

Teacher's Instructional Methods And Learners' Academic Performance In English Subject In Secondary Schools, A Case Study Of Kirima Secondary School In Kanungu District

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ABSTRACT

The study was aimed at investigating the impact of teaching methods on academic performance of students in learning English in Kirima secondary school in Kanungu District. The research was based on three main objectives namely; determining the impact of teaching methods on academic performance of students in English subjects, explain various teaching methods used in English subject, suggest some effective teaching methods used in secondary school, subjects. The researcher used descriptive survey design with both qualitative and quantitative data management approaches. The research was based on a sample size of 220 respondents selected using the purposive sample and simple random sampling procedures from Kirima Secondary School teachers and students. The researcher used questionnaire and interviewing methods of data collection in generating the information. The collected data was analyzed using SPSS tool to for determining the reliability and data analysis. Basing on the study conducted by the researcher, the following findings were made; poor performances in English is as a result of English teacher's characteristics which includes teaching methods, attitudes, experience, training, availability of teaching resources. A student characteristic includes influence by parents, teachers and peers, interest attitude, expectation and discipline of students. School characteristic include average class size, adequacy of facilities of English and English teachers. Conclusion, Teaching/learning should involve activities aimed at helping students to arrive at the learning outcome. This depends on the method the teacher uses to teach. The teacher should approach his/her lesson in the way students are alert and active to avoid boredom and this will enhance participation. Teachers should also start their lesson from known to unknown and this will make students grasp the subject content quickly. Respondent from Kirima Senior Secondary School are not far from the authors. According to their views, teaching methods contribute in a greater extent to poor performance in English.

Key words: teacher's instructional methods, learners, academic performance and english subject

Background of the study

English has always been given special attention at school because the nature of the subject is related to many other fields and disciplines. In addition, student achievement in English has often been a focus and is considered a critical global issue in many countries. In addition to the perceived difficulty of learning English as a challenging subject, they were also related to a lack of regulatory skills among students

in learning English (Anthony, Kazaara, Kazaara et al., 2023).

Self-regulation is a broad construct that covers the before, during, and after stages of learning (Emmanuel et al., 2023). Rapid changes in the education system and delivery methods have a huge impact on students (Victoria et al., 2023). This situation requires students to learn effectively and in

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a self-directed manner (Kanyerere & Muhammed, 2023). To achieve this goal, teachers are encouraged to use different teaching methods in teaching English. This leads to student motivation, which is a very important element in the learning process, as it is the stimulus and driving force for successful completion of the task. Therefore, motivation is necessary for an individual to successfully face challenges in an academic environment (Micheal et al., 2023). In addition, motivation will be used by students as an attribute or determinant of their learning behavior and performance. Behaviors that are related to academic motivation, such as the desire to do difficult tasks and stay longer in difficult situations, will determine students' ability to face the challenges of everyday school life (Anthony, Kazaara, & Kazaara, 2023). It was observed that despite the use of different methods by the teachers, there are still poor results in English. This research aims to investigate the effects of using different teaching methods in the teaching and learning of high school English (Anthony, Kazaara, Kazaara et al., 2023).

Problem statement

Experience has shown that in Uganda learners' performance in English is worrisome. As noted from the Uganda National Examinations Board (UNEB) website, over years candidates got zero marks in English during national examinations (Godfrey et al., 2023). According to UNEB, one would attribute this poor performance to many factors that come into play in the process of teaching/learning English, teaching methods being among them (Zulaikah & Rebecca, 2023). There are a number methods that teachers use in English lessons, that may be grouped as teacher-centred and learner centred, but still for years the performance in English has not been any better (Zulaikah & Rebecca, 2023). There was an observation that lately there has been much advocacy on the use of a variety of teaching methods in the teaching and learning of many subjects, English inclusive (Anthony, Kazaara, Kazaara, et al., 2023). Despite all this effort, however, not much has been achieved in English in terms of grades during national examinations. Students still find the subject difficult and as such they do not score better grades. It

Great emphasis was placed on the good performance of global students in English and science subjects; this is due to the fact that knowledge as a subject is widely used in such professions as medicine, pharmacy and agriculture. The knowledge of medicine has enabled doctors to eradicate some diseases that previously posed a great threat to human existence. Man was therefore able to remain healthy because industrialization plays a significant role in the economy of most countries and manufacturing I in relation to human performance (Richard, 2022). The derivation of computers and their applications in many industries have marked great advancements in technological development, yet knowledge of English is very essential for the operation of computers. Also, the knowledge of English is applied to weapons, allowing the development of some deadly weapons for war. Education is designed to achieve a specific national goal of achieving full industrialization, but if this goal is to be achieved, it means better performance in English (Christopher et al., 2022)

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was in view of this that the researcher would like to find out the effects that are associated with the use of various methods that could lead to students' poor performance in English (Moses, 2022). **Objective of the study**

The main objective of the research was to investigate the effects of teacher's instructional methods on the learner's academic performance of English subject in secondary school, a case study of Kirima S.S in Kanungu district.

Specific objective

1. To identify the various teaching methods that are used in the teaching and learning of secondary school English
2. To examine the effects of using various teaching methods in teaching and learning of secondary school English
3. To establish teaching methods that are more effective in the teaching and learning of secondary school English

Methodology

This research followed a mixed research approach. In the study we used quantitative methods to present data in form of tables, pie charts and graphs. This was used to analyze data collected by use of questionnaires, more especially data collected through close-ended questions. For open-ended questions and interview, the researcher was used qualitative methods to analyze the data. The study was conducted in Kirima secondary school in Kanungu district, the school have been chosen in order to have a representative sample size in the study. The school have their students operate from their homes on daily basis. This distinction would help in collecting data from students subjected to diverse learning conditions. Mugenda and Mugenda (2003) describe study/target population as the population to which a researcher wants to generalize the results of a study and should be defined according to the study. The researcher used cross sectional survey of the population that included: English teachers in the school and students who take English. In order to avoid unguided generalization, a sample was used as suggested by Amin (2005) that sampling is vital in selecting elements from a population in such a way that the sample elements selected represent the population. The respondents for this study will be drawn from Kirima secondary school in Kanungu district. The sample size will be selected from English teachers and students. The sample will be guided by: Understanding Power and Rules of Thumb for Determining Sample by Carmen and Betsy (2007).

Table 1 below shows the summary of the sample size which was considered in the study

GROUP	NUMBER
STUDENTS	200
TEACHERS	20
TOTAL	220

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These involved preparing open and close ended questions which was sent to English teachers. The researcher designed both open and close ended; open ended questions gave the respondents the opportunity to provide their own answers to the questions while close ended, the answers were provided for the respondents to choose from. This tool was used because its coverage was wide and many respondents can be reached at the same. The researcher intended to develop the questionnaire in line with the study objectives and the respondents are expected to answer the questions as per the guidelines given. The questionnaires for the teachers consisted of three sections. Analysis of the data collected was based on the purpose and the objective of the research study. The researcher used both qualitative and quantitative methods to answer the research of the study. Quantitatively data obtained from closed and open-ended questions derived from the questionnaires was analyzed using SPSS and STATA (Nelson et al., 2022). Qualitative data generated from open ended questions in the research instruments will be organized in themes and patterns, categorized through content analysis and then tabular forms accompanied with narratives.

RESULTS

Table 2: Showing Responses on sharing learning responses

Class	Response
Senior one	One among 8
Senior two	One among 6
Senior three	One among 4
Senior four	One among 2
Senior five	One among 5
Senior six	One among 3

Source: Primary data.

The figure in the table above indicates majority of the students, constituting more than 40% of

The students who share one text book between many thus it's an indication that there aren't enough English text books in the school which further contribute to the poor performance on both English in the school. Respondents were asked whether lack of English resources contribute to poor performance and the following data was collected (Ntirandekura et al., 2022).

Table 3: Showing Lack of English resources on poor performance

Opinion	Number	Percentage (%)
Strongly agree	120	54.5
Agree	40	18.2
Not sure	10	4.5
Disagree	30	13.6
Strongly disagree	20	9.1

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Total	220	100
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65% of the samples of students were in the opinion that lack of English textbooks and other learning material contribute to poor performance in English. This is a very big percentage figure. On the other hand, 25% the sample were on the opinion that lack of learning materials (textbooks) for English do contribute to poor performance in the subject. Most of the respondents noted that apart from the resources needed in classroom like textbooks, other resources outside classroom also affect learning and performance like library, school clinic, school environment, toilet facilities, dining facilities and recreational facilities among others. 87% of the respondents noted that in their school, such resources are there but are not enough and need to be added or upgraded (Ronald et al., 2023).

Problems faced in teaching and learning of English

The respondent's view on this topic is the English teaching and learning are challenging. These are the reasons; lack of textbooks, small size, negative attitude and narrow curriculum scope among others. Students were requested to indicate their feeling towards English. The table above indicates that 60% of the respondents have negative attitude towards English. This is a problem that needs urgent attention. Respondents indicate that English teaching and learning is challenging and outlined the following as justification for their stand (Brighton et al., 2023). Lack of enough teachers and learning materials (resources), wide syllabus. Other problems or challenges faced during teaching and learning were analyzed as follows according to the respondents.

Table 4: Showing Challenges or problems faced during teaching and learning of English

Problems	Number	Percentage (%)
Lack of interest	40	18.18
Lack of enough books	25	11.36
Boredom	15	6.82
Not marking books and absenteeism	60	27.27
Not enough teachers and time	70	31.82
Inadequate teaching and learning resources	5	2.27
Poor evaluation and low intelligence among learners	5	2.27

Source: Primary data.

Conclusion

The researcher made the following conclusions according to the objectives discussed above the impact of teaching methods on learner's performance in English subject. Author's views in literature indicate that use of appropriate teaching methods by English teachers plays an important role in helping children develop their ideas and process

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skills. Teachers handling large numbers of students could be over worked and this affects achievement and performance of the students (Mark et al., 2023). With large numbers the teachers cannot maintain effective teaching and regular marking of the students work. Proper English teaching demand increase amount of time available to students as a mean of time their manipulative and English skills in a classroom. Methodology used by teachers depend on the teacher and learner in a particular class and a particular topic. Good teaching is largely a matter of personal aptitude and require meticulous planning/preparation and a selection of approaches and methods that results to optimum learning. Teaching/learning should involve activities aimed at helping students to arrive at the learning outcome (Oromo et al., 2023).

Recommendation

The researcher made the following recommendation

1. The government should employ more English teachers and untrained teachers should be trained using in-service course like post graduate dip in Makerere University, Metropolitan International University and Kyambogo University.

This will help teachers to improve in their teaching methods to improve the students' performance.

2. The Ministry of Education should review English curriculum both in primary and secondary schools. The objective type of question in English should be done away with which will help the students to think critically and analytically. In this way the emphasis will be shifted from the (answer) as the most important thing to the process of steps being undertaker, thereby improving interest and attitude towards English subject.

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