
**EFFECTS OF GRAMMAR ON LEARNER'S ACADEMIC PERFORMANCE IN ENGLISH
SUBJECT IN SECONDARY SCHOOLS IN UGANDA.**

ACASE OF LUWERO DISTRICT.

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Abstract.

The study aimed at the effects of grammar on learner's academic performance in English subject in secondary schools in Uganda with a case of Luwero district and it was guided by the following objectives; To examine the relationship between the use of grammar learning strategies and student achievement in English subject, to evaluate the effect of grammar on student writing skills and to establish the effects of grammar on student's attitude towards English subject. Keeping other factors constant, a percent increase in the use of grammar learning strategies would on average lead to 0.758 percent increase in student's achievement in English subject. This is statistically insignificant at 95% confidence interval since the P-value (0.067) is greater than 0.05 level of significance and therefore we accept the null hypothesis and conclude that there is no relationship between the use of grammar learning strategies and student's achievement in English subject. The R-squared (0.627) is greater than the adjusted R-squared value (0.568) because it imposes a harsher penalty on the linear regression model. And hence a good fit. Teachers should emphasize the use of English modeling approach in their word problem content, to change pedagogy and to provide assessment that focuses more on understanding than on mastery of language. Students need more time to understand grammar word problem concepts, and this study was unable to correctly answer some of the questions because they required a deeper level of understanding.

Key words: *grammar and learner's academic performance***Background of the Study**

English as an Official language in Ugandan schools and also a compulsory subject that's being taught up to the "O" level standard. The Ugandan Syllabus Set by the ministry of Education as functional tool in its content and communicate to train learners from the young age to develop the relevant English language skills that most important for both Personal professional developments and in development (Chamot , 1990).

And therefore, a learner has possessed the basic knowledge of grammar in order to write read and understand the English Very well.

Even by David Mukhol (2015), the state of English language teaching in Uganda was uncertain because teachers had neglected good teaching methods which emphasized the four skills that is reading, writing, listening and speaking which are part of grammar.

David Mukhol and Anthony Mugeere according to the Sunday Vision of March 31st2012, wrote saying, in Uganda, the decline in English language performance in schools and general everyday use can blamed on poor teaching methods and lack of literature in most cases, vocabulary selection was poor while the concept of reading was dead in most schools' particularity in the countryside.

And the main challenge was that despite the fact that in learn Uganda study English from kin the nursery level, they all perform averagely and the come incompetent in terms of English proficiency and the incompetency in English Connected the teacher to the facture of the learner to apply their grammatical Knowledge and form meaningful Sentences that are Coherent (Wenden, 1982). And this is because a learner cannot have a good essay without the concrete knowledge and grammar cannot exist in case of Unavailable written and word hence making tense usage a crucial aspect.

Statement of the problem.

English as an official language in Uganda due to the influence of the colonial

masters who were known as the British (2013). And having competence by the students broadens their minds to think creatively, helped them communicate with others despite of the tribal differences, enabled them to master even other subject and also improving the quality of their future life by providing job opportunities. Therefore, grammar improvement among the learners can be through emphasizing the learners to excuse the habit of reading texts regularly in order to improve on their skills (Wenden, 1987). Teachers focused on gummer usage instead of the term in self and thus built grammatical and awareness and improve writing by helping the students practice and improve on writing by helping the students practice and use grammar purposively.

Objective of the study

- 1. To examine the relationship between the use of grammar learning strategies and student achievement in English subject.*
- 2. To evaluate the effect of grammar on student writing skills.*
- 3. To establish the effects of grammar on student's attitude towards English subject.*

Research questions

- 1. Examine the relationship between the use of grammar learning strategies and student's achievement in English subject.*
- 2. To what extent does grammar affect student writing skills?*
- 3. Examine the effects of grammar on student's attitude towards English subject.*

Hypothesis of the study

Ho: There is no relationship between the use of grammar learning strategies and student's achievement in English subject

Ha: There is a relationship between the use of grammar learning strategies and student's achievement in English subject

Ho: There is no relationship between the effects of grammar on student's attitude towards English subject

Ha: There is a relationship between the effects of grammar on student's attitude towards English subject

Methodology

Research Design

Descriptive design was to be adopted because the study intended to limit itself to performance of USE. The above design was adopted to be allowed sampling of the study population (Neuman, 2017). Cross sectional survey design was used in the selection of a small sample of people from a bigger population to act as an inference. Surveys are designed to show how things was to be at a specific time (Nachmias, 2016).

Study Population

According to (Sekran, 2018), the quality of the sample affected the quality of the research. The target population involved BOD, PTA members, teachers and head Secondary Schools teachers in the selected Secondary schools in Luwero district.

Determination of Sample Size

Table 1: Determination of sample size, population and sampling techniques

Tabular representation of sample size and selection of the population.

Category	Target population	Sample size	Sampling techniques
<i>BOD members</i>	28	15	<i>Simple random</i>
<i>PTA members</i>	20	13	<i>Purposive</i>
<i>Teachers and Non-teaching staff</i>	100	40	<i>Simple random</i>
<i>Head teacher and deputies</i>	12	10	<i>Purposive</i>
Total	160	78	

Sampling techniques or procedures

To achieve the study objectives, the probabilistic (sample random) and non-probability (purposive) sampling techniques were to be used in this study. The management committee members categorized into Board of Directors and Parents Teachers Association members. The school teachers will be categorized into senior teachers, senior four class teacher and head teachers. From each of the categories described, a sample size was determined by the Krejcie & Morgan Table (2016). Probabilistic and non-probability sampling methods were to be used because they led to selection of resourceful respondents in all the categories.

Data Collection Methods

Interview

According to Ferreira et al. (2017), interviewing was the most important data collection method. The interviews will be Semi-structured, where; a list of questions and issues to be discussed had been prepared prior to the interview. Semi-structured interviewing gave room for probing for clarification and further discussion of important and relevant issues that arose during the interviews.

Self-Administered Questionnaire (SAQ)

The method was chosen because it was on less time consuming and allows the respondents the freedom to answer the way they feel most comfortable. The study used questionnaires because of the nature of the data which sought for feelings and perceptions of respondents given the time available and the objective of the study (Amin, 2015).

Data analysis

The study used percentages, tables and frequencies which were generated using SPSS version 23 (Nelson. K, 2022)

RESULTS

Response rate and Demographic Data.

The study found out that from 100 questionnaires that were administered, 95 were successfully completed. This form the number of questionnaires that were analysed.

Table 2: Table on the Response Rate.

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Response Rate</i>	90	95.0
<i>None Response Rate</i>	5	5.0
<i>Total</i>	95	100%

Source: Primary source (2022)

The Response rate of the study was 95% while the None Response Rate was 5%. Therefore, the Response Rate was considered good to carry out analysis. In order to obtain useful information for the study, the data was subjected to analysis.

Background characteristics of respondents

The finding showed that those who participated mostly in the study had gone through various levels of Education as follows: Primary complete, secondary level and post- secondary level.

Table 3: Table on the Background of the Respondents.

<i>Gender</i>	<i>Frequency</i>	<i>Percentage (%)</i>
<i>Male</i>	70	73.7
<i>Female</i>	25	26.3
<i>Total</i>	95	100

Source: Primary source (2022).

From the study, it was observed that 73.7% of respondents were male and 26.3% of the Respondents were females.

Table 4: Table on the years of the Respondents.

Years	Frequency	Percentage (%)
<i>Below 19 Years</i>	45	47.4
<i>Between 20-25 Years</i>	20	21.0
<i>Over 25 Years</i>	30	31.6
Total	95	100

Source: Primary source (2022).

From the study it was established that the Respondents Years who had Below 19 Years were 45 Respondents which represented 47.4%, between (20-25 Years) were 20

Respondents which constituted 21.0% and those above 25 Years were 30 Respondents which constituted 31.6%. The information was collected from the teachers still in service within Luweero district. That implies that 95 of the sample population were the majority.

Table 5: Table on the marital status of the Respondents.

STATUS	FREQUENCY	PERCENTAGE (%)
<i>Single</i>	2	30.0
<i>Married</i>	6	60.0
<i>Widow</i>	1	10.0
Total	10	100

Source: Primary source (2022).

The information was collected from the employees within the targeted Luweero district in the zone. It was noted that majority of teacher were married followed by unmarried teachers and very few were widowed.

Table 6: Table on the education level of the Respondents.

LEVEL	FREQUENCY	PERCENTAGE (%)
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Graduate	6	60
Diploma	2	20
Untrained	2	20
Total	10	100

Source: Primary source (2022)

The table indicated that only 50% of the teachers within the zone were employed by TSC the B.O.G managed to employ 40% and very few 10% accepted to volunteer. Due to this fact, academic excellent could never be attained.

Table 7: Table showing teaching experience of the Respondents.

EXPERIENCE	FREQUENCY	PERCENTAGE
0-2 Years	8	20%
2-4 Years	06	20%
4-Years	12	30%
More than 6 years	15	30%
Total	41	100%

Source: Primary source (2022).

Age of Respondents

Respondents were asked to reveal their ages. This was intended to find out whether the sample selected was a fair representation from the population where the sample was selected from. The elicited responses were presented.

Table 8 Respondents by age

Age	Frequency	Percent
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14-23 years	141	79.2
24-33 years	27	15.2
34- 43 years	6	3.4
44 and above years	4	2.2
Total	178	100

Table 8 shows that majority of the respondents (79.2%) were aged between 14-23 years and the least were aged between 44-and above years at 2.2%. Although there were differences in age distribution, it was concluded that the sample was fairly selected since all the age categories found in the population was captured in the sample.

Respondents by gender

Respondents were asked to reveal their gender. This was intended to find out whether the sample selected was a fair representation from the population where the sample was selected from. The elicited responses were presented.

Table 9: Respondents by gender

Gender	Frequency	Percentage
Male	102	57.3
Female	76	42.7
Total	178	100

Source: Primary data (2022)

Table 9 shows that majority of the respondents (57.3%) were males and the least were females at 42.7%. Although there were differences in the gender distribution, it was concluded that the sample was fairly selected since both gender categories found in the population were captured in the sample.

Respondents by level of education

Table 10: Respondents by level of education

Qualification	Frequency	Percentage (%)
Completed 'O' level	139	78.1
S.6 Graduate	18	10.1
Diploma	08	4.5
Degree	09	5.1
Postgraduate Dip	03	1.7
Masters	01	0.5
Total	178	100

Source: Primary data (2022)

10 shows that majority of the respondents (78.1%) had completed 'O' level, followed by those who completed S.6 at 10.1% and the least had completed masters at 0.5%. Although there were differences in the level of education, it can be concluded that the sample was fairly selected since all the education levels found in the population were captured in the sample for the results to be valid.

Table 11: Descriptive statistics showing respondent's interpretation of how grammar affect students writing skills.

Students writing skills	SA %	A %	UN %	DA %	SDA %	Mean	SD
Students' scores in exams are determined by their ability to speak, read and write	52.3	31.8	1.8	6.5	7.6	3.99	1.13
Proficiency in English language has a strong effect on the passing of students at national level	48.2	32.4	3.5	10.6	5.3	3.71	1.29
The introduction of English as a medium of instruction contributed to failure in national exams	43.5	21.2	2.4	23.5	9.4	3.34	1.36
English language proficiency determines the grades/scores in other subjects	42.4	44.7	2.4	5.3	5.3	4.18	1.05
The way students understand English leads to their final performance in national exams	43.5	44.7	2.9	3.5	5.3	4.21	1.01
Students' understanding of English, helps them to pass better in national exams	55.3	28.8	1.2	7.6	7.1	3.99	1.14
With the introduction of English as a medium of instruction, students' passing rate in national exams have increased	26.5	49.4	2.4	12.4	9.4	3.68	1.34

Table 11 shows all the respondents agreed to the statement put to them. This is shown by the mean that is greater than 3 and the standard deviation close to 1. Table 11 further shows that the majority 84.1% of the respondents agree that students' score in exams is determined by their ability to speak, read or write English, while 14.1% disagree and 1.8% are undecided on this view.

Table 12: The effect of grammar learning strategies skills on Learner's academic performance in secondary school

Correlations				
Spearman's ratio			grammar learning strategies skills	student's achievement in English subject
	grammar learning strategies skills	Correlation coefficient	1.000	.758**
		Sig. (2-tailed)	.00	.00
		N	178	178
	Learner's academic performance	Correlation coefficient	.758	1.000
		Sig. (2-tailed)	.00	.
		N	178	178

Ho: There is no relationship between the use of grammar learning strategies and student's achievement in English subject

Ha: There is a relationship between the use of grammar learning strategies and

student's achievement in English subject

The correlation coefficient (0.758) shows a strong positive correlation coefficient between the use of grammar learning strategies and student's achievement in English subject. This is statistically significant at 95% confidence interval since the P-value (0.00) is less than 0,05 at 0.05 level of significance and therefore we reject the null hypothesis and conclude that there is a significant relationship between the use of grammar learning strategies and student's achievement in English subject

Table 13 Spearman's correlation coefficient between school learning environment and students' achievement in English Subject in secondary schools.

Correlations				
Spearman's ratio			student's achievement	grammar on student's attitude
	student's achievement in English subject	Correlation coefficient	1.000	.778**
		Sig. (2-tailed)	.00	.001
		N	178	178
	grammar on student's attitude	Correlation coefficient	.758	1.000
		Sig. (2-tailed)	.001	.
		N	178	178

Ho: There is no relationship between the effects of grammar on student's attitude towards English subject and student's achievement in English subject

Ha: There is a relationship between the effects of grammar on student's attitude towards English subject and student's achievement in English subject

The correlation coefficient (0.778) shows a strong positive correlation coefficient between the effects of grammar on student's attitude towards English subject and student's achievement in English subject. This is statistically significant at 95% confidence interval since the P-value (0.001) is less than 0,05 at 0.05 level of significance and therefore we reject the null hypothesis and conclude that there is a significant relationship between the effects of grammar on student's attitude

towards English subject and student's achievement in English subject

Table 14 Regression Model Summary for the effect of grammar learning strategies skills on Learner's academic performance in secondary school

Model	coefficient	R Square	Adjusted R Square	Std. Error of the Estimate	Prob
1	.758	.627	.568	.5339	0.067

Ho: There is no relationship between the use of grammar learning strategies and student's achievement in English subject

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Keeping other factors constant, a percent increase in the use of grammar learning strategies would on average lead to 0.758 percent increase in student's achievement in English subject. This is statistically insignificant at 95% confidence interval since the P-value (0.067) is greater than 0.05 level of significance and therefore we accept the null hypothesis and conclude that there is no relationship between the use of grammar learning strategies and student's achievement in English subject. The R-squared (0.627) is greater than the adjusted R-squared value (0.568) because it imposes a harsher penalty on the linear regression model. And hence a good fit.

Conclusions

As the strategy enhances students' performance in word problem so is their proficiency level of the English language would be better improved and even compute with the first language learners in English subject.

Recommendations

Teachers should emphasize the use of English modeling approach in their word problem content, to change pedagogy and to provide assessment that focuses more

on understanding than on mastery of language. Students need more time to understand grammar word problem concepts, and this study was unable to correctly answer some of the questions because they required a deeper level of understanding.

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