

The Impact of Teachers' Teaching Methods on Students' Performance in English Subject in Secondary Schools In Uganda, A Case Study Of Selected Secondary Schools In Kampala & Wakiso

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Abstract: *The report's targets were to: investigate the different approaches used to teach the English subject in certain secondary schools in Uganda; to evaluate the impact of teaching techniques on the students' effectiveness in the English subject in selected secondary schools in Kampala and wakiso; and to conduct a case study of certain secondary schools in Kampala and wakiso. According to the results in the table above, 69 (52%) strongly agree that when using a professor educational strategy, the learner simply absorbs what the instructor is teaching because all assistance and knowledge is provided by the teacher. The survey indicates that good teachers should be combined with less qualified teachers to gain maximum outcomes from a mixture of knowledge and enthusiasm to acquire results. 22 (17%) agree with this assumption, while 20 (15%) are unsure of its validity.*

Keywords: teaching methods and students' performance

Background to the Study

Different languages began to be included in educational establishments in the 18th century, necessitating a methodical approach to their instruction. The technique used to educate Latin was comparable to the traditional one. The objective was for pupils to be able to read literary works in the original language and gain from the personal toughness of learning a language instead of learning to speak it. Textbooks included sentences for students to interpret, word lists with interpretations, and abstract grammatical rules. Paragraphs that have no connection to actual speech were chosen to demonstrate linguistics (Chang, 2015). As Maximilian Berlitz had developed a variant of this method, Berlitz was instrumental in bringing the Direct Method to the attention of the world. Language proficiency became necessary because of a rise in traveling in the second part of the 19th century. Babies learn to speak without any use of grammar, as was observed (not for the first time).

The Know The method, the first of many "natural" teaching approaches that purport to teach a foreign language the manner first languages are acquired, prioritized language ability over all other goals. To teach classes, only that target language was used (Hightower, 2016). In order to make interpretation plain, teachers, who were frequently native speakers, frequently used demonstrations, drawings, motions, and linkage of ideas. Via teacher-student discussion sessions, it was intended to improve communication skills. There was a meticulously graded development from basic to more sophisticated grammatical structure. The concentration was on common vocabulary, and language was taught through draws on a variety to assist the pupil in "figure out" the rules (Ogide, 2017).

Statement of the problem

A teacher is a key player in the teaching and learning activities because they adhere to the program and give the pupils all the necessary information throughout the course of the school year. At whatever level, the basic goal of instruction is to effect a significant change in the student (Tebabal & Kahssay, 2016). The majority of traditional approaches were teacher-centered, keeping the student's passive and allowing them to passively receive the instructor's knowledge without increasing their degree of involvement with the subject. This method is also the least pragmatic, more academic, and memorization-based (Tebabal & Kahssay, 2016). Since they accept the concept of discovery teaching, teenager strategies are more strongly supported (Brindley, 2015).

Objectives of the Study

1. To examine the different teaching methods used to teach the English subject in selected secondary schools in Uganda
2. To examine the effect of teaching methods on the student's performance in English subject in selected secondary schools in Uganda

3. To assess the extent to which the teaching methods are effective in achieving student's performance in English subject in selected secondary schools in Uganda.

Research Questions

1. What are the different teaching methods used to teach the English subject in selected secondary schools in Uganda?
2. What is the effect of teaching methods on the student's performance in English subject in selected secondary schools in Uganda?
3. To what extent are the teaching methods effective in achieving student's performance in English subject in selected secondary schools in Uganda?

Methodology

Research Design

The study adopted both quantitative and qualitative research approaches. The quantitative approach was adopted because the proposed study draws statistical inferences. The qualitative approach supplemented the quantitative approach by providing detailed information in form of statements from interviews for in-depth analysis (Fassinger & Morrow, 2018).

Study Population

The study population included teachers, and students in the selected schools including Gayaza High School, Trinity High School, Wampewo High School and Kampala City School in Wakiso and Kampala

Sample Size and Selection

The quantity of items to be chosen from the rest of the universe as part of the sample is referred to as the sample size (Kothari, 2019). Strictly speaking, the sample size relies on the kind of study methodology being employed, intended level of confidence in the outcome, desired level of precision, and the features of the target population. It is crucial to understand that there is no one ideal method for determining sample size (Singh, 2016). Nonetheless, the sample was established using Krejic and Morgan's sample determination table (1970). So, in accordance with Krejic and Morgan's recommendation, the representative sample was 400 responders (2018)

Sampling Techniques

The study used simple random sampling to select the suitable sample. This approach was preferred because it gives each potential participant an equal chance to participate and eliminates any form of bias (Kombo and Tromp, 2016).

Data Collection Methods

Data was collected by use of a questionnaire survey and interview method.

Questionnaire Survey

The research was mostly a numerical survey with many teachers from primary schools participating as participants. Hence, a survey using identity surveys was used as the approach for gathering data (SAQs). The technique allowed the researcher to swiftly and affordably cover the responders (Bordens & Abbott, 2016).

Interview technique

When a particular target demographic is involved, a research method used is known as an individual interviews, also known as a face-to-face research approach. The goal of doing a questionnaire method survey was to examine respondents' responses in order to compile more comprehensive data. The answers provided by the participants were questioned through interview method surveys.

Data Analysis

Qualitative Data

Patterns and connections were within and between categories of data collected. Data was presented in form of notes, word for word transcripts, single words, brief phrases and full paragraphs (Powell & Renner, 2018). Data was interpreted by content analysis composing explanations and substantiating them using the respondents' open responses. While analysing qualitative data, conclusions were made on how different variables were related using SPSS.

RESULTS

Table 1 Response Rate

Response	Frequency	Percentage
Returned	132	100
Not returned	0	0
Total	132	100

Source: Primary data 2022

General Information

This section showed the general information of the respondents. All sampled respondents were teachers, parents and educational officers of selected schools in Kampala and Wakiso district. They were asked to fill the questionnaires. Sampled characteristics of the respondents included gender, age, education level and their experience.

Gender characteristic of respondents

Table 2: Gender characteristic of respondents

Sex of respondents	Frequency	Percentage
Male	77	58
Female	55	42
Total	132	100

Source: Primary Data 2022

From table 2 above, response indicated that the majority of respondents were male who accounted for 77 (58%) and female respondents accounted for 55 (42%). This implies there is a marginal majority of males over the females among the community of respondents obtained from selected schools in Kampala and Wakiso district.

Age of the Respondents

Respondents were asked to choose their age brackets and the findings are presented in the table below:

Table 3. Showing the age brackets of the respondents

Age bracket (years)	Frequency	Percentage
18 – 30	50	38
31-45	66	50
Above 45	16	12
Total	132	100

Source: Primary data 2022

The findings in the table 3 above show that 50 (38%) of the sample were in the age bracket of 18 – 30 years, 66 (50%) in the age bracket of 31 – 45 and 16 (12%) in the age bracket of 45 years and above. This implies that most of the respondents obtained from selected schools in Kampala and Wakiso district were in the age bracket of 31 – 45 years.

Level of Education

Respondents were asked their level of education and the findings are presented in the table below:

Table 4. Showing the level of education of the respondents

Level of Education	Frequency	Percentage
Certificate	46	35
Diploma	59	45
Bachelor's Degree	27	20
Total	132	100

Source: primary data 2022

From the table 4 above, it can be observed that 46 (35%) of the sample were certificate holders, 59 (45%) were Diploma holders, and 27 (20%) were Bachelor's degree graduates.

This implies that respondents from selected schools in Kampala and Wakiso district were mostly diploma holders and least of all are the bachelor holders who mainly comprised of the senior management personnel and educational officers.

Experience at Selected schools in Kampala and Wakiso district

Respondents were asked how long they had been either working with selected schools in Kampala and Wakiso district or how long they had been parents of the school, and the findings are presented in the table below:

Table 5: Period of Employment of Respondents

Period of employment	Frequency	Percentage
Over 10 yrs.	13	10%
6 – 10 yrs.	99	75%
3 – 5 yrs.	13	10%
Less than 2 yrs.	7	5%
Total	132	100

Source: Primary Data 2022

Table 5 shows that 13 (10%) of the respondents had spent over 10 years and 99 (75%) had spent between 6 - 10 years engaged with Selected schools in Kampala and Wakiso district, 13 (10%) had worked with Selected schools in Kampala and Wakiso district for 3 – 5 years and 7 (5%) had been in Selected schools in Kampala and Wakiso district for less than 2 years.

Table 6: Effect of teaching methods on the student's performance in English subject

To analyze the effect of teaching methods on the students' performance in English subject, the following question was asked: Which of the following describe the effect of teaching methods on the student's performance in English subject? The findings are presented in table below

Student centered method on teacher's performance.	Responses											
	Strongly Agree 5		Agree 4		Not Sure 3		Disagree 2		Strongly Disagree 1		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Teaching methods allow formative evaluation of learners and maximizes learners' academic performance	82	62	26	20	13	10	11	8	-	-	132	100
Teaching methods allow active engagement of learners in the learning process	99	75	26	20	-	-	7	5	-	-	132	100
Teaching methods emphasize on the meaningfulness of the knowledge being passed	69	52	22	17	20	15	20	15	69		132	100

82 (62%) of the participants, as shown in the table above, highly agreed that instructional strategies allow for continuous assessment of pupils and optimize academic performance.

A total of 26 participants (20%) agreed with the statement, while 13 % of respondents (10%) were unsure and 11 respondents (8%) disagreed.

This demonstrates that effective teaching strategies maximize students' academic success while allowing for formative evaluation of learners.

In a similar vein, 26 (20%) and 99 (75%) highly agreed that instructional approaches enable students to participate in the process of learning within a year.

7 people (5%) disagreed with this claim, nevertheless.

According to the results in the table above, 69 respondents (52%) agree wholeheartedly that emphasizing the relevance of the knowledge being taught will help students perform better academically.

22 (17%) of those surveyed agree with this statement, while 20 (15%) are unsure of the validity of the claim that teaching strategies that place an emphasis on the relevance of the information imparted to students improve their academic achievement.

20 people, or 15%, disagree with this statement.

As 70% of the sample agreed with this claim, it can be inferred that teaching strategies indeed place an emphasis on the relevance of the information being transmitted, hence enhancing students' academic achievement.

The delivery of content and, consequently, learner performance, are improved by teaching approaches, according to 82 (62%) of the respondents, who strongly agreed.

44 (33%) of the respondents

Table 7: Extent to which teaching methods are effective in achieving students' performance in English subject.

Extent to which teaching methods are effective in achieving students' performance in English subject	Responses											
	Strongly Agree 5		Agree 4		Not Sure 3		Disagree 2		Strongly Disagree 1		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Teaching methods facilitate better knowledge retention in the English subject	53	40	26	20	13	10	40	30	13	10	132	100
Teaching methods or approaches attract active participation of students in the English subject's classes and therefore improve learner's performance in the subject	53	40	26	20	13	10	26	20	13	10	132	100
Teaching methods and approaches enable practice of collaboration skills and improve on the learners' academic performance in the English subject	66	50	26	20	13	10	26	20	-	-	132	100

According to the results in the table above, 40 (30%) of the participants firmly believed that teaching approaches help students retain more information in the English topic, leading to outstanding academic success.

13 respondents (10%) agreed that teaching techniques that promote improved information acquisition in the English subject result in outstanding academic achievement from students.

Sadly, 26 (20%) of the respondents weren't sure about this claim, while 40 (30%) disagreed and 13 (10%) strongly disagreed with the claim that teaching strategies that promote higher information acquisition in the English curriculum result in outstanding academic performance from students.

This merely indicates that good academic results are produced by pupils when teaching strategies promote improved information acquisition in the English topic. Also, 53 (40%) respondents agree that teaching techniques encourage students to participate actively in English classes, which boosts students' academic success in the subject. 26 (20%) also agreed with this assumption, while 13 (10%) were unsure.

In contrast, 13 respondents (10%) strongly disagreed with the argument, while 28 % of the respondents (20%) disagreed with it.

It may be deduced that teaching techniques or approaches encourage active engagement of students in the English subject's classes and hence management approach' achievement in that field since only 60% of participants responded to the affirmative and 30% to the negative.

Although 26 (20%) disagreed with the statement, 20 (13%) were unsure.

Given that 70% of participants answered "yes" to this assumption, it can be deduced that effective teaching strategies encourage cooperation skills development and enhance students' academic success in the English topic.

Last but not least, 26 (20%) of the participants in the survey highly agreed with the claim that teaching strategies improve student retention in the English topic.

13 (10%) of the respondents agreed with the statement, while 13 (10%) were unsure. 13 responses (10%) strongly disagreed with the premise, whereas 66 respondents (50%) disagreed. So, it may be said that instructional strategies help students retain their knowledge of the English language better.

Conclusions

The study concludes that teacher centered method is whereby the all facilitation and information is contributed by the teacher which the learner simply receives what the teacher is teaching whenever the teacher uses teacher centered learning

The study also concludes that there is logical arrangement of educational content when a teacher uses the teacher centered approach of teaching.

The study concludes that teacher centered learning enhances development of cooperation in the classroom setting.

Recommendations

The study recommends that teacher teachers should use student centered learning in teaching

The study also recommends that teachers should be even student-centered learning.

The study recommends that highly trained teachers should be hired to tech centered learning among learners

The study recommends that experienced teachers should be mixed with less experienced teachers to achieve maximum results from a combination of experience and vigor to get results.

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