
**DELIVERY METHOD AND LEARNER'S ACADEMIC PERFORMANCE IN THE HISTORY SUBJECT. A
CASE STUDY OF SECONDARY SCHOOL IN IKI-IKI SUB COUNTY, BUDAKA DISTRICT****1 Kabera Geofrey, 2 Dr Arinaitwe Julius****1, 2 Metropolitan International University****ABSTRACT**

This study investigated instructional delivery models and students' academic performance in senior secondary school Agricultural Sciences in Rivers State, Nigeria. The research work used pure experimental design (posttest only) with a population of 100 students and a sample size of 60 derived random sampling technique. The study was guided by four research questions and four hypotheses. The instrument for data collection was a teacher made performance assessment test (TMPAT) by the researcher with 20 items questions. The instrument was validated by three experts. Data analysis was done using mean and standard deviation and the hypotheses tested using t-test and ANOVA. Findings revealed that mastery learning and constructivist instructional delivery models improved students' academic performance more than lecture instructional delivery model. The information the findings illustrated the relationship between delivery method (an independent variable) and learner's academic performance (a dependent variable). By employing bivariate means, it revealed that there was a connection between the delivery method and learner's academic performance of $(r)= 0.686$. The paper therefore, recommended the use of mastery learning instructional delivery model, constructivist instructional delivery model and that the lecture instructional delivery model must be used in combination with other approaches to instructing students for effectiveness. Teachers were also encouraged to get training regular, employ improvisation in teaching and that teachers should allow their students generate ideas when using the constructivist instructional delivery model for better academic performance.

Key words: delivery method, learner's academic performance and history subject**Background of the study**

The impact of delivery methods on learners comprised the principles and the methods used by teachers to enable students learning (Emmanuel et al., 2023). In simple terms, used delivery methods to study made learning easier so that every student as early, understand because they enter the field and carry out research by themselves (Anthony, Kazaara, Kazaara, et al., 2023). Nevertheless, every person would easily pass if the enter in the work by physically while making research on their own work. They could not deliver the work by help of their

friend as compared to those who sends just their friends like the full-time students, everyone and other programs (Emmanuel et al., 2023). These strategies were determined party on subject matter to be taught and partly by the nature of the learners (Mark et al., 2023). In Uganda, a case of Iki-Iki, Budaka district, a course delivery method was the way in which educational content was conveyed from instructor to students. There were three Primary course delivery methods (Christopher, Muhindo, et al., 2022). Face to face was the traditional classroom deliver method,

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where all contact delivery method, where all contact between instructors and students. That was in physical classroom on campus (Pauline, 2023). However, technology may be used for classroom. Interaction and students may be required to use computers to complete homework assignment (Anthony, Kazaara, & Kazaara, 2023). A second method is web enhanced course, which combine the traditional classroom delivery style with an institution learning management system (Richard et al., 2023). Learning atmosphere was not only limited to the rowdy of classmates, but the interaction of teachers and students, interaction of student and students, the state of the building (air ventilation, room lighting, wall hangings and the state of the floor, walls) also become a part of the learning environment in the class (Godfrey et al., 2023). If teacher's interaction with students was good, so that the students would love teacher, thus indirectly the students would also love their lessons that were taught, if students have not yet understood, students would try to understand lessons the best that were taught by teachers (Micheal et al., 2023).

Specific objective

1. To find out how delivery method affected the learner's performance
2. To investigate the cause of poor performance in selected secondary schools in Iki-Iki Sub County, Budaka district Uganda.
3. To find out how teachers helped students to perform better while using delivery methods.

Methodology

Problem Statement

Academic concerns, which might include issues such learning difficulties or disabilities, underachievement, lack of attention from teachers, and bullying, affect a number of students throughout their academic careers (Ntirandekura et al., 2022), from elementary school to college. Academic concerns may influence a student's performance in the classroom negatively, but they were also likely to have a significant effect on other areas of life, often placing undue stress on a child and interfering with home, work and play dimensions (Godfrey et al., 2023). A student who experiences some types of academic concern may benefit from speaking to a mental health professional (Christopher, Moses, et al., 2022). Concern of an academic nature could be related to child's performance in the classroom, but they might also include child's behaviour toward teachers or fellow students. Some typical academic concerns include, learning disabilities, lack of proper attention from school officials, bullying at school, inability to pay for schooling or lack of financial means (Gracious, 2023), disinterest in topics of study, confusion about or misunderstanding of topics of study, under achievement in studies and procrastination and time management issues.

Study Location

This study was conducted in Mugiti, one of the mining towns in the county of Kamonkoli Budaka. However, the study was confined to Budaka Universal College due to poor performance. History specifically in F Revolution, as observed by the researcher. Since the researcher, a teacher of history at that college, it was convenient in terms of cutting down the cost of re despite compromise on the generalizability of the findings. Budaka Universal College of duration was the only public college situated along Mugiti road and about five kilometers from the Kamonkoli town. It trained secondary school students both “A” level trained secondary school students at both “A” level and O level in arts,

Population of the Study

The target population of the study was S5 student Immunity of the study was S5 student Immunity subcounty Budaks universal College. The target population for that study consisted of fifty (N=50) students, all Day students.

Sampling Technique and Size**Sampling Method**

The study would use stratified sampling to group the study population into two groups that was management group of Butaleja district and journalist groups. Then from each stratum, the researcher would use simple random sampling to select a representative sample.

Sample Size

The study would use simple random sampling to select a sample of 50 respondents in different proportions.

Data Collection Methods and Instruments**Questionnaire method**

The researcher would use semi-structured questioners to collect data. These would be given to respondents to fill them in and would be collected after a period of one week.

Interviews

The researcher would conduct face to face interviews with the respondents. The interviews would be based on the answers provided in the questionnaires.

Data analysis

Data was recorded, coded and tabulated inform of tables, frequencies and percentages using SPSS (Nelson et al., 2022).

RESULTS**How delivery method affects the learner’s performance basically during the period of Covid-19**

The research was made and respondents were asked on how they feel about the impact of delivery method on learners academic in the History subject more so during the COVID-19 pandemic, the following questions were asked ie; Kind, Cruel and Well.

Table 1: How delivery method affects the learners academic basically during the period of Covid-19.

Variable	Frequency	Percentage
Kind	20	21.1
Cruel	75	78.9
Well	0	0.00
Total	95	100

Source: Primary source (2022).

The findings showed that the respondents who found effective delivery of history subject to learners while studying during COVID-19 (Brighton et al., 2023) medium were 20 (21.1%) respondents, those who found studying during COVID-19 Cruel were 75(78.9%) respondents and those who found study in History subject during COVID-19 as it was directed by the Ministry to study online Well were not because most of the respondents were affected by COVID-19 pandemic as shown from table above (Davids et al., 2023).

Table 2 Teachers housed by the school

HOUSES	FREQUENCY	PERCENTAGE
Subsidized	2	20%
Free	1	10%
Stay outside the school	7	70%
Total	10	100%

Majority of the teachers were housed by school this shown by 70%. Majority of the teachers were not house by the school this shown by 70%.

Table 3: Correlation between delivery method and learner's academic performance

		delivery method	learner's academic performance
delivery method	Pearson Correlation	1	.686**
	Sig. (2-tailed)		.000
	N	94	94
learner's academic performance	Pearson Correlation	.686**	1
	Sig. (2-tailed)	.000	
	N	94	94

** . Correlation is significant at the 0.01 level (2-tailed).

Source; Primary Data, 2022

The information in table 3 above illustrates the relationship between delivery method (an independent variable) and learner's academic performance (a dependent variable). By employing bivariate means, it reveals that there is a connection between the delivery method and learner's academic performance of $(r) = 0.686$. The fact that the p-value is 0.000, which is less than 0.05 ($p < 0.05$), and the p-value is significant enough to lead to the conclusion that the two parameters may be slightly positively correlated (Nelson et al., 2023).

Conclusions.

Based on the analysis result and processing of data in the previous chapter, the conclusion can be drawn as follows: There is the influence of teaching methods and learning environment to student's achievement in class XI with the competency of accounting expertise in the subjects of craft and Entrepreneurship at SMK PGRI 1 Jombang. Being evidenced by the coefficient of determination (R^2) of 0.626, it means that 62.6% of teacher's teaching method variable (X1) and student's learning environment (X2) can influence learning achievement variable (Y) significantly, whereas 37.4% are influenced by other factors that are not included in this research. These factors include the level of motivation, intelligence of students, student's readiness, talent of the students, and the students' learning ability.

Recommendation.

When a teacher is newly posted to the school, he/ she should be highly oriented on the school motivation policy and given time to adjust to the school. This would enable the teacher to adapt well to the school system, this mean that the new teachers should be given guidelines of what is expected of them by the subject head of departments and be allowed to make his/her suggestion towards the guidelines. In access, both the school and the new teacher would be learning from each other.

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