching methods on students' performance. This has led to inappropriate application of ineffective and often outdated teaching methods (such as teacher-centered approach). The heads of schools in confliction with Ministry of Education and Vocational training should regular conduct training/workshops on teaching methods in both science and art subjects. This will help teachers to appreciate and learn the best teaching practices particularly new teaching methods. It will also help to improve students' performance and go along a way to meeting new government agenda of Big Results Now (BRN).

### **5.3 Areas for Further Research**

The study identified areas for further research first, looked at the effects of teaching methods on students' performance in secondary schools in Ruhama County Ntungamo District, the learning condition in private secondary schools are different, thus there is need to conduct a similar research in private schools in Ntungamo District. Second the research concentrated on secondary schools in one district of Ruhama County Ntungamo District; however before generalization can be made extensive, research in other District public secondary schools need to be performed.



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## APPENDICES

### APPENDIX 1: RESEARCH QUESTIONNAIRE

Dear respondent My name is Gumoshabe Patience ; I am a student of Kampala International University doing bachelor Of Arts with education I am currently doing my research on *the impact of teaching methods on student performance* in Ruhama county Ntungamo District Secondary schools. It is for academic purpose only, your assistance in providing the information is kindly requested by completing the attached questionnaire. There is no wrong or right answer.

I only need your opinion/ views on each question in the questionnaire about teaching methods. Please be assured that the information that you will provide in survey will be treated confidential. Thank you for your assistance.

#### Instructions:

Choose the correct answer from the multiple choices in the box by ticking the option that best suits your experience/view .If you feel you need extra information to be filled attach plane paper at the back of the questionnaire. Other instructions are indicated as per requirement of the question.

#### A: GENERAL INFORMATION;

Tick the appropriate answer

1. Gender of respondent

Male ☐

Female ☐

2. Current level of education

.....

4. Name of the school

.....

6. What are the teaching methods used by teachers that helps you to understand well in your subjects

1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree.

Teaching methods	1	2	3	4	5
(i) Question & answers					
(ii) Brainstorming					
(iii) Group discussion					
(iv) Presentation					
(v) Lecture					
(vi) Demonstration					
(vii) Seminar					

7. Please select teaching methods bellow which you feel are most effective in teaching/ learning in preparing you for exercises, tests and final examination Use the following scale to make your selection.

1= the most effective, 2= the second most effective 3=the third most effective,

4= the least effective, 5= the least most effective

Teaching methods	1	2	3	4	5
(i). Question & answers					
(ii). Brainstorming					
(iii). Group discussion					
(iv). Presentation					
( v). Lecture					
(vi). Seminar					
( vii). Demonstration					
(viii).learner-centered methods are more effective in learning/ teaching					



8. In general, please rank the following teaching methods in accordance to the effectiveness in helping the students to learn and perform well in all subjects. Use the following scales.

1=most important 2= second most important 3=third most important 4= fourth most important  
5=fifth most important 6= sixth most important 7= the least important

Teaching methods	1	2	3	4	5	6	7
(i) Question & answers							
(ii) Brain storming							
(iii) Teaching method							
(iv) Presentation							
(v) Lecture							
(Vi) Seminar							
(Vii) Demonstration							

9. Please indicate any other comments about the topic of teaching methods on school performance, write your comments below

.....  
 .....

**Thank you for your time and assistance**

## SECTION TWO;

**RESEARCH OBJECTIVE ONE: To identify teaching methods used in instruction of science subjects**

**(For teachers)**

5. Which teaching methods do you use most in your teaching?

Teaching method	1	2	3	4	5
(i) Question & answers					
(ii) Brainstorming					
(iii) Group discussion					
(iv) Presentation					
(v) Lecture					
(vi) Seminar					
(vii) Demonstration					

Give reasons why? .....

6. Select the following teaching method and also indicate the extent you agree or disagree in terms of their effectiveness in making student understand the subject matter. Use the following scales below:



1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree.

Teaching method	1	2	3	4	5
(i) Question and answers					
(ii) Brainstorming					
(iii) Group discussion					
(iv) Presentation					
(v) Lecture					
(vi) Seminar					
(vii) Demonstration					

### C. OBJECTIVE TWO:

**To determine the extent to which teaching methods impact on students' performance in secondary schools**

**Tick which you feel is appropriate.** Use the following scales below:

1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree.

7. Students taught using the following methods of teaching usually perform better in the exercises, tests or examinations

Teaching method	1	2	3	4	5
(i). Question & answers					
(ii). Brainstorming					
(iii)Group discussion					
(iv). Presentation					
(v). Lecture					
(vi). Seminar					
(vii).Demonstration					
(viii).using a combination of question & answers, group discussion, and demonstration					

8. Please indicate any other comments on the effects of teaching methods on students school performance, write your comment below

.....

.....

**Thank you for your time and assistance**

## APPENDIX 2: INTERVIEW (FOR INSPECTORS ONLY)

Dear respondent My name is Gumoshabe Patience; I am a student of Open Kampala International University doing bachelor Of Arts with education I am currently doing my research on *the impact of teaching methods on student performance* in Ruhama county Ntungamo District Secondary schools . It is for academic purpose only, your assistance in providing the information is kindly requested by completing the attached questionnaire. There is no wrong or right answer.

I only need your opinion/ views on each question in the questionnaire about teaching methods.

Please be assured that the information that you provided in survey will be treated confidential

1. Please tell me the story of your experience about the effect of teaching methods on students' Performance in schools.

.....  
.....

2. Which methods are commonly used in learning /teaching? Why/ how?

.....  
.....

3. How do you link teaching methods with the performance of the students?

.....  
.....

4. To what extent teaching methods impacts on students' performance?

.....  
.....

5. What are other factors that can influence student performance?

.....  
.....

6. From your experience as school inspector which teaching methods do you recommend for use in secondary schools especially for science subjects? Why?

.....  
.....

**Thank you for your time and corporation.**