

**PEDAGOGICAL PRACTICES AND LEARNERS' PERFORMANCE IN
UPPER PRIMARY EDUCATION IN UGANDA: A CASE OF WAKISO
DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
CURRICULUM DESIGN AND DEVELOPMENT (MEDCDD) OF THE OPEN
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CERTIFICATION

The undersigned certifies that he has read and here by recommends for acceptance by the Open University of Tanzania a dissertation entitled: *“Pedagogical Practices and Learners’ Performance in Upper Primary Education in Uganda: A Case of Wakiso District”*, in partial fulfillment of the requirements for the Degree of Master of Education in Curriculum Design and Development (MEDCDD) of the Open University of Tanzania.

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DECLARATION

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Signature

Date

DEDICATION

I dedicate this work to my beloved parents, Mr. Zacky Willy Eriko and Mrs. Betty Norah Eriko. Also, to my brothers and sisters whose tireless efforts and love enabled me to go through my Education.

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ABSTRACT

The study assessed the influence of pedagogical practices on learners' performance in upper primary education in Uganda with specific reference to Wakiso district. The study used Cross-sectional design with qualitative and quantitative approaches. The study population involved; Head teachers, DEO, inspector of Schools, teachers and learners. Data collection utilized questionnaires and interview guide. Data was analyzed to obtain inferential statistics of the study. In the study it was revealed that there is a positive significant relationship between teaching methods and learners' performance in upper primary education in Wakiso district ($r = .492$, $p=000$). Teaching follows giving detailed notes to learners in all subjects prepared with lesson plans; teaching methods are largely exam-driven in regard to teaching learners how to approach and pass questions. Findings also revealed a positive significant relationship between teaching approaches and learners' performance ($r = .602$, $p=000$). Some of the teaching approaches such as demonstration are hardly used in the teaching process and this largely influences learners' performance in these schools. It was also revealed that there is a positive significant relationship between assessment methods and learners' performance in upper primary levels in Wakiso District ($r = .649$, $p=000$). Assessment is done in preparation for final examinations. It was therefore concluded that, current teaching methods used are only meant for learners to pass examinations rather than for learning. It is therefore recommended that; there is need for more learner involvement during the learning process.

Key Words: *Teaching methods, teaching approaches, assessment, learners' performance.*

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LIST OF ACRONYMS

CURASSE	Curriculum Assessment and Examination
DEO	District Educational Officer
DES	Directorate of Education Standards
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NPA	National Planning Authority
UNCST	Uganda National Council for Science and Technology
UNEB	Uganda National Examination Board
UNESCO	United Nations Education Scientific Cultural Organization
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study assessed the influence of pedagogical practices on learners' performance in upper primary education in Uganda with specific reference to Wakiso district. The dissertation is structured into five chapters. The first chapter presents study background, problem statement, study purpose, study objectives, research questions, conceptual framework, scope of the study, justification of the study, significance of the study and definition of terms and concepts. The next chapter explores the literature on the subject, chapter three describes the methodology that was used to carry out the study, and chapter four presents the findings of the study. Chapter five presents discussion, summary, conclusions and recommendations.

1.2 Background to the Study

Historically, concerns about education and achievement escalated in the early 1950s (Saunders, 2008). Getting detailed information on learner-centered pedagogy connections with student achievement remains indispensable to educators (Au, 2009). Schools needed this knowledge to support staff development, instructional management, and staff selection. Educators embraced learner-centered pedagogy because it encouraged collaborative learning and student achievement (Eguawa, Andrews, Moralez, & Holguin-Dotson, 2009).

Educators have an important role to play in learners' personal identities through stimulating learners' development into fully functional members of society (Willemse et al., 2015). In the education process, teachers transfer knowledge to learners, which is

a key issue towards their performance in general examinations. This requires teamwork from teachers and learners to achieve educational objectives. Schools that have a clear vision of teaching and learning actually make learners and teachers more productive (Silins and Mulford, 2014).

Educators and learners most frequently recognize nonthreatening interactions as a teaching and learning method (Willemse et al., 2015), and this method has a positive influence on learners' performance (Paswan and Young, 2012). Learners are attentive and know when instructors are investing in them, and they recognize these efforts (Paswan and Young, 2012). Thus, student-instructor interaction influences learners' perceptions of pedagogical affect.

The ultimate goal of any pedagogy is to develop student learning (UNESCO, 2005). Effective pedagogy is the teaching and learning activities which make some observable change in learners, leading to greater engagement and understanding; and a measurable impact on student learning and observable change in behavior or learning taking place as a result of a teacher's pedagogy (Moreno, 2015).

Pedagogical practices relate to teaching strategies that are used by teachers in the teaching process. Kahsay (2012) assert that Pedagogical practices are teaching strategies that improve learning and look mainly on the quality of learning outcomes. Therefore, the quality of pedagogical practices largely looks at the effectiveness of teaching strategies used in teaching.

Lakkala, Ilomäki and Kantosalo (2011) explain that pedagogical practices refer to the various types of tasks, ways of working or types of activities and practices, which guide

effective teaching and learning. Such practices include among others: preparing well in advance relevant schemes of work, lesson plans, lesson notes, and teaching aids; prompt setting of written and practical exercises; prompt and careful evaluation of all written and practical exercise; provision of feedback to learners on assessments, and undertaking of remedial teaching to ensure effective learning.

Quality pedagogy looks at school, national or international student examinations or assessments and quality of the human interaction in the classroom through appropriate pedagogy. This includes freedom from corporal punishment (Alexander, 2008; Barrett et al., 2007; Barrow, et al., 2007). Equity of learning is therefore seen as an essential indicator of quality (Leu and Price-Rom, 2006; Price-Rom and Sainazarov, 2010). Quality, however, can be seen as looking at the relationship between school inputs, such as quantity of textbooks and other physical school resources and student achievement (Barrett et al., 2007) to others which state that ‘there are no clear and systematic relationships between key inputs and student performance’ (Barrett et al., 2007). Alternatively, other studies see quality as encompassing the more complex pedagogical issue of the way resources are used in teaching and learning that affects learners’ achievement (Alexander, 2007).

Watkins and Mortimore (2009) look at pedagogy as any conscious activity by one person designed to enhance learning in another. Bernstein (2000) looks at pedagogy as a sustained process whereby somebody acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody or something deemed to be an appropriate provider and evaluator’ (Bernstein, 2000).

Learner-centered pedagogy encourages democratic learning attitudes (Watkins and Mortimore, 2013). The teacher-centered approach elevates the teacher as the sole provider and evaluator of instructional tasks. Learner-centered pedagogy exposes learners to democratic learning arrangements (Carbo, 2008). In a learner-centered environment, learners work in small groups, choose a variety of tasks, share work, and learn social and leadership skills. Teachers help learners to set and check learning goals.

In pedagogy, the teacher must have knowledge of classroom management that is maximizing the quantity of instructional time, handling classroom events, teaching at a steady pace and maintaining clear direction during lessons. The Knowledge of teaching methods that is having a command of various teaching methods, knowing when and how to apply each method (Somerset, 2011). Also, must have knowledge of classroom assessment that is knowledge of different forms and purposes of formative and summative assessments, knowledge of how different frames of reference impact learners' motivation (Marks, 2010). The teacher must also know how to structure learning objectives and the lesson process, lesson planning and evaluation and adaptively deal with heterogeneous learning groups in the classroom to complete independent tasks. Successful participatory and self-directed learning depend on learners' physical skills, cognitive abilities, and ethnicity (Barrett et al., 2007).

Teachers have a major influence in molding student values, especially through their instructional approaches (Willemse et al., 2015). Learners tend to prefer instructional methods that are more experiential and interactive (Frontczak, 2008; Matthews, 2004), encourage understanding, emphasize application, integrate theoretical and practical knowledge, and produce more transferable knowledge (Frontczak, 2008; Karns, 2003;

Tynjälä, 2009). Educators must understand the learning process to design and implement teaching methods that align with learners' needs and enhance learning (Hsu, 2009). When teachers use instructional methods that are in line with learners' preferred learning styles, learners' develop more favorable attitudes toward their teachers' pedagogical attributes. This is a pedagogical affect (Richard et al., 2000). A positive attitude toward teaching style leads to higher achievement and learning performance (Dunn et al., 2010; Paswan and Young, 2012; Young et al., 2013).

In Uganda, the National Curriculum Development Centre (NCDC) and Directorate of Education Standards (DES) have set standards that define quality pedagogical practices. The standards spell out what the teachers should be able to do in the process of teaching. It was prompted by the fact that despite Government's initiatives to improve the quality of education in the country, the quality of pedagogical practices at primary school level remains poor (MoES, 2013a). The poor quality of pedagogical practices has been manifested in diverse ways.

For instance, there have been reportedly poor scheming and lesson planning by teachers; more use of teacher-centered rather than learner-centered pedagogies; and dominant application of theoretical rather than practical approaches to the teaching of sciences (UNEB, 2011; MoES, 2012; Uganda National Council for Science and Technology Report (UNCST, 2012). Also, assessments of learners have been geared towards passing national examinations instead focusing at achieving other objectives of the curriculum like the uplifting of moral values, imparting of practical skills and engaging learners' in social and cultural activities. In fact, the decline in the conformance to guidelines laid down by NCDC by teachers in secondary schools has been attributed to

the weak teacher supervision and evaluation systems (MoES, 2012). Kagolo (2014) earlier revealed that the evaluations of teachers in public secondary schools in Uganda have been badly conducted with very appalling feedback being given to the teachers (Nagel, 2003).

The provision of public education is one of the primary duties of any state. This explains why the Government of Uganda, over the last two decades, has been heavily investing in improving access to, and quality of public education. Although access at both primary and secondary levels of education appears to have been widened, the quality of education in the country generally seems to remain a big challenge (Ministry of Education Science Technology and Sports (MoESTS), 2014; National Planning Authority (NPA), 2010). For instance, according to the Directorate of Education Standards' (DES) report of 2012, the pedagogical practices in primary schools in Uganda in all districts like Wakiso were at variance with the expectations of Government and the curriculum planners.

In fact, even the subsequent annual reports of the Directorate have repeatedly revealed that the way teachers working in the primary schools in Uganda teach does not conform to the classroom standards set by the Directorate as well as the National Curriculum Development Centre (NCDC) (Curriculum Assessment and Examination (CURASSE), 2007). According to these reports, most teachers in secondary schools in Uganda do not adequately prepare for lessons, and many still use mainly teacher-centered instead of the desired student-centered pedagogies. Besides, the teachers all seem bent on teaching learners to cram subject materials for passing national examinations rather than to equip the learners with high order thinking and life skills (Uganda National Examinations

Board (UNEB), 2012). All these are happening amidst efforts by Government to introduce performance contracts that involve rigorous evaluations of how public servants including teachers do their work.

1.3 Statement of the Problem

Pedagogical practices are important for the success of any education system. The way in which some of the pedagogical practices like; teaching methods, teaching approaches and the assessment methods are managed determine the learners' performance. Many schools in Wakiso district have adopted various teaching methods, approaches and assessment approaches. Many schools use visual aids in their teaching process which include; projectors, bulletin boards, charts, experimentations, flash cards, field trips and assessment methods that cover both the academic growth of learners' and those that enrich their career development.

Despite such efforts, performance of learners at Primary Leaving Examinations among public and some private primary schools in Wakiso district remains a challenge to many of these schools. According to the DEOs report 2015, only, five percent of learners that sat for PLE in the district obtained first grade with only 34 percent in second grade. In 2014, eight percent of public primary schools in Wakiso district were able to get 10 learners with first grades, 50 percent of public schools in Wakiso district managed to get 25 learners with second grades, in 2013 only 28 percent of public primary schools attained more than 15 first grades and only 30 percent of these schools were able to get more than 30 second grades. The continuation of such a situation, implies that efforts put into education may cease to be relevant hence negatively impacting on the outcomes of education in Uganda which in turn may affect the general and overall development

of the country. Therefore, there was need to carry out a study that assesses the influence of pedagogical practices on learners' performance in upper primary education in Uganda with specific reference to Wakiso District.

1.4 Objectives of the Study

1.4.1 Major Objective

The purpose of the study was to assess the influence of pedagogical practices on learners' performance in upper primary education in Uganda with specific reference to Wakiso district.

1.4.2 Specific Objectives

The specific objectives of the study were;

- (i) To examine the influence of teaching methods on learners' performance in upper primary education in Wakiso district.
- (ii) To establish the influence of teaching approaches on learners' performance in upper primary education in Wakiso district.
- (iii) To examine the relationship between assessment methods and learners' performance in upper primary education in Wakiso district.

1.5 Research Questions

The study had the following questions;

- (i) How do teaching methods influence learners' performance in upper primary education in Wakiso district?
- (ii) How do teaching approaches affect learners' performance in upper primary education in Wakiso district?

- (iii) What is the relationship between assessment methods and learners' performance in upper primary education in Wakiso district?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was carried out in public and private primary Schools of Wakiso District. Public schools were chosen because many of such schools have been performing very poorly in the last 8 years and private schools were chosen because in effort to deal with competition, they have improved methods of teaching though their performance is still poor.

1.6.2 Content Scope

The study examined the influence of pedagogical practices on learners' performance in upper primary education in Uganda with specific reference to Wakiso district. The study specifically looked at three objectives in the independent variable as; teaching methods, teaching approaches and the assessment methods and how these influence learners' performances in upper primary education in Wakiso district.

1.6.3 Time Scope

The study looked at a period of five years from 2012-2017. It's during this period that many primary schools have come up in this district and a lot of competition because of many schools has ensured and are trying to be very unique from others and have tried to improve teaching methods, approaches and assessment methods.

1.7 Significance of the Study

At policy level, the findings of the study will provide feedback to policy makers and help the management of different schools and other policy making bodies to engage the most appropriate forms of pedagogical practices that are more effective to learners' learning. This may help different schools to adopt such pedagogical practices so as to address learners' performance challenges. At school level, the recommendations of this study may be adopted by teachers, school managers and any other stakeholders in the education process. They can use such recommendations to improve on pedagogical practices in their schools so as leverage their performance.

For researchers, the study will deepen the understanding of pedagogical practices and how it influences learners' performance especially in a school context. The study will enhance the knowledge and understanding of the student, and may be could become a consultant in this field after the course.

For other beneficiaries such as scholars, the study will generate up-to-date information and hence add to the existing volume of knowledge on pedagogical practices and how they influence learners' performance especially in a school context where such research on this relationship is still limited. This could also help schools improve the two aspects in their schools.

1.8 Conceptual Framework

The conceptual framework presents the relationship between the independent and dependent variables and explains how the two variables are related.

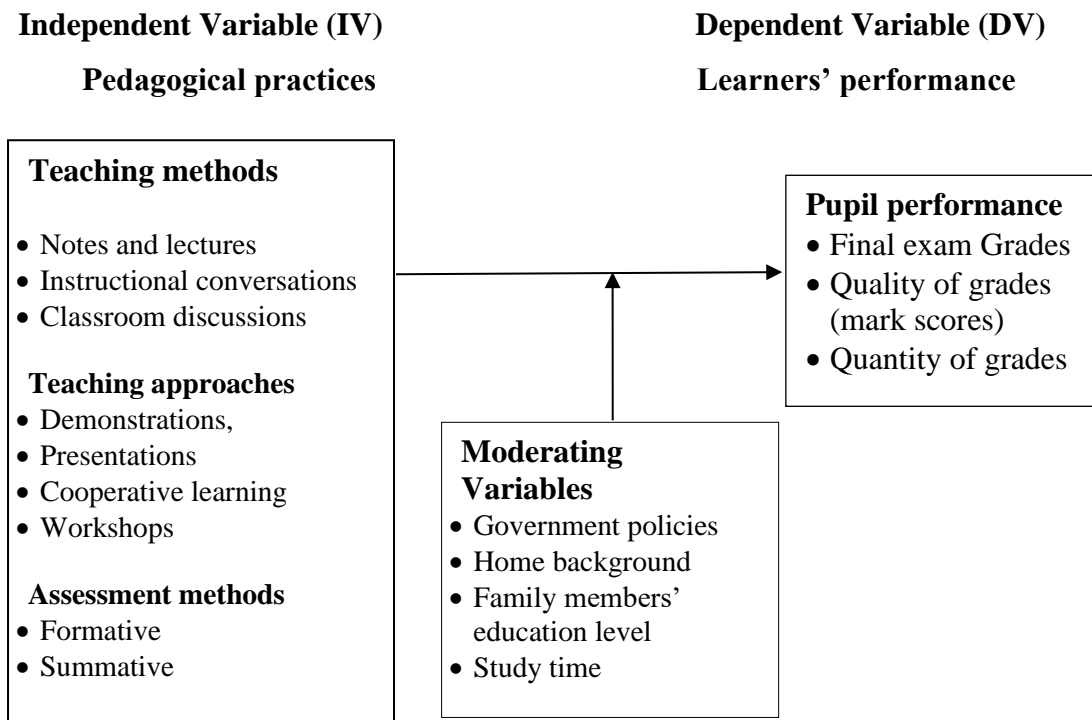


Figure 1.1: Conceptual Framework: Pedagogical Practices and Learners' Performance

Source: Partially adopted from Voss, Kunter and Baumert (2011) and König et al. (2011)

Pedagogical practices that include teaching methods, teaching approaches and assessment methods affect teaching and learning. For learning to be balanced, all the three learning domains have to be enhanced. In Uganda however, the assessment system promotes more of the cognitive domain (recalling knowledge) that enhances rote learning than affective and psychomotor domains that build an all-round learner.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature is reviewed according to the objectives of the study, and also presents the theoretical framework that guided the study.

2.2 Theoretical Review

The study looked at the constructivist theory; the constructivist theory asserts that learners receive knowledge through self-direction and connection with their environment (Kumar, 2006). Self-directed learning decreases the student dependency on teachers though teachers supervise the instructions. The standard features of learner-centered pedagogy include collaborative learning, connecting new information to previous knowledge, higher-order thinking, and conversations in teacher-directed small groups (Froyd, 2007).

Constructivism influences elementary classroom instructions. Andrew (2007) pointed out that constructivist adoption causes shifts from long lecturing, drills, and rote learning to interacting and building knowledge. Teachers merge constructivist-based pedagogy into instructions to support learner-centeredness (Valli & Buese, 2007).

Richards, Brown, and Forde (2007) recommended that teachers use pedagogy to find the needs of learners and promote academic achievement in a learner-centered context. Teachers need guidelines to transition to constructivist teaching styles (Andrew, 2007).

Constructivist pedagogy training supports teacher competence and student success. Some colleges give pre-service teachers a positive constructivist model (Andrew, 2007). Constructivist training helps teachers to organize learner-centered classrooms

(Franklin, 2007). Constructivist instructional methods encourage higher-order thinking, stimulate learning environments, and create multiple solutions for a single problem.

According to Kumar (2006) and Colburn (2007), Dewey and Piaget contributed to the constructivist theory development. The theory purports the notion that student participation in learning raises enthusiasm and achievement. This participation includes opportunities to manipulate concrete objects. Researchers like Bush (2006) and Kumar (2006) support the value of constructivist-based instruction because it connects learners' world with learning pursuits in the classroom. Learners find cognitive meanings from experience with objects.

Educators use constructivism as a guide to adopt learner-centered pedagogy, and create student-centered classrooms (Froyd, 2007). Constructivism contends that learners create mental images from manipulating objects, and then draw cognitive conclusions about their observation. Proponents of this theory argued that increased learning enthusiasm increased in learner-focused setting. The correct application of any theory to a real-world situation reveals its efficacy. Learners benefit when teachers consider and apply a learning theory to meet differences in learner styles (Baker & Dwyer, 2005). Teachers encourage achievement by promoting democracy, independence, and collaborative learning styles. Brostrom and Lassen (2006) explain that learning style shows how learners assimilate and remember difficult materials, while learning strategies describe the way learners choose to do a learning task. Constructivism encourages teachers to adapt instruction to support learner needs.

Constructivism supports learner-centered pedagogy more than the behaviorist and cognitive theories. The behaviorist and cognitive theories suggest that learners need to

connect with their learning in a personal way but constructivism stresses comprehensive learner-connectedness. Felder (2007) suggested that exploring, manipulating, and asking complex questions improve student cache of new information. Hsieh and Sun (2007) argued that aligning a strategy with the constructivist view include learner interactions. The student's experience assists their effort to form new knowledge through discovery learning.

Felder (2007) research associated the inductive methods of discovery, inquiry, and problem-based learning with constructivist view of learner-centeredness. In constructivist learning environments, student process and discover knowledge. The study focused on student achievement in middle schools and beyond, but the findings have implications for learning groups in elementary grades. Felder .R. M. and Prince (2006) recommended that teachers should cut traditional lecturing and expand learners' cognitive ability through inductive learning methods". Like Cornelius-White (2007), Felder .R. M. and Prince (2006) agreed that shifting the responsibility for learning from teachers to learners provides experiences not attainable through deductive methods.

2.2.1 The Teaching Methods and Learners' Performance

Very often, regular poor academic performance by the majority of the learners 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.

Under the lecture teaching method, learners simply obtain information from the teacher without building their engagement level with the subject being taught (Boud & Feletti, 2009). The approach is least practical, more theoretical and promotes rote memorizing of content (Teo & Wong, 2010). It does not apply activity-based learning to encourage learners 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, learners might lose interest in the process of learning. To address such shortfalls, Zakaria, Chin & Daud (2010) specified that teaching should not merely focus on dispensing rules, definitions and procedures for learners to memorize, but should also actively engage learners as primary participants.

With the advent of the concept of discovery learning, many scholars today widely adopt student-centered methods to enhance active learning (Greitzer, 2012). Most teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among learners (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 learners, hence the method is very effective in improving student achievement (Slavin, 2006). Teacher-Student interactive method is such teaching method that 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 (McDaniel, Friedman & Bourne, 2008; and Slamecka & Graf, 2008). The method encourages the learners 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 learners' academic performance (Damodharan & Rengarajan, 2009).

The classroom pedagogy used by teachers is consistently seen as the crucial variable for improving learning outcomes; and is critical in any reform to improve quality (UNESCO, 2005). Over the last two decades, many developing countries have embarked on major curriculum and pedagogical reforms to meet the EFA goal, often with donor involvement. Development partner pressure may have prompted countries to reforms that encourage more students or learner centered, active and outcomes- or competency-based education, but these ideas have also been favorably received at the local level as a means for achieving educational, economic, social and political goals (Chisholm and Leyendecker, 2008). However, even when well-planned, their implementation has not always been as successful as hoped, and evidence suggests that a wide gap exists between the expected goals of curriculum reforms and actual progress achieved in classrooms, schools and numbers of teachers (Chisholm and Leyendecker, 2008, World Bank, 2008).

Electronic technologies like calculators and computers are essential tools for teaching and learning especially when it's a lecture method. They furnish visual images of mathematical ideas, they facilitate organizing and analyzing data, and they compute efficiently and accurately. Technology Aided Instruction is defined as a method of

instruction characterized by using computer software applications and/or hand-held calculators to enhance instruction (Dembélé and Lefoka, 2007).

2.2.2 Teaching Approaches and Learners' Performance

Teaching approaches are the specific actions and discourse that take place within a lesson and that physically enact the strategy. Taking a cue from Alexander (2001), teaching practices comprise of: teacher spoken discourse, including instruction, explanation, metaphor, questioning, responding, elaboration and management talk, pedagogy, curriculum, teaching practices. Visual representation uses chalkboard, writing, diagrams and pictures, textbook, learning aids such as stones, experiments, and drama to understand or construct the new knowledge being presented or indicated to the learners. The act of setting or providing tasks for learners to cognitively engage with new content or develop physical skills, such as experimentation, reading, writing, drawing, mapping, rehearsing, problem solving, practicing. A variety of social interactions exist between learners or learners and teacher in pairs, groups, individually or whole-class (Passerini, 2007).

Computer technology improves at-risk student's achievement through instruction integration (Kalanpur & Kirmani, 2005). Computer-based instruction allows learners to build knowledge through constructivist-based multimedia. This media appeals to the learner's cognitive and affective domains. The computer provides instant responses, motivates the learner, and grabs attention. Using clear rules during computer instructions encourage self-directed learning and reduce distractions to purposeful learning (Passerini, 2007).

However, unsupervised computer instructions can encourage distractions. Teacher supervision supports student interest and motivation. Without consistent supervision, learners divert to contents unrelated to their work, which may affect their performance in class. Classrooms need physical and electronic storage space to help computer integration. McGrail (2007) found that inadequate physical space interferes with a teachers' ability to interact with learners and integrate computer technology correctly in instruction.

McGrail (2007) explained, "the value of space in this definition pedagogy is the ways in which an instructor designs the materials and social space the learners and teacher occupy as they carry out a curriculum" (p. 59). McGrail (2007) indicated that for computers to be beneficial to learners in a learner-centered environment the teacher creates adequate space for using computers and spreading out the computer peripherals.

Access to school-based servers eliminates the need for storing applications on single desktop or laptops. Computer instructions align with the constructivist view to support the learners' cognitive independence. Learners increase their confidence and ability through collaborative explorations. McGrail (2007) found that unsatisfactory planning, outdated computer technology, and unsupervised classmates distract learners from their assignments. The benefits of training in computer-aided instruction increase teacher willingness to use the computer to promote learner-centered instructions. Training in classroom technology allows teachers to integrate instructions, record, retrieve and review student progress (Hsieh and Sun (2006).

Learner-centered instruction incorporated with the educational Multi User Domain improves classroom technology. Transferring the student game playing skills to the classroom increases the eagerness to participate. Learners will take part for the fun while completing productive learning. The gaming world uses the Multi User Platform for competitive and collaborative games. Hsieh and Sun (2006) suggested that similar software with classroom emphasis helped instruction. Fun associated with learning helps retention and connects learners to their world.

Providing scripted instruction with scores of textbooks decrease the learning interest of the student. Complementing texts with art, music, computer technology, and group research injects interest and improves achievement. Cornelius-White (2007) suggested that learner-centered pedagogy lessens the instances of teacher directed instructions and increases student involvement in their own learning. The teacher dominates knowledge delivery and promotes student-dependency for knowledge (Prince & Fedler, 2006). This elevates the teacher as the sole authority and hinders the student's growth intellectually.

Student-focused instructions help to support learning styles and meet student academic goals. Olson (2006) asserted that satisfying student learning-styles is counterproductive. It is important to meet the student goal through encouragement. Teaching from concrete to abstract helps clarify difficult concepts. Felder (2007), Olson (2006) agreed that a learner's efforts determine the extent of success. Using recent research, Olson (2006) argued there is no empirical evidence to support the claim that teaching to meet student preferred learning style increases achievement but rather to the contrary. This idea is reasonable because student participation helped performance outcome. Adapting

instructional environments to support learning generate more success than teaching to match student learning-styles.

Schools need quality teachers to slow the teacher shortage and improve student performance (Vang, 2005). The instructional needs of learners decide the professional development of the teacher. Fullan (2007) believed that the term professional learning explains the duties of the teacher to learners better than professional development since teachers should always be learning. The learning environment contains enough materials to support self-awareness and self-directed learning, but teachers lack the knowledge in pedagogy suitable to direct learners (Bostrom & Lassen, 2006).

Professional workshops, college credit courses, and other training arrangements allow teachers to improve instructional skills. Allowing teachers to work with inadequate acceptable training poses a threat to teacher quality (Torff & Fuso, 2007). Teachers do most of these qualifying studies after their first college training. Fullan (2007) suggested that a teacher could watch experienced teacher skills as part of their professional learning. Teachers need intensive, well organized, and goal-oriented training (Danielson, 2007).

Inexperienced and untrained teachers spend less time organizing and dispensing curriculum to satisfy learners' learning needs (White-Clarke, 2005). The experienced teacher skills include adjusting instruction to student's needs, grouping learners according to ability, and diversifying evaluation. Understanding student culture and gaining the suitable pedagogical skills to teach them increase student performance (Cartledge & Kourea, 2008).

Teachers chose to use learner-centered pedagogy based on several conditions. Several researchers explored the possible benefits of learner-centered instruction, and suggested ways to use them (Cornelius-White, 2007; Jones, 2007; Richard et al., 2007). Such adoptions depend on the teacher's philosophy about instruction and learning styles. Teachers use learning styles to support achievement. According to Cartledge and Kourea (2008), training prepares teachers to provide suitable instruction, analyze learner needs, and inspire learner success. Teachers and learners benefit from professional staff development designed to improve instructional deliveries. A teacher's increased knowledge about instructional strategies effectiveness support learner-success.

Favorable classroom instructions depend on adherence to national and state policies (Sunderman, 2006). Dissatisfactions with regulations lead teachers to argue about national testing policies. Educators blame policies promoting statewide-standardized tests for decreased teacher autonomy and motivation. State policies guide the creating of learning environments to support student needs, experience, ability, and interests. Teachers, administrators, district, and parents unite to provide student with state-protected learning. Sutherland (2006) advised that when arranging instruction for at-risk learners, the design should be high quality research-based with the capacity to increase student achievement.

Teachers organize instructions, configure classrooms, decide group formats, and supervise instructions (Downer et al., 2007). A positive learning atmosphere encourages teacher creativity and fosters learners' success. Nekovei and Ermis (2006) and Parsley and Corcoran (2003) suggested that flexibility in teaching methods and adequate

learning support help to improve student achievement. High-quality classrooms embrace the student's needs, encourage personal connections, and promote autonomy while providing children with learning opportunities (Ysseldyke et al, 2004). This classroom environment is important to support learner-centered instruction.

Learner-centered pedagogy realized success through judicious management of the method. Although teachers organize the instructions, learners need precondition behaviors such as cooperative attitudes, intrinsic motivation, and background knowledge to make student-centered teaching successful (Baker & Dwyer, 2005). Student brings learning readiness, cultural norms, and social needs to the learning environment.

2.2.3 The Assessment Methods and Learners' Performance

Summative assessment is a 'label' that shows how assessment is used. The purpose for which summative assessment is applied is therefore to highlight what is known and understood by learners at a particular point in time, which is always done at the end of a learning period. Harlen (2008) argues that, "summative assessment is used to judge the learners' achievement using broader indicators which include among others; level descriptors or grade level criteria" (p.139). However, data obtained from assessment is used for various purposes. Mansell, (2009), contends that 'assessment results can be used for various purposes'. Our education system is judged based on the information provided for by assessment and this is used by stakeholders like teachers, managers and the government. Schools can act accordingly based on assessment information received in order to improve its performance like drilling learners more in techniques to particularly earn them more marks in final examinations rather than teaching them to

impart deeper knowledge and understanding of content. Despite criticisms that summative assessment attracts, it can be of advantage and thus can be used to fulfill important functions. Mansell, (2009), says that quality summative assessment involves the active involvement of the learners. The use of various types of assessment can be used to monitor the learners' progress during the learning process using quality dimensions (Mansell, 2009).

Gardener, (2011) explains that the quality of summative assessment reflects a wide range of actions and activities that are appropriate to the content in a particular subject considering the age of the learner. This provides an opportunity for the learners 'to display and portray what they are good at a particular point in time'. Transparency in the criteria used in marking practices makes the outcomes of assessment of student learning and procedures of marking to involve collaboration and feedback between teachers and learners is believed to be advantageous to both the teacher and students in the learning process. The ability of learners to use the assessment results to improve learning is attributed to good teaching and learning practice. All of these are regarded as quality standards which are used to promote assessment of learning practices where teachers make independent assessment decisions to assess the learners' level of learning for reporting or feedback either to the learners themselves, to school administration and parents.

Mansell, (2009) argues that formative assessment involves regularly, and more often the use of informal assessments to monitor what is understood and known by the learners that teachers can decide on how best to adjust their teaching for purposes of making the learner learn. In order to have the formative use of assessment, the information gathered therein has to be used for learning to progress.

Black and Wiliam (2009) define formative assessment as the practices that provide evidence about learners' achievement that is calculated, provided and used by pupil-peers, teachers, and learners to make decisions to adjust learning. Assessment gathers information that is applied to make or measure learning progress levels in the process of learning. Mansell, (2009) reasons that, "Formative assessment is an integral part of the learning process and is on-going and dynamic." While implementing the formative use of assessment, teachers are usually faced with challenges since assessment is very vital in pedagogy. This often forces teachers to change what they usually teach so as to put the learner first in the process of teaching and learning.

Black and Wiliam (2009) have provided theoretical foundations for formative assessment in recent years in an attempt to offer a rationale within a framework of broader pedagogical theories and to unify diverse formative assessment practices. Black and Wiliam (2009) develop the meaning of formative assessment by referring to 'moments of contingency which occur in teaching and learning and during the process of collecting evidence of learning coupled with the action that leads to adjustments (Wiliam and Leahy, 2007). These moments of contingency may be synchronous or asynchronous that is; adjustments are made respectively either to the direction of teaching during a discussion in real time or when correcting homework or considering evidence at a later stage. Teachers, learners and peers are considered agents in decision making and their decisions are informed by evidence. As Black and Wiliam (2009) argue, 'how teachers, learners and their peers create and capitalize on these moments of contingency entails considerations of instructional design, curriculum, pedagogy, psychology and epistemology'.

Black and William (2009) referred to the process of stimulating thought amongst learners, 'which can lead to active learner involvement, but less predictable classroom dialogue. For them, formative interaction is a contingent activity. They argue that in a formative mode, a teacher's attention must be focused on what she or he can learn about the student's thinking from their response' and it involves what Davis (1997) calls interpretative listening. However, the bi-directional interpretive process of teacher assimilation of student responses and student interpretation of teacher responses is not clearly understood as it depends on how any response is interpreted.

Black and William (2008) argue that a negative consequence of assessments is that learners become more focused on the marks than on their own learning needs. Difficult tasks involving higher-order thinking may be avoided and often they spend time and energy looking for clues to the right answer. Assessments can affect the self-esteem of learners if they are exposed to frequent experiences of failure. Black and William (2008) argue that they are 'led to believe that they lack ability so they retire hurt, avoid investing effort in learning which could only lead to disappointment'.

Paechter (2010) categorically showed that the teachers were breaking the rules in order to meet the requirements of sometimes unrealistic tasks that demand more time to complete than is available. Moreover, Hennessey et al. (2003) reported how a 'vener of accomplishment' is achieved in course-work projects. Arguably, the wash back effect of pursuing such accomplishments is that creativity has to be stifled. Examination questions are designed to test the knowledge, values, dispositions, competences and skills outlined in the syllabus. However, Hyland (2000) reports how traditional pen and

paper assessment practices fail to capture much of student's learning. There is some empirical information available on the quality of test items in external examinations, but there is much less information available in the area of classroom assessment practice and even less in the area of in-home economics Hyland (2011).

Formative assessment, by contrast, draws on information gathered in the assessment process to identify learning needs and adjust teaching. Its strategies are used to check for understanding of student learning and to make decisions about current and future instruction (Torrance, 2012). Through formative assessment, teachers can discover the rate at which learners are learning, the current knowledge, what information or skills learners still need to learn, and whether the learning opportunities provided is effective or needs changing or instruction is adapted. Results of formative assessment drive instruction (William and Thompson, 2007). Formative assessment contains both tests and exercises given in the classroom for example assignments like homework, holiday work, quizzes and tests/examinations like; Beginning of Term examinations/tests, Weekly tests, Mid Term examinations, End of Term examinations. If learners are doing well and progressing as expected, teachers continue with their current instruction practices. However, when learners are not progressing as expected, teachers will have to adjust their teaching to suit their needs.

Whereas the dichotomy of formative and summative assessment seems perfectly unexceptional, it appears to have had one serious consequence (Torrance and Pryor, 2008). Significant tensions are created when the same assessments are required to serve multiple functions, and few believe that a single system can function adequately to serve both functions. At least two coordinated or aligned systems are required which are formative and summative. Both functions require that evidence of performance or

attainment is elicited, is then interpreted, and as a result of that interpretation, some action is taken (Torrance and Pryor, 2008). Such action then, directly or indirectly, generates further evidence leading to subsequent interpretation and action, and so on.

Classroom instruction relates to the purposeful direction of the learning process and is one of the major teacher class activities inclusive of planning and management. Joyce and Calhoun (2013) describe four category model of classroom instruction (behavioral systems, information processing, personal development, and social interaction) that summarize the vast majority of instructional methods. Each model differs in the specific type or measure of learning that is targeted. Therefore, as educators make decisions about best educational practices, they must be certain that there is a connection of the recommended practices with specific desired outcomes.

Specifically, some of the classroom instructions include presentations, guided practice, and corrections, independent and periodic reviews. Considering the fact that formative assessment helps to gather information about student learning during a lesson or unit of study and also helps track learners' progress and to make changes to instruction. Summative assessment shows what learners have learned at the end of a lesson or unit of study and this is done to provide evidence on what learners learned and understood. Therefore, there is a significant relationship between the form of assessment used to evaluate learners and their classroom instruction mode.

2.3 Empirical Reviews

Pouyan Ahmadi (2017) in a meta-analysis analyze student learning outcomes. In this study, student performance was evaluated based on course assessments. This included

home and lab assignments, skill-based assessment, and traditional midterm exam across all 4 sections of the course. All sections had analogous content, assessment plan and teaching methodologies. Student demographics such as exam type and location preferences that may play an important role in their learning process are considered in our study. The numerical results up to mid-semester reveal remarkable insights on student success in the online and face-to-face.

Harold, (2001) in an empirical study of school effects have generally supported the notion that the problems of U.S. education lie outside of the school. Yet such studies neglect the primary venue through which learners learn, the classroom. They explored the link between classroom practices and student academic performance by applying multilevel modeling to the 1996 National Assessment of Educational Progress in mathematics. The study finds that the effects of classroom practices, when added to those of other teacher characteristics, are comparable in size to those of student background, suggesting that teachers can contribute as much to student learning as the learners themselves.

Carless (2007) in some dimensions of formative assessment not yet fully articulated in the existing literature. It introduces the term, pre-emptive formative assessment to denote teacher actions, which attempt to clarify student understandings before misconceptions have resulted in ineffective learning outcomes and or loss of marks in assignments or examinations. It is suggested that this dimension is common in practice but its principles and practice have not yet been conceptualized. The rationale for pre-emptive formative assessment stems from key issues in the provision of useful feedback, namely timeliness and the opportunity for learners to act. An example of pre-

emptive formative assessment is described and issues in its implementation discussed. Limitations of pre-emptive formative assessment are examined. In conclusion, it argues that pre-emptive formative assessment is worthy of wider attention, and outlines some directions of further exploration and ongoing data collection.

OECD (2011) a long-held ambition for many educators and assessment experts has been to integrate summative and formative assessments so that data from external assessments used for system monitoring may also be used to shape teaching and learning in classrooms. In turn, classroom-based assessments may provide valuable data for decision makers at school and system levels. Currently there are important technical barriers to this kind of seamless integration.

Nevertheless, there are a number of promising developments in the field. Ongoing research and development aim at improving testing and measurement technologies, as well as strengthening classroom-based formative assessment practices. Improved integration of formative and summative assessment will require investments in new testing technologies, teacher training and professional development, and further research and development.

Elizabeth, (2014) Assessment is inextricably linked with teaching and securing positive learning outcomes for learners. This small-scale case study uses classroom observations and semi-structured interviews to investigate teachers' understanding and enactment of continuous assessment in a P.1 class in Uganda. Vignettes of practice from literacy lessons reveal how teachers implement assessment within the teaching and learning process. These highlight that despite the challenge of large class teaching and tensions

created in a system dominated by the high-stake Primary Leaving Examination (PLE), implementing classroom-based assessment is possible.

2.4 Summary of Literature Review

Regular poor academic performance by the majority of the learners is fundamentally linked to application of ineffective teaching methods. Effectiveness of teaching methods is reflected in the achievements of learners. Lecture teaching method only lets learners simply obtain information from the teacher without building their engagement level with the subject being taught. Classroom pedagogy used by teachers is consistently seen as the crucial variable for improving learning outcomes and is critical in any reform to improve quality.

Teachers' thinking and ideas are manifested in their overall pedagogic approaches, garnered from the kinds of teaching and learning experienced as school learners themselves, the approaches promoted in initial teacher education (ITE) and continuing professional development. Teachers chose to use learner-centered pedagogy based on several conditions. Negative consequence of assessments is that learners become more focused on the marks than on their own learning needs. Assessments can affect the self-esteem of learners if they are exposed to frequent experiences of failure. Whereas the dichotomy of formative and summative assessment seems perfectly unexceptional, it appears to have had one serious consequence. Significant tensions are created when the same assessments are required to serve multiple functions, and few believe that a single system can function adequately to serve both functions.

2.5 Research Gap

Pedagogical practices play a significant role in ensuring that learners perform as expected by different stakeholders in the education process. A lot of research has been carried out in different areas, but less seems to have been carried out in the assessment of pedagogical practices especially at a local and regional level. The study therefore will help to fill this gap by providing literature at the local and regional levels. This will help show how pedagogical practices that is carried out in different schools helps to improve performance of learners.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used to carry out the study. It presents the research design, study population, sample size, sampling methods, data collection methods and instruments, pretesting of instruments, procedure for data collection, validity and reliability, data management and analysis, measurement of variables, ethical considerations and limitations of the study.

3.2 Research Design

The study used Cross-sectional survey design with both qualitative and quantitative approaches in the whole process of the study. Cross-sectional research designs rely on existing differences rather than change following intervention. Cross-sectional survey design relates to collection of data from a small population to act as an inference to the bigger population (schools are many but this design allows to sample a few to represent others). A research design is the strategy, plan and structure of the research project (Hayward, 2005).

The study was carried out among few people to act as an inference to the majority (schools and their sample population). As such, the use of this design allowed the researcher to employ a relatively passive approach to making causal inferences based on findings. This enabled the drawing of inferences from existing differences between respondents' viewpoints about how pedagogical practices influence the academic performance of learners in public primary schools in Wakiso District.

3.3 Study Population

According to Ministry of Education, the standard pupil teacher ratio is 50 per class. The study population therefore involved 750 from the 5 schools (according each class has an average of 50 learners from the 5 selected schools to avoid bias any 5 poorly performing primary schools according to the district education office statistics involved randomly selected from this district) upper primary school learners (P.5, P.6, P7), 60 teachers (each of the three classes has 4 teachers), 5 head teachers, 1 district inspector of schools and 1 District Education Officer (DEO) of Wakiso district and the total population was 817. These people were selected because they have been in these schools, worked there for a while and know how pedagogical practices have contributed to the academic performance of learners in public and private primary schools.

3.4 Sample Size and Selection

The sample size in this study was 313 and was determined using Krejcie and Morgan (1970)'s table of sample size determination (appendix 3). Using this table, the sample size of each category is determined independently to ascertain the number of participants per each category. The sample size is presented, in the following table:

Table 3.1: Number of Participants Per Category

Category	Population	Sample size	Sampling Technique
Head teachers	5	5	Purposive sampling technique.
DEO	1	1	Purposive sampling technique.
Inspector of Schools	1	1	Purposive sampling technique.
Teachers	60	52	Simple Random sampling technique.
Learners	750	254	Simple random sampling technique.
Total respondents	817	313	

3.5 Sampling Techniques

The study used purposive sampling technique to select Head teachers, District Education Officer and Inspector of schools. These respondents were selected because they are believed to have more information necessary for the study and are specific and known in each school (Bernard 2002, Lewis and Sheppard 2006). Simple random sampling technique was used to select teachers and learners. Simple random sampling is a form of respondents' selection that gives equal chance to each member of the study population to participate in the study. A list of teachers and learners was sought from Head teachers' office to help in determining the respondents of this study. Names of respondents of each category were written on pieces of papers and the first 52 teachers and 254 learners (50 from each school) of each of the three schools were selected to be involved in the study.

3.6 Data Collection Tools

The study used data collection instruments including questionnaires and interviews to obtain primary data. Secondary data was sourced through the use of documentary review checklist from reading school literature and reports on pedagogical practices and pupil's performance, District Education Officer's reports both internally generated and externally obtained literature from previous researches by different companies and authors regarding how pedagogical practices influence the performance of learners.

3.6.1 Questionnaires

The study used a Five-Likert type scale questionnaire, which was administered to teaching staff members and to learners. Questionnaires were administered using a research assistant. The questionnaire was used because it helped in identifying the

various attitudes and perceptions respondents have towards pedagogical practices and its influence on learners' performance especially in public schools. The questionnaire had one set of questions that was used to capture all the necessary information from all categories of respondents in respect to the themes of the study as stated in the objectives.

The questionnaire was administered door to door since most of the respondents in this category are accessible and know how to read and write, but with learners a research assistant was used to administer them in order to guide them in the process of answering these questions. The Likert type scale format questionnaire was used because it is very flexible and can be constructed more easily than most other types of attitude scales (Amin, 2005).

3.6.2 Interview Guide

Face to face interviews with the help of an interview guide were conducted among Head teachers, District Education Officer and Inspector of schools. An interview guide was suitable for this category of people because they are leaders of schools; hence they gave more narrative information that was important for the study. The researcher believes that these people provided rich information in regard to the study.

Interviews were used because they were appropriate in providing in-depth data that was required to meet specific objectives of the study. Interview method was used because it provided an excellent opportunity to probe and explore questions (Creswell, 2008).

3.6.3 Documentary Review Checklist

The study carried out reviews of existing documents primarily the District Education Officer's performance reports, manuals, minutes and data collected by other scholars in relation to pedagogical practices and how they influence learners' performance.

3.7 Validity and Reliability

3.7.1 Validity

The study adopted content validity, which is the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. To ensure content validity of instruments, the researcher constructed the instruments with all the items that measured variables of the study. The researcher also consulted the supervisor for proper guidance after which the researcher pre-tested the instruments and ambiguous questions were removed or polished so as to remain with the finest data required. Validity is the accuracy and meaningfulness of inferences, which are based on research results. It is the degree to which an instrument measures what it is meant to measure such that results obtained from the analysis of the data actually represents the phenomenon under study. Therefore, validity looks at how accurately represented the variables of the study are (Cresswell, 1994). The content validity index Formula was used to establish, the content validity index with a formula stated below.

$$C.V.I = \frac{\text{No. of rightrateditems}}{\text{Total No. of items}} \times 100$$

After testing the validity content index using the stated formula above, the coefficient was established as 0.821 hence instruments were considered valid.

3.7.2 Reliability

The study adopted Cronbach alpha coefficient to test the reliability of instruments Creswell (2008), the instruments were considered reliable. Reliability refers to the measure of the degree to which research instruments yields consistent results after repeated trials (Creswell, 1994). To calculate this, the study used SPSS a statistical computer program where all the variables were entered and their reliability scale established and this helped to determine the reliability coefficient value.

3.8 Procedure for Data Collection

In the process of research, after the proposal was approved and its research instruments, the researcher obtained a letter of introduction from university to help with introduction to various respondents in the process of data collection. The researcher used research assistants who helped to administer questionnaires to learners. This was done with the help of permission that was sought from the head teachers of each school. The head teacher would allow the researcher to proceed with the guidance of class teachers. To other respondents in the school, permission was sought from the head teachers so as to collect the required data from respondents.

3.9 Data Analysis

Qualitative data from interviews was analyzed using content analysis. Thematic content analysis was used to guide the processes. Outstanding and relevant quotations and expressions were picked and used in the study to reflect the actual feelings of respondents. Quantitative data got from the questionnaires was entered into SPSS (version 20), edited and computed into descriptive and inferential statistics in form of frequencies, percentages, means, standard deviations, correlations and regressions.

SPSS is computer software designed for researchers to analyze data in order to develop meaningful figures.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS

4.1 Introduction

The study examined the influence of pedagogical practices on learners' performance in upper primary education in Uganda with specific reference to Wakiso district. The study adopted three research objectives, which were; the influence of teaching methods, teaching approaches and assessment methods on learners' performance in upper primary education in Wakiso district. The study presents descriptive results from questionnaires in form of frequencies, percentages and mean to show the central tendency of responses in the Likert type scale questions. The study also presents qualitative results from interviews, in quotations and narrative themes as per respondents' views in regard to each objective of the study. The study also presents inferential statistics in form of correlations and regressions which show the nature of relationship between variables and the magnitude of effect the independent variables has on dependent variable. The chapter also presents the response rate, which shows the actual number of respondents that participated in the study from the anticipated number of respondents. The study also presents the background information of respondents which shows the common demographic characteristics of respondents that participated in the study.

4.2 Response Rate

In the study a total number of 313 respondents were expected to participate in the study, but 278 respondents actually participated in the study. This represented a response rate of 91percent both in questionnaires and interviews. Others did not participate in the

study, claiming that they were busy running personal errands, but to those who participated, all questions were answered. This response rate was well above the 60-70percent response rate as recommended by the Guttmacher Institute, (2006) who assert that for a study to be considered with satisfactory results it must be above that percentage. Therefore, the study results can be relied upon for academic and non-academic purposes.

4.3 Background Information

In the study, the background information of respondents was established, looking at their gender as it helped to establish the majority sex of the respondents that participated in the study and the level of education helped to establish whether respondents would give views that are relevant and useful to the study.

4.3.1 Gender of Respondent

The gender of respondents established that 56.8percent of respondents that participated in the study were male (158) whereas 43.2percent were female (120). This implies that majority of the respondents that participated in the study were male respondents.

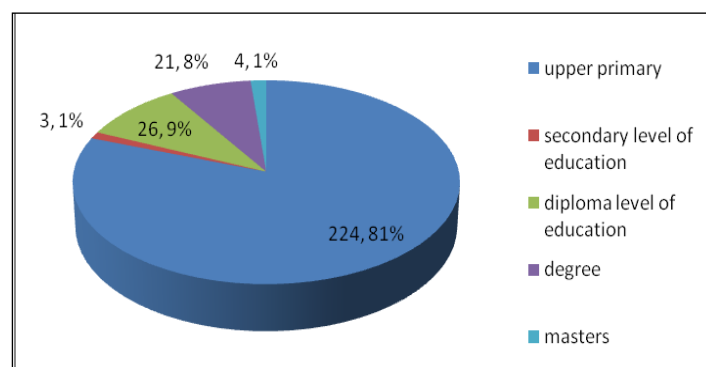


Figure 4.1: Education Level of Respondents

This further implies that there are more male participants than female participants in the study as males showed more interest in understanding how pedagogical issues had a hand in influencing learners' performance.

In the study, the education level of respondents shows that 81percent of the respondents that participated in the study were in upper primary school, nine percent had Diploma Level of education, eight percent had Bachelors Level of education, and one percent had Masters Level and secondary levels of education respectively. Therefore, majority of the respondents that participated in the study were in upper primary school as the study needed to establish how they understand pedagogical practices in their respective schools and how such had an influence on the performance of learners.

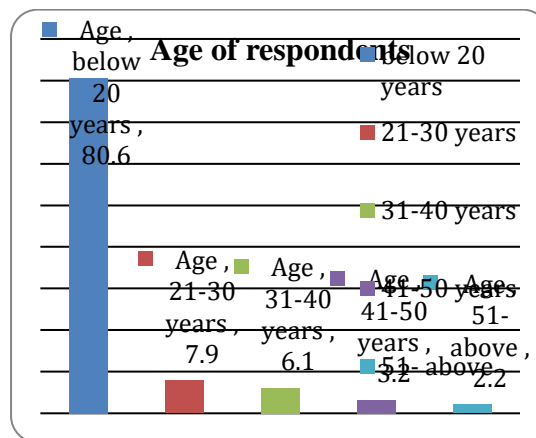


Figure 4.2: Age of Respondents

The study findings as indicated in the figure above revealed that 80.6percent of respondents that participated in the study were aged below 20 years of age. From the findings, majority of the respondents were aged between below 20 years since most of them were in upper primary as the study sought to assess how the various pedagogical practices influence learners' performance in upper primary schools.

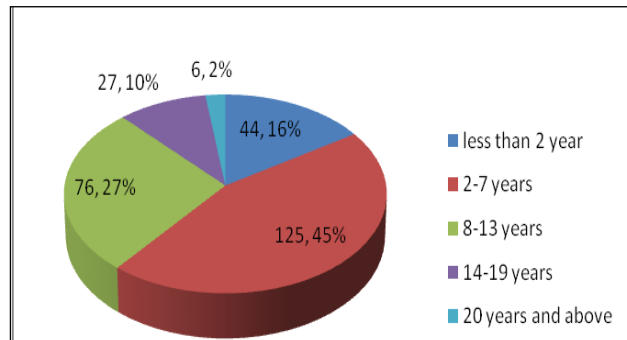


Figure 4.3: Period in School for Respondents

The study finding as indicated in the figure above revealed that majority 45percent of respondents that participated in the study had been in the school for 2-7 years. From the findings, majority of the respondents that participated in the study had been in the school for more than two years and so have practical experience on the way pedagogical practices influence learners' performance.

4.4 The Influence of Teaching Methods on Learners' Performance in Upper Primary Education in Wakiso District

The study examined the influence of teaching methods on learners' performance in upper primary education in Wakiso district. The variable teaching methods was measured in terms of notes and lectures, instructional conversations, classroom discussions. Respondents were engaged in answering questionnaires and interviews. Results from questionnaires were computed to obtain means that show the average responses in each question of the Likert type scale as well as correlations and regressions to establish the nature of relationship between variables. The mean responses were computed in a questionnaire for each question that ranged between 1-5 where; 1-2.4= disagreed, 2.5-3.4=neutral, 3.5-5=agree and results are presented in the Table 4.1.

Table 4.1: Descriptive Results on the Influence of Teaching Methods on Learners' Performance in Upper Primary Education in Wakiso District

	Mean	Std. Deviation	N
Teaching follows giving detailed notes to learners in all subjects	4.14	.511	278
Teachers just lecture to learners in the teaching process	2.18	.540	278
After the lecture learners are given pamphlets for notes	4.27	.414	278
The teaching is done in a conversation way to allow all learners understand	2.05	.482	278
In the conversation teaching process, learners are allowed to freely ask questions regarding what they don't understand	3.11	.808	278
Teachers allow learners to hold classroom conversations organized in pupil groups or teams	2.20	.821	278
In the conversational teams, learners are assigned topics in each subject	2.11	.906	278
In conversational teams learners freely interact and discuss	2.14	.975	278
Teachers in each class allow classroom discussions with learners	2.21	.752	278
The discussions are exam based (teaching learners how to approach and pass questions)	4.63	.820	278
Valid N (list wise)			278

In the study, it was agreed that teaching follows giving detailed notes to learners in all subjects (mean=4.14), but disagreed that teachers just lecture to learners in the teaching process (mean=2.18). This implies that in the teaching process, teachers follow a proper teaching procedure where by learners are given thorough explanation with rightful and relevant examples before they are given notes. The findings dispute the fact that in upper primary schools, teachers just lecture and go away. This implies that when teaching,

teachers first offer detailed explanation to learners to ensure that they understand the key concepts before detailed notes are read out for learners to later on revise when preparing for a test or examination.

The teaching in upper primary schools in Uganda follows a particular method of teaching where a topic is introduced, the teacher provides examples to learners and this follows dictation of notes to these learners and one respondent noted that this method comes with a challenge as it he explained that,

“..... with the introduction of Universal primary education, classrooms are packed to capacity, therefore this teaching method of providing some explanation and giving notes may not favor all since some may need close teacher-pupil interaction to fully grasp what is being taught....”

This therefore implies that the teaching method where learners are given detailed notes after some explanation and a few examples are given, may not be an effective approach when teaching learner sat upper primary level. This is due to the fact that most schools especially government schools have the highest enrollment rates, which makes it very difficult for all the learners in one class to grasp what is being taught using this method. This ends up leaving many learners unable to understand the topic resulting into poor performance mostly in public schools.

In the study, it was agreed that after the lecture learners are given pamphlets for notes (4.27), but it was disagreed that the teaching is done in a conversational way to allow all learners understand (mean=2.05). This implies that learners are given pamphlets with summarized notes, which mostly gives direct answers to learners to enable them to pass examinations. However, the disadvantage with pamphlets is that they still don't give detailed explanation on concepts to facilitate further knowledge and in-depth

understanding of the subject matter but rather gives direct, abstract and summarized answers which equip learners with examination skills hence fostering examination-oriented teaching.

In the findings, it was disagreed that in the conversational teaching process, learners are allowed to freely ask questions regarding what they don't understand (2.11) and it was disagreed that teachers allow learners to hold classroom conversations organized in pupil groups or teams (mean=2.20). This implies that teachers hardly hold subject conversations to allow learners freely ask different questions so as to largely comprehend on different topics that may pave way for better performance in their final examinations. Findings also revealed that teachers hardly allow learners to hold classroom conversations that are subject related to stimulate learners' ability to share and exchange knowledge on different topics and contribute to their better performance in final examinations.

Findings revealed that the time allowed for each lesson at upper primary level does not allow all learners to ask question as one of the respondents explained that,

“... the time is always less to allow all learners to ask questions, others are left to ask their fellow learners for further explanation after the teaching, though this is not arranged at school level but rather learners themselves, for those who don't understand in class and don't consult friends may end up failing the final examinations....”

This implies that the teaching methods used are largely affected by the amount of time given to teaching. The large classroom sizes with high learner enrolments do not give chance for a teacher to ask each individual learner questions, but instead the teacher may choose to give notes and leave learners to read on their own or consult with their

peers to further their understanding for a particular topic. The problem is that there is no follow up by the teacher on these learners. Therefore, if the learners have not understood a particular topic and they still cannot consult their peers, it renders the learning process inadequate and this eventually affects their performance when subjected to final examinations.

In the study, it was disagreed that in the conversational teams, learners are assigned topics in each subject (mean=2.11), but it was revealed that in conversational teams, learners freely interact and discuss (mean=2.14). This implies that teachers do not assign topics to each student but this would otherwise have enabled learners to have more exposure and understanding on various topics of study especially when put in conventional teams. In these conventional teams, different members are made to present their ideas such that others learn from them in different perspectives and this helps to widen the learners' knowledge-base on different topics with shared information flow from different learners during team discussions. This practice can greatly contribute to the learners' improved performance in final examinations.

In the study, it was revealed that learners do not involve themselves in academic conversations and discussions with teachers in these public schools as one of the respondents explained that,

“.... the only discussions we hold here are debates but not real academic discussions meant to help learners pass examinations, for us here after teaching we give learners notes which they read on their own....”

Academic classroom discussions when formally organized and supervised by different subject teachers respectively helps to give learners further explanation which would not

have been gotten in the process of main stream learning in classrooms. However, most public primary schools rarely do this because of various limitations beyond their control. The current practice in public schools therefore deprives learners from getting further understanding and learning of abstract concepts they would not have understood during normal classes and this curtails their ability to perform well in final examinations.

In the study, it was however disagreed that teachers in each class allow classroom discussions with learners (mean=2.21) but was agreed that the discussions are exam based where learners are taught how to approach questions (mean=4.63). This implies that teachers allow private discussions held between and among learners in schools but teachers do not engage themselves in discussions with learners although discussions are beneficial in guiding learners to improve their performance levels.

4.5 Testing hypothesis one: Is there a Positive Significant Relationship between Teaching Methods and Learners' Performance in Upper Primary Education in Wakiso District

The null hypothesis that there is no positive significant relationship between teaching methods and learners' performance in upper primary education in Wakiso district was tested and the stated accepted as shown in the analysis Table 4.2.

Table 4.2: Correlation between Teaching Methods and Learners' Performance in Upper Primary Education

		Correlations	
		Teaching method	Learners performance
Teaching method	Pearson Correlation	1	.492**
	Sig. (2-tailed)		.000
	N	278	278
Learners performance	Pearson Correlation	.492**	1
	Sig. (2-tailed)	.000	

N	278	278
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** . Correlation is significant at the 0.01 level (2-tailed).

Study findings, revealed that there is a positive significant relationship between teaching methods and learners' performance in upper primary education in Wakiso district. The obtained correlation co-efficiency of .492** with a significance value of .000, explains the positive nature of relationship that exists between the two variables. This implies that the way in which notes and lectures, instructional conversations, classroom discussions are handled significantly determine the nature of learners' performance in such upper primary schools in Wakiso district.

4.6 Regression Analysis

A single regression analysis was run between teaching methods and learners' performance and results are presented in the table below:

Table 4.3: Regression Analysis: Teaching Methods and Learners' Performance in Upper Primary Education

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.492 ^a	.243	.240	.39131		
a. Predictors: (Constant), teaching method						
Coefficients^a						
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	2.032	.197		10.308	.000
	Teaching methods	.504	.054	.492	9.400	.000

a. Dependent Variable: learners' performance

In the study, the results of the regression analysis in the table above indicate that 24percent of the overall variance in learners' performance is explained by teaching methods in upper primary schools in Wakiso district. Therefore, this implies that

teaching methods are significantly related to learners' performance in upper primary schools in Wakiso district ($\beta = .492$, $p < 0.01$).

This supports hypothesis one, which states that;

“There is a positive significant relationship between teaching methods and learners' performance in upper primary education level in Wakiso district”.

This means that teaching methods which are looked at in regard to; notes and lectures, instructional conversations, classroom discussions would lead to 24percent chance change towards learners' performance in upper primary schools in Wakiso district if efforts were made to improve these aspects in teaching methods in various ways.

4.6.1 Examine the Influence of Teaching Approaches on Learners' Performance in Upper Primary Education in Wakiso District

The study examined the influence of teaching approaches on learners' performance in upper primary education in Wakiso district. Respondents were involved in answering questionnaires and interviews. In the study, questionnaires results were computed to obtain means that show the average or central tendency responses in each question of the Likert type scale that were asked to respondents and results are presented below.

The variable teaching approaches was looked at in regard to demonstrations, presentations and cooperative learning. The mean responses were computed in a questionnaire for each question that ranged between 1-5 where; 1-2.4= disagreed, 2.5-3.4=neutral, 3.5-5=agree. In interviews, using thematic content analysis, results were analyzed according to the themes of study. From interviews, expressions and narrations

that were relevant to the objectives of the study were captured and presented in their respective themes and results are presented in the Table 4.4.

Table 4.4: Descriptive Results on the Influence of Teaching Approaches on Learners' Performance in Upper Primary Education in Wakiso District

	Mean	Std. Deviation	N
The teaching is done in form of demonstrations in all classrooms	2.31	.750	278
Learners fully participate in learning demonstrations in the learning process	2.13	.852	278
The demonstrations are organized and done in all subjects	2.12	.639	278
Learners are tasked to make presentations in the learning process	1.91	.733	278
Teachers give topics to learners to make presentations and supervise learners during presentations	1.90	.810	278
Presentations are a preferred teaching approach as they give confidence to learners	1.16	.781	278
Each learner is given a chance to do a presentation on a topic in their classroom	1.14	.847	278
Learners are organized into learning teams to help them gain interpersonal management skills	1.15	.471	278
Teachers use visual presentations in teaching learners	1.32	.762	278
Teachers use learner-focused instructions in the teaching process	2.21	.671	278
Valid N (listwise)			278

In the study it was revealed that with the teaching approaches used in upper primary schools, it was disagreed that in some of the public schools teaching is done in form of demonstrations in all classrooms (mean=2.31) and learners fully participate in learning demonstrations in the learning process (mean=2.13). This implies that most teachers do not use demonstration when teaching in schools unless in other science related subjects where experiments are practically done in classrooms. But in those classrooms that require demonstrations, every pupil must participate actively in these classroom demonstrations.

In the study, it was revealed that revealed that classroom demonstrations are hardly practiced in this school as one of the respondents explained that,

“..... in our teaching approach we don't do demonstrations, unless if they are for science related subjects, but in public schools there are no demonstrations”

The teaching approach that involves the use of demonstrations helps learners in upper primary school level to easily understand some of the would be “complicated” topics since teachers or fellow learners help to simplify such topics through demonstrations and this has a positive contribution towards the learners' level of understanding. Demonstrations are hands on and they help learners memorize what they have learnt and this stimulates their ability to recall and remember content for long thus enhancing improved performance of learners in the long run.

In the study, it was disagreed that the demonstrations are organized and done in all subjects (mean=2.12) and that learners are tasked to make presentations in the learning process (mean=1.91). This implies that neither demonstrations nor classroom

presentations are practiced in these public schools in Wakiso district in Uganda. These practices are very rare in these public schools in Wakiso district since learners are only taught and given notes and are left to read on their own in preparation for their final examinations so as to heighten the learners' levels of performance when subjected to any kind of assessment.

In the study, it was disagreed that in public schools in Uganda, teachers give topics to learners to make presentations and supervise learners during presentations (mean=1.90), and that presentations are a preferred teaching approach as they give confidence to learners (mean=1.16). Presenting on different topics by learners is not a preferred method of teaching among most public schools in Wakiso district in Uganda despite the fact that presentations enhance learners' confidence levels. Presentations help to jog learners' memory to easily recall content previously discussed and when such content attracts any questions in a final exam it may be easier for the learner to recall and remember.

In our school, presentations are rarely done in the class as one of the respondents reiterated that,

“.... for us here our teaching approach doesn't have presentations, we only have presentations in dance and drama sessions...we teach so that our learners pass their final examinations at primary seven....”

This implies that despite the importance of presentations whether done in teams, individually or otherwise, they help learners to gain confidence when presenting in front of their classmates, with respective teachers' guidance. Unfortunately, presentations are not done in these schools and yet they facilitate effective learning of some topics may be considered difficult to comprehend. Presentations help those who directly participate

in them since learners are more likely to understand the content discussed compared to the rest who just attend and play a passive role. Those who take part in presentations are more likely to recall and remember and this gives them higher chances of performing better in the event that such topics appear in the question asked in the tests or examinations.

In the study, it was also disagreed that each learner is given a chance to do a presentation on a topic in their classroom (mean=1.14) and that learners are organized into learning teams to help them gain interpersonal management skills (mean=1.15). This implies that learners are not given opportunity to make presentations in these public schools although learners would have done significantly well if their presentations were organized in teams. Such team presentations promote peer-learning which not only breaks the monotony of everyday class sessions but also simplifies learning to slow learners or academically challenged learners.

The school encourages discussions among candidate class, especially on weekends to allow learners consolidate what they learn as one of the respondents explained that,

“..... we allow learners to be involved in discussion groups where learners are led to some of the topics which are not understood by many, these groups however are largely pupil led than teacher led...”

This implies that public schools allow discussion groups among candidate classes that need more in-depth understanding in preparation for examinations especially when discussing topics which some learners are not well conversant with. This promotes sharing of knowledge so as to breakdown abstract words to simplify learning and improve on their scores in final examinations.

In the study it was disagreed that teachers use visual presentations in teaching learners (mean=1.32), and that teachers use learner-focused instructions in the teaching process (mean=2.21). This implies that majority of public schools in Wakiso district do not use presentations as a way of teaching learners at upper primary level even when it is known to be an ideal method in facilitating learning. This method of learning is more effective when it is learner-centered because it promotes independence and autonomy of the learner, resulting into improved performance in the long run.

Testing hypothesis two: Teaching approaches significantly influence learners' performance in upper primary education in Wakiso district

Results from a correlation analysis between teaching approaches and learners' performance were obtained and results are presented in the table below.

Table 4.5: Correlation between Teaching Approaches and Learners' Performance

		Correlations	
		Teaching approaches	Learners performance
Teaching approach	Pearson Correlation	1	.602**
	Sig. (2-tailed)		.000
	N	278	278
Learners performance	Pearson Correlation	.602**	1
	Sig. (2-tailed)	.000	
	N	278	278

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

Results in the table above show a positive significant relationship between teaching approaches and learners' performance in upper primary education in Wakiso district. The correlation coefficient of .602(**) with a significance value of .000 was obtained to explain the nature of the relationship that exist between the two variables. This implies that in a situation where teaching approaches that involve; demonstrations, presentations, cooperative learning when effectively managed may lead to improved learners' performance in upper primary level in Uganda.

Regression analysis of teaching approaches and learners' performance in upper primary education in Wakiso district

A single regression analysis was run between teaching approaches and learners' performance and results are presented in the Table 4.6.

Table 4.6: Single Regression Model of Teaching Approaches and Learners' Performance

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.602 ^a	.362	.360	.35901	
a. Predictors: (Constant), teaching approach					
Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.349	.202	6.663	.000

Teaching approach	.623	.050	.602	12.525	.
					0
					0
					0
a. Dependent Variable: learners' performance					

In the study, results of the regression analysis in the Table 4.6 indicate that the coefficient of determination adjusted $R^2=0.360$ which shows that 36percent variation of learners' performance in public schools at the upper primary level is explained by teaching approaches. This implies that any changes in teaching approaches at the upper primary level would lead to 36percent chance improvement in learners' performance in public schools in Wakiso district in Uganda. The results also show that teaching approaches is significantly related to learners' performance in public schools ($\beta=0.602$, $p<0.01$).

This supports hypothesis two which stated that:

“Teaching approaches significantly influence learners' performance in upper primary education in Wakiso district”.

This means that improvement in teaching approaches that include; demonstrations, presentations, cooperative learning and the manner in which they are handled at both policy and school level would lead to significant improvement learners' performance in upper primary schools in Uganda among public schools.

Examine the relationship between assessment methods and learners' performance in upper primary education in Wakiso district

In the study respondents were involved in answering questionnaires and interviews and results from questionnaires were computed to obtain means to show the average or central tendency responses in each question of the Likert type scale that were administered to respondents. The variable assessment method was looked at in regard to formative and summative assessments. The mean responses were computed in a questionnaire for each question that ranged between 1-5 where; 1-2.4= disagreed, 2.5-3.4=neutral, 3.5-5=agree. In interviews, using thematic content analysis, results were analyzed according to the themes of study. From interviews, expressions and narrations that were relevant to the objectives of the study were captured and presented in their respective themes and results are presented in the Table 4.7.

Table 4.7: Descriptive Results on the Relationship between Assessment Methods and Learners' Performance in Upper Primary Education in Wakiso District

	Mean	S.D	Total
Each learner participates in answering a question in the classroom as asked by the teacher	4.24	.882	278
Learners are given daily assignments where marks are awarded	2.31	.672	278
All learners are subjected to end of month tests	2.11	.731	278
Learners are given periodic mock examinations at a regional level	4.41	.845	278
The finalists are evaluated according to UNEB final examinations	4.93	.862	278
Learners are evaluated by their personal developments in the process of learning	2.45	.763	278
Learners are evaluated by their career growth prospects in their learning process	2.21	.687	278
Assessment results ensure that they show what learners have learned at the end of a lesson or unit	2.23	.654	278
There is continuous assessment of learners in the learning process	4.46	.765	278

Teachers often do team assessment in the process of learning	2.1	.832	278
Valid N (listwise)			278

In the study, it was agreed that each learner participates in answering a question in the classroom as asked by the teacher (mean=4.24), but disagreed that learners are given daily assignments where marks are awarded (mean=2.31). This implies that in the assessment process teachers ask questions to evaluate or establish the learners' level of knowledge and understanding of the content taught by the teacher. Most teachers in public schools do not give daily assessments to learners especially in upper primary schools, but this leaves learners to only concentrate on notes previously given by the teacher which they read and revise to prepare for final examinations because teachers rarely mark and award marks in their books.

In the study, it was revealed that much of the assessment is done in preparation for the final UNEB examinations, which every learner must sit for at the end of primary seven as one of the respondents explained that,

“..... we assess learners according to the standards that UNEB sets so we must prepare our learners for the final UNEB examinations, although sometimes we lack the major input of resources to ensure that our learners compete favorably with those from well-to-do schools....”

This implies that different schools assess all their learners at upper primary levels in a bid to prepare their candidates for summative examinations administered by Uganda National Examinations Board (UNEB). This is done by giving those learners different tests or examinations like; weekly tests, fortnight tests, pre-mock and mock examinations which are all meant to improve learners' examination skills and also prepare learners at primary seven to perform well in their final examinations. Better performance of learners is however hindered by the fact these schools have limited

resources (physical, human and material) that curtails the schools' ability to provide the necessary inputs for example: textbooks, display charts, and other scholastic teaching aids and materials needed to improve on improve teaching and learning.

The findings also disagreed that all learners are subjected to end of month tests (mean=2.11), but agreed that learners are given periodic mock examinations at a regional level (mean=4.41). This implies therefore that most public schools in Uganda do not give end of month tests but subject their learners to regional mocks that are given across a region. These regional tests help learners to be tested on their ability to participate in national examinations and the end of the upper primary cycle (Primary Seven) that eventually earns them Primary Leaving Examination (PLE) Certificates which is the ultimate goal of every learner at primary level of education.

The findings discovered that learners are rarely given career guidance evaluations as one of the respondents explained that,

“...for us here we don't have career guidance and professional development evaluations for learners; therefore, some learners are left with no career guidance opportunities that could have been crucial in contributing to their success in final examinations....”

This implies that majority of the schools emphasize assessment that is meant to ensure that learners pass their final examinations and not assessing them in their career related opportunities, guidance and development. Therefore, current assessments put much effort on ensuring that learners perform well in their final examinations, not guiding learner on the right path to their career choice prospects.

In the study, it was revealed that the upper primary finalists are evaluated according to UNEB final examinations (mean=4.93), however it was disagreed that learners are

evaluated by their personal developments in the process of learning (mean=2.45). This implies that learners in upper primary schools are evaluated by UNEB final assessment that is given to all primary seven learners all over the country. Such assessments help them to effectively prepare candidates for summative assessments to attain good grades so as to uplift the school standards and position hence fostering good performance levels early in the candidates.

In the study, it was disagreed that learners are evaluated by their career growth prospects in their learning process (mean=2.21) and that assessment results ensure that they show what learners have learned at the end of a lesson or unit (mean=2.23). This implies that learners are not assessed on career growth prospects but rather on learners' academic excellence in final examinations and periodical examinations which also largely contributes to their overall performance in the long run.

In the study, it was revealed that there is continuous assessment of learners in the learning process (mean=4.46) and the teachers often do team assessment in the process of learning (mean=2.1). This implies that teachers ensure that in the assessment process, there is continuous assessment of learners in the learning process at upper primary level that motivates learners into better performance. Teachers also keep records from continuous assessment in the learning process, which acts as a form of assessment to enable learners to improve their learning and perform better.

Testing hypothesis three: Assessment methods significantly influence learners' performance in upper primary education in Wakiso district

Results from a correlation analysis between assessment methods and learners' performance were obtained and results are presented in the Table 4.8.

Table 4.8: Assessment Methods and Learners' Performance

		Assessment methods	Learners' performance
Assessment methods	Pearson Correlation	1	.649**
	Sig. (2-tailed)		.000
	N	278	278
Learners' performance	Pearson Correlation	.649**	1
	Sig. (2-tailed)	.000	
	N	278	278

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

Source: Primary Data

Findings revealed that there was a positive significant relationship between assessment methods and learners' performance in upper primary schools in Wakiso District. The correlation coefficient of .649 with a significance value of .000 explains the nature of the relationship between the two variables that was obtained. Since the p-value is 0.000 higher than 0.01, the relationship is therefore considered to be significant between these two variables. This implies that in the event formative and summative forms of assessment methods that are effectively managed in these schools, learners' performance will improve in the process of learning.

Table 4.9: Single Regression Model of Assessment Methods and Learners' Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649 ^a	.421	.419	.34220

a. Predictors: (Constant), assessment methods						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.876	.142		13.178	.000
	Assessment methods	.491	.035	.649	14.158	.000

a. Dependent Variable: Learners' performance

In the study, results of the regression analysis in the Table 4.9 indicate that the coefficient of determination adjusted $R^2=0.419$ which shows that 41.9percent variation of learners' performance in public schools at upper primary levels is explained by assessment methods. This implies that any changes in assessment methods in upper primary schools would lead to 41.9 percent chance improvement in learners' performance in Uganda. The results also show that assessment methods are significantly related to learners' performance in public schools ($\beta =0.649$, $p<0.01$). This supports hypothesis three which stated that:

“There is a positive significant relationship between assessment methods and learners' performance in upper primary education in Wakiso district”.

This means that improvement in assessment methods that include; formative and summative assessment and the manner in which they are handled at both policy and school level would lead to significant improvement learners' performance.

CHAPTER FIVE

SUMMARY AND DISCUSSION OF FINDINGS

5.1 Introduction

The results of the study are summarized, presented and discussed according to the objectives of the study which were; the influence of teaching methods, teaching approaches and assessment methods on learners' performance in upper primary education in Wakiso district.

5.2 The Influence of Teaching Methods on Learners' Performance in Upper Primary Education in Wakiso District

The way in which notes and lectures, instructional conversations, classroom discussions are handled significantly determines the nature of learners' performance levels in the upper primary school. This is related to Teo & Wong, (2010) who explain that under the lecture teaching method, learners simply obtain information from the teacher without building their engagement level with the subject being taught (Boud & Feletti, 2009). The approach is least practical, more theoretical and emphasizes memorizing of content. It does not apply activity-based learning to encourage learners 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.

Any change in teaching methods which are looked at in regard to; notes and lectures, instructional conversations, classroom discussions would lead to 24percent chance change towards learners' performance in upper primary schools in Wakiso district if

efforts were made to improve these aspects in teaching methods in various ways. This finding is related to Greitzer, (2012) who explained that student-centered methods enhance active learning. Most teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among learners (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 learners; hence the method is very effective in improving student achievement (Slavin, 2006). Teacher-Student interactive method is such teaching method that applies the strategies used by both teacher-centered and student-centered approaches.

Teachers follow a proper teaching process where learners are given thorough explanation with rightful and relevant examples before being given notes. The findings dispute the fact that at upper primary school level, teachers just lecture and go away. This implies that when teaching, teachers first offer detailed explanation to learners to ensure that they understand key concepts so as to enhance learning and ensure that learners' performance is improved in the long run.

This finding is related to Damodharan & Rengarajan, (2009) who explain that the subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer (McDaniel, Friedman & Bourne, 2008; and Slamecka & Graf, 2008). The method encourages the learners 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 learners' academic performance.

The teaching method where learners are given detailed notes after some explanation and a few examples to learners at upper primary level may not be an effective approach in the teaching process. This is due to the fact that most schools especially government aided schools have the highest enrollment rates, therefore it is very difficult for all the learners in one classroom to grasp what is being taught using this method. This may leave many unable to understand the topic thus that is why many of the learners in public schools perform poorly. This relates to Chisholm and Leyendecker, (2008) who explained that the classroom pedagogy used by teachers is consistently seen as the crucial variable for improving learning outcomes' and is critical in any reform to improve quality (UNESCO, 2005). Over the last two decades, many developing countries have embarked on major curriculum and pedagogical reforms to meet the EFA goal, often with donor involvement.

Development partner pressure may have prompted countries to reforms that encourage more student centered or learner centered, active and outcomes- or competency-based education, but these ideas have also been favorably received at the local level as a means for achieving educational, economic, social and political goals.

Learners are given pamphlets with summarized notes which in most cases are used to give direct answers to learners to enable them to pass examinations. Though the disadvantage with such pamphlets is that they don't give detailed explanation of the

content that learners are studying but rather gives abstract answers and short-cuts to summarized content to enable learners pass examinations instead of giving learners a wider scope of the subject matter.

Teachers hardly hold subject conversations that allow learners to freely ask different questions so as to largely comprehend on different topics that pave way for better understanding and improved performance in final examinations. Findings also revealed that teachers hardly allow learners to hold classroom conversations that are subject related so as to enable learners share and exchange knowledge on different topics. This practice enhances understanding of abstract content to facilitate improvement in learners' performance in final examinations.

The teaching methods used are largely affected by the amount of time given to teaching and its process. In classrooms where learners 'enrollment is high, a teacher cannot ask each individual pupil questions, but rather chooses to give notes and leave them to read on their own or consult with their pupil peers to further understanding and knowledge. The challenge with this is that there is no follow up by the teachers, therefore, if the learners have not understood a particular topic and do not consult their peers, chances of failing become significantly higher hence affecting one's level of performance at the end of learning.

Teachers do not assign topics to each student that would have otherwise enabled them to have more in-depth understanding when content is shared in conventional teams. In these conventional teams, different learners present their ideas such that they learn from each other in different perspectives that contribute to learners having wider

understanding of different content as shared by the different learners in the team discussions. Team discussions are known to greatly and positively contribute toward a learner's overall performance in final examinations.

Academic classroom discussions when formally organized by different subject teachers respectively and supervised by them, help learners get further explanation which would not have been gotten in the process of main stream learning in the classroom. However most public primary schools rarely do discussions therefore this ends up depriving other learners of the opportunity of getting further understanding of the content that was unclear or complex during normal class-sessions hence affecting the learners' ability to understand and perform better in final examinations.

5.3 Examine the Influence of Teaching Approaches on Learners' Performance in Upper Primary Education in Wakiso District

In a situation where teaching approaches that involve; demonstrations, presentations, cooperative learning when effectively managed, they may lead to improved learners' performance in upper primary schools of the public sector in Uganda. This relates to Alexander (2001) who explain that teachers' thinking and ideas are manifested in their overall pedagogic approaches, garnered from the kinds of teaching and learning experienced as school learners themselves, the approaches promoted in initial teacher education (ITE) and continuing professional development (CPD), those specified in the current school curriculum and those pervasive in colleagues' classrooms.

Improvement in teaching approaches that include; demonstrations, presentations, cooperative learning and the manner in which they are handled at both policy and school

level would lead to significant improvement learners' performance in upper primary schools in Uganda among public schools. This finding is related to Passerini, (2007) who explains that the act of setting or providing tasks for learners to cognitively engage with new content or develop physical skills, such as experimentation, reading, writing, drawing, mapping, rehearsing, problem solving, practicing. A variety of social interactions, in which language is central between learners or between learners and teacher such as pairs, groups, individually or whole-class.

Most teachers do not use demonstration methods of teaching in schools unless in other science related subjects where it is more of experimental classes. To those classes that require demonstrations especially science classes every pupil must participate in these classroom demonstrations. This finding is related to Olson (2006) who asserts that student-focused instructions help to support learning styles and meet student academic goals. Satisfying student learning-styles is counter-productive. It is important to meet the student goal through encouragement. Teaching from concrete to abstract helps clarify difficult concepts. Felder, (2007), Olson (2006) agreed that a learner's efforts determine the extent of success. Using recent research, Olson (2006) argued there is no empirical evidence to support the claim that teaching to meet student preferred learning style increases achievement but rather to the contrary.

The teaching approach that involves demonstrations helps learners in upper primary schools to easily understand some of the would-be complicated topics since teachers or fellow learners help to simplify such topics through demonstrations and this influences the learners' performance in final examinations. Demonstration methods are hands on so they help learners see practically and memorize what they learnt and this stimulates

them into remembering content for long hence improving on the learners' level of performance.

Demonstrations are very rare in most public schools in Wakiso district in Uganda. Findings also revealed that classroom presentations in these public schools are rare as learners are only taught by the teacher, given notes and are left to read on their own in preparation for tests and examination so as to pass examinations and hence improve on their performance. Torff & Fuso, (2007) explains that professional workshops, college credit courses, and other training arrangements allow teachers to improve instructional skills. Allowing teachers to work with inadequate acceptable training poses a threat to teacher quality. This eventually transcends to the learners that they teach which also affects the learners' understanding and overall performance.

Learners presenting on different topics is not a preferred method of teaching among most public schools in Uganda despite the fact that presentations give confidence to the learners. Presentations help learners to easily understand and recall content discussed. When such content appears in a final exam in form of a question in an examination, it is easier for the learner to answer. This finding relates to Cornelius-White, (2007) who explained that teachers chose to use learner-centered pedagogy based on several conditions. Several researchers explored the possible benefits of learner-centered instruction, and suggested ways to use them.

Despite the importance of presentations either in teams, individually or otherwise which helps learners to present to their fellow learners with respective teachers' guidance, presentations are not done in these schools. Presentations give learners opportunity to

effectively learn some of the topics that would have been rather difficult. Those learners who participate directly in the presentations are more likely to understand the content discussed more than their counter parts who just attend and play a passive role. Then ones who present are likely to recall and remember easily hence hold higher chances of performing better in examinations in the event that those particular topics appear as questions in tests or examinations. This finding is related to Downer et al., (2007) who explain that teachers organize instructions, configure classrooms, decide group formats, and supervise instructions. A positive learning atmosphere encourages teacher creativity and fosters learners' success. Nekovei and Ermis (2006) and Parsley and Corcoran (2003) suggested that flexibility in teaching methods and adequate learning support help to improve student achievement.

Majority of public schools in Wakiso district allow discussion groups only with candidate classes. This is because they need to focus more on planning for their examinations especially putting emphasis on slow learners who might have found some topics so abstract or difficult to comprehend. Discussions help such learners to share knowledge so as to greatly improve on their level of understanding, grades and overall performance in final examinations at the end of learning.

Majority of the public schools in Wakiso district in Uganda do not use presentations as a way of teaching learners in upper primary schools. However, presentations are ideal in helping learners learn more effectively and easily. This method is much more effective when learner centered learning approaches are applied to develop learner autonomy and independence which are contributing factors to improved performance of learners in the long run.

5.4 Examine the Relationship between Assessment Methods and Learners' performance in Upper Primary Education in Wakiso district

In the event formative and summative assessment methods are effectively managed in these public schools, learners' performance will significantly improve in the process of learning. This finding is related to Harlen (2008) who argues that in summative assessment, the concern is to judge achievement against broader indicators, such as level descriptors or grade level criteria. Improvement in assessment methods that include; formative and summative assessment and the manner in which they are handled at both policy and school level would lead to significant improvement in learners' performance. This finding relates to Gardner *et al.* (2011) who explains that quality summative assessment relates to the use of a range of activities that are appropriate to the subject matter and age of the child and provide opportunities for learners 'to show what it means to be good at a particular piece of work'. Transparent practices around marking criteria, the assessment of student learning outcomes and marking procedures that involve collaboration and dialogue amongst teachers are considered to be beneficial.

The assessment process is one where teachers ask questions that are used as an evaluation process to establish whether learners have understood what has been taught and this is done by teachers themselves. Most teachers in public schools do not give daily assessments to learners in upper primary schools. This gives learners time to read and concentrate on the notes previously given by the teacher in preparation for examinations and enable learners identify key elements to learn for examinations so as to improve their performance.

All Assessments of learners in upper primary schools are directed towards imparting or equipping learners with examination skills in preparation for the final/summative examinations. Teachers do this by giving learners different tests / examinations like fortnight, mid-term, end of term, and mock all of which are meant to prepare learners at upper primary level to perform well in their final examinations. Better performance of learners is however hampered by the fact these schools have less resources that would have otherwise enabled them perform well in their final examinations for example; fully stocked library with various textbooks, and other teaching and learning materials.

Most public schools in Uganda do not give end of month tests but subject their learners to regional mocks that are given across a region. The regional tests promote regional competitions among schools by testing learners in different schools located within a particular region. Learners are also tested for their readiness and ability to partake the national examinations at the end of the primary cycle of education that earns them a Primary Leaving Examination (PLE) certificate. This is the ultimate goal of every learner who has completed primary seven. This relates to Black and William (2008) who argue that assessments can affect the learners' self-esteem if they are exposed to frequent experiences of failure. They are 'led to believe that they lack the required ability, so they retire hurt, and avoid investing more effort in learning which could only lead to disappointment'.

Most schools emphasize assessment to ensure that their learners pass their final summative examinations as accountability for learning. However, learners are not given career guidance and professional development opportunities for lifelong learning. In assessing their learners nonetheless, schools put much effort on ensuring that learners

perform well in their final examinations, rather than ensuring that learners have the right path to their career choice prospects. However, at the end of primary cycle of education in Uganda, learners are evaluated by UNEB examination standards. Such assessments that are given prior to final summative examinations effectively prepare primary seven learners for such examinations and hence check on their level of performance using those set assessment procedures.

Teachers ensure that in the assessment process there is continuous assessment of at upper primary level that allows learners to perform better. Teachers also ensure continuous assessment in the learning process, which acts as a form of assessment to monitor learners' progress in learning to better their performance. This relates to William and Thompson, (2007) who explain that through formative assessment, teachers can discover the rate at which learners are learning, the current knowledge, what information or skills learners still need to learn, and whether the learning opportunities provided is effective or needs changing or instruction is adapted. Results of formative assessment drive instruction. Formative assessment contains both tests and exercises given in the classroom for example assignments like homework, holiday work, quizzes and tests or examinations like; Beginning of Term examinations or tests, weekly tests, Mid Term examinations, End of Term examinations.

5.5 Conclusions

The teaching methods used in upper primary schools in Uganda, are more subjective in nature. The teaching is largely done according to the available guidelines where teachers offer lessons, with a few examples and then give notes to learners thereafter. This teaching method does not consider whether majority of the learners have grasped the

core content of the subject matter or not to enable them pass final examinations at end of primary cycle of education. This could be part of the reason why learners from public schools have high failure rates at Primary Leaving Examinations (PLE).

Majority of the public schools in Uganda, do not use teaching approaches that relate to presentations, demonstrations or workshops in the teaching and learning process. Presentations, demonstrations are some of the most important teaching methods that promote continuous learning by enabling learners to grasp content by practical examples. Such learning always stimulates memory retention by learners, which is a vital aspect for one to remember and recall information required to pass examinations. Therefore, learners are more likely to miss on such benefits of using such teaching approaches to better performance in the final examinations.

Assessment of learners in public primary schools is largely directed towards ensuring that learners are adequately prepared for the final Primary Leaving Examinations. That is why learners are given different tests / examinations like fortnight, mid-term, end of term, regional, and mock among others. In doing this however, less effort is put in career development and other skills necessary for lifelong learning and survival skills in the world of work. Therefore, assessment methods used in these schools is largely more academic oriented and intellectual excellence than enhancing career development.

5.6 Recommendations

The recommendations of the study are drawn from the findings and the following recommendations were suggested:

- (i) There is need for the school managers like head teachers through the Ministry of Education to promote measures where learners in upper primary schools are

subjected to teaching approaches that are more interactive in form of discussions and classroom interactions. Classroom interactions like discussions are good because, they build learners' confidence when answering some of the questions and this also helps them gain deeper understanding of content needed for them to pass their examinations. Those who participate in such discussions are more likely to memorize, remember and recall what was discussed than what has been taught in normal classroom lessons hence affecting the performance of learners.

- (ii) Schools through their head teachers need to organize subject workshops, where different topics in different subjects are prepared and presented by learners as they are supervised by their teachers. This will stimulate learners' need for further reading and consultations on different topics of discussion. This practice will significantly improve on the ability of learners to respond to some questions in the final examinations and hence achieve the level of performance as required by schools and the education system in general.
- (iii) The school needs to start assessing learners in other areas of real life like career choice and skill development. This could be done as policy where all schools are directed to have a career development officer or desk so as to help learners develop adaptability skills and promote lifelong learning. This can greatly improve not only the learners' ambition for excellent grades in final examinations but also make their lives meaningful and enterprising after learning has taken place.

5.7 Areas for Further Research

- (i) The role of summative assessment on the performance of learners in primary schools in Uganda.
- (ii) The influence of regional assessment programs (Mocks) on the academic performance of learners.
- (iii) The influence of pupil career guidance on the academic performance of learners in upper primary schools.

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APPENDIX

Appendix I: Questionnaire for Supervisors and Officers

Questionnaire Number

Dear respondent,

I am requesting you to fill this questionnaire, which is aimed at collecting data on the influence of pedagogical practices on learners' performance in upper primary education in Uganda with specific reference to Wakiso district. You have been selected to be one of our respondents in this study. The information provided will be treated with strict confidentiality and shall not be used for any other purpose except for academic purposes. The study will ensure your anonymity and confidentiality. Thank you very much for your cooperation

Yours faithfully

SECTION A:

Background information of Respondents

Tick the appropriate answer

1. Respondents Gender

1. Male 2. Female

2. Level of education

1. Upper Primary 2. Secondary level of education 3. Diploma 4. Degree 5. Master

Degree 5. Others specify.....

3. Age of respondent.

1. Below 20 years 2. 21-30 3. 31-40 4. 41-50 5. 51-above

4. Period in this school

1. Less than 2 years 2. 2-7 years 3. 8- 13years 4. 14-19 years 5. 20 years and above

For the following questions please tick the number of your choice.

Key

1.strongly agree (SD)	2.Disagree (D)	3.Not sure	4. Agree (A)	5.Strongly agree (SA)
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SECTION B

Teaching methods

1.	Teaching follows giving detailed notes to learners in all subjects	1	2	3	4	5
2.	Teachers just lecture to learners in the teaching process	1	2	3	4	5
3.	After the lecture learners are given pamphlets for notes	1	2	3	4	5
4.	The teaching is done in a conversation way to allow all learners understand	1	2	3	4	5
5.	In the conversation teaching process, learners are allowed to freely ask questions regarding what they don't understand	1	2	3	4	5
6.	Teachers allow learners to hold classroom conversations organized in pupil groups or teams	1	2	3	4	5
7.	In the conversational teams, learners are assigned topics in each subject	1	2	3	4	5
8.	In conversational teams learners freely interact and discuss	1	2	3	4	5
9.	Teachers in each class allow classroom discussions with learners	1	2	3	4	5
10.	The discussions are exam based (teaching learners how to approach and pass questions)	1	2	3	4	5

SECTION C**Teaching approaches**

1	The teaching is done in form of demonstrations in all classrooms	1	2	3	4	5
2.	Learners fully participate in learning demonstrations in the learning process					
3.	The demonstrations are organized and done in all subjects	1	2	3	4	5
4.	Learners are tasked to make presentations in the learning process	1	2	3	4	5
5.	Teachers give topics to learners to make presentations and supervise learners during presentations	1	2	3	4	5
6.	Presentations are a preferred teaching approach as they give confidence to learners	1	2	3	4	5
7.	Each learner is given a chance to do a presentation on a topic in their classroom	1	2	3	4	5
8.	Learners are organized into learning teams to help them gain interpersonal management skills	1	2	3	4	5
9.	Teachers use visual presentations in teaching learners	1	2	3	4	5
10.	Teachers use learner-focused instructions in the teaching process	1	2	3	4	5

SECTION D**The Assessment Methods**

1.	Each pupil participates in answering a question in the classroom as asked by the teacher	1	2	3	4	5
2.	Learners are given daily assignments where marks are awarded	1	2	3	4	5
3.	All learners are subjected to end of month tests	1	2	3	4	5
4.	Learners are given periodic mock examinations at a regional level	1	2	3	4	5
5.	The finalists are evaluated according to UNEB final examinations	1	2	3	4	5
6.	Learners are evaluated by their personal developments in the process of learning	1	2	3	4	5
7.	Learners are evaluated by their career growth prospects in their learning process	1	2	3	4	5
8.	Assessment results ensure that they show what learners have learned at the end of a lesson or unit	1	2	3	4	5
9.	There is continuous assessment of learners in the learning process	1	2	3	4	5
10.	Teachers often do team assessment in the process of learning	1	2	3	4	5

SECTION E

Learners' Performance

1	Our school get at least 40percent first grades of the total candidates who sit for UNEB examinations (PLE)	1	2	3	4	5
2.	The entire candidate class obtain first grades at PLE	1	2	3	4	5
3.	Majority of the learners obtain second grades in this school at PLE	1	2	3	4	5
4.	Most learners obtain passes and failures in the UNEB examinations	1	2	3	4	5
5.	The first grades are always of good quality in this school	1	2	3	4	5
6.	Every pupil in this school is assured of a credit in all subjects in UNEB examinations	1	2	3	4	5
7.	The mock exam results done by everyone in school explain the quality of grades at hand	1	2	3	4	5
8.	Most learners get good grades in Mathematics and English subjects	1	2	3	4	5

Interview guide for Head Teachers, DEO and Inspector of Schools

In your own opinion how do teaching methods (notes and lectures, instructional conversations, classroom discussions) influence learners' performance in Wakiso district?

How do teaching approaches (demonstrations, presentations, co-operative learning, and workshops) influence learners' performance in upper primary school in Wakiso District?

In your own opinion how do assessment methods (formative and summative) influence the performance of learners in Wakiso District?