

Students are different based on their ability in learning motivation levels, and how they respond to instructional practices. Once a teacher comprehends the learning differences of his/her learners, it becomes easier for them to design more effective or appropriate teaching methodology to resolve the different learning needs of their students. There are two different categories that have had important implications in teaching – learning process, including: different learning styles, and different methods (in taking in and processing information), learning approach, and intellectual development levels. This study focuses on the different learning styles. Learning style is defined as the student's consistent behaviour of responding to teaching activities and using stimuli in the context of teaching.

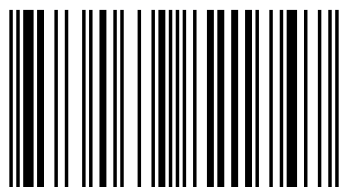


Abubakar Obilan

Teaching-Learning Methods and Students' Academic Performance

In English Language in Public Secondary Schools in
Musanze District-Rwanda

An educationist, writer and enriched consultant in the education field; He accommodates a wide range of experience in teacher education across East Africa. He has trained teachers in countries including; Uganda, Kenya, Tanzania and Rwanda. He is, with specific emphasis passionate about transformational teaching and educational research.



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**TEACHING-LEARNING METHODS AND STUDENTS' ACADEMIC
PERFORMANCE IN ENGLISH LANGUAGE IN PUBLIC
SECONDARY SCHOOLS IN MUSANZE DISTRICT-RWANDA**

OBILAN ABUBAKAR

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OCTOBER 2017

DEDICATION

I dedicate the research study to my dear father Hajji Umar Sunge, my dear mother Jaliat Nderaki, my wife Rashidah Nakiberu and our daughter Raihanah Akurut . I love you so dearly.

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ACKNOWLEDGEMENT

I thank the Almighty Allah for enabling me to document this piece of academic work., my great brothers Nasib Yusuf, Osuje Karim and Opio Hasan; and our entire family. May the Almighty God bless all of them abundantly.

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CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter contains the background of the study, problem statement, and objectives of the study, research questions and significance of the study, the scope of the study and organization of the study.

1.1 Background of the study

Students are different based on their ability in learning motivation levels, and how they respond to instructional practices. Once a teacher comprehends the learning differences of his/her learners, it becomes easier for them to design more effective or appropriate teaching methodology to resolve the different learning needs of their students. There are two different categories that have had important implications in teaching – learning process, including: different learning styles, and different methods (in taking in and processing information), learning approach, and intellectual development levels. This study focuses on the different learning styles. Learning style is defined as the student's consistent behaviour of responding to teaching activities and using stimuli in the context of teaching (Cushman, 2006).

In his study, Keefe (2003) defines learning styles as the constitution of characteristics; intellectual, emotional, and physiological elements that serve as reasonably stable needles of how a learner perceives, interacts with, and responds to the learning environment. Therefore, this assertion is less concerned with what learners learn, but rather how they prefer to learn. Learning styles are points along a scale that help us discover the different forms of mental representations; however, they are not good characterizations of what people are or are not like. Prevalently, students learn new things by insight or listening to someone talking to them,

it sometimes happens through reading about new concepts in order to understand them, or perhaps see a demonstration.

Learning styles can be defined as a set of behaviours, and attitudes that improve learning in any situation. It is concerned with modalities of how students learn and how teachers teach, and how both parties relate. Each baby is born with dynamic traits geared towards particular trend or direction, and these inherent characteristics are influenced by extrinsic factors among others include; environment, culture, personal experiences, and developments (Cushman, 2006).

Each learner compounds dissimilar and dependable preferred customs of perception, organization and learning retention. These learning modes are the pointers of how learners perceive, relate, and respond to the learning environment. Students accommodate different self-styled methods of learning, and they learn differently from one another. Several studies have been conducted in regard to same concept, unfortunately there is no consensus on its definition; Nevertheless, all studies concur that individuals differ in how they learn (James & Gardner, 2000).

Proponents for the use of learning styles in education said: teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student's learning needs. In spite of the fact that there is concrete published evidence that vindicates the differences in individual thinking and learning competencies of learners, very few empirical studies have reliably tested the validity and reliability of using different learning styles in teaching-learning process and that students would be able to learn best once taught in the methods that seem to be more appropriate for their learning needs (Pashler, 2008). The critics augment that there is no critical evidence that assures that student's learning style produces better outcomes (Klein, 2003). Taken together, reviewing the previous studies suggest that

researchers need to take caution in evaluating performance based on a single outcome measure, as each learning style has its strength in specific tasks. Therefore, different subjects were used to measure student overall performance.

In the study, academic achievement was measured using the result of the secondary examination in grade twelve in five main subjects namely, English, mathematics, science, history and geography (De Vaus, 2008). Cognitive styles have been investigated in many countries, such as in the United States. As it was indicated, it is important for educational psychologists to know how learning styles influence pupils' academic achievement in different countries, and from there to design possible means of intervention for promoting effective learning and academic achievement. This study will provide a brief overview of the learning styles literature, outlining the major classification theories and the pedagogical strategies employed in English language teaching and the outcome generated by use of different teaching styles.

1.2 Problem statement

Most Rwandan school teachers have not established how learners learn languages, Particularly English. With the current low achievement in English, it is evident that learners have not yet learned how to learn or discovered their preferred learning methods for different learning material or content in this subject (James, 2005). Also, teachers have not understood the diversity of their learners in a typical classroom, and they keep on embracing the same traditional teaching methods in every context.

In consequence, students become bored and inattentive in class, perform poorly in tests, get discouraged about the subject, the curriculum, and themselves, and in some worse cases drop out of school. Teachers whose efforts are futile leading to poor grades, unresponsive or hostile learners, poor attendance and dropouts, are demoralized in their teaching job and

subsequently disengage their professional commitment (James, 2005). Top-down policy formulation and implementation such as medium of instruction policy in Rwanda, with limited teacher participation exacerbates the teacher de-motivational levels which in most cases leads to psychologically disengagement of the teaching efforts and hence exercise silent resistance against the reforms (Obilan, 2016). Some recent research studies such as Andersson et.al, have underlined the incongruity between Rwandan learners' English language abilities and the cognitive academic requirements they meet in advanced phases of education (Andersson, Kagwesage and Rusanganwa 2012; Andersson and Rusanganwa 2011; Kagwesage 2012; NUR 2010; Parliament of Rwanda 2010). Reasonably, if language abilities do not match with the conceptual requirement, this would lead to frustration and a request to change the medium as Obilan (2015) revealed that teachers' usage of English as a medium of instruction is still low and greatly impacts their pupils' participation in the classroom as teacher's use of English in Gakenke schools. It is due to this backdrop therefore, it became imperative to investigate the learning methods preferred by learners and how they relate to academic achievement so as to develop more appropriate methods to enhance academic performance. It was for this reason this study was conducted.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate the effect of learning methods on the performance of students in English language in secondary schools in Musanze District, Rwanda.

1.3.2 Specific Objectives

- i. To investigate learning methods used in teaching English Language in secondary schools of Musanze district,

- ii) To examine the level of students' performance in English language in secondary schools of Musanze district,
- iii) To establish the relationship between learning methods and the students' performance in secondary schools in Musanze district, Rwanda.

1.4 Research Questions

The study was guided by the following research questions

- i. What are the types of learning/teaching methods applied in teaching English language in secondary schools of Musanze district?
- ii. What is the level of students' academic performance in English language in Musanze district?
- iii. Is there any relationship between teaching methods and students' academic performance in secondary school in Musanze District?

1.5 Significance of the Study

The study will be beneficial to the school head teachers, students, parents and other educational stakeholders in Rwanda. The findings of this study may be helpful to the Government of Rwanda in solving the escalating problems of English teaching methods that are widely spread in Twelve Years Basic Educations (12YBE) Schools. The findings of this study may help the head teachers to make their students respect of school rules and regulations, regular school attendance, team work activities and having good social relationships with others not only in Musanze District but also in other schools in the country at large. It will help the educational leaders to provide preventive measures against failure in Schools.

1.6 Scope of the Study

1.7.1 Geographical Scope

The study was carried out in Musanze District, Northern Province. The District of Musanze is one of eight districts which make up southern province.

1.7.2 Content Scope

Concerning the content scope, our study was only limited on learning methods and students' academic performance in English Language. In addition, relevant literatures related to the variables of the study was limited to more recent materials and the study focused on qualitative and quantitative approaches.

1.7.3 Time Scope

In time scope, this research focused on the period from 2013 to 2016 because this period allowed the researcher to recent data related to his subject. In addition, the study was conducted from October, 2016 to February 2017.

1.8 Organization of the Study

This study consists of five chapters: The first chapter presents the introduction of research including the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope and area of study, and research questions. The second chapter is a review of literature which gives an overview of other scholar's opinions about learning methods and students' performance. The third chapter states all the methodological aspects and research tool which was used to collect and analyse the data.

Chapter four deals with research findings and discussions while chapter five focused on conclusions and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

The second chapter consists of theoretical literature, empirical literature, critical review and research gap identification, theoretical framework, conceptual framework and summary.

2.1 Theoretical literature

2.1.1 Concept of learning method

Learning is the prerequisite concept of learning style. Learning has been defined, by Gray and Jesson (2009), as the change due to experience. They additionally view learning as a product of an outcome of the learning experience which explains the process which emphasizes on all the transparencies of the learning session. Gray and Jasson further perceive learning as a function which underscores certain critical facets of learning, such as motivation, retention, and transfer and which makes behavioral changes in human learning possible (Gray& Jesson, 2009))

2.1.2 Teacher Centered Learning Method (TCLM)

This method, promotes teacher domination of the teaching-learning session. Students are only meant to acquire information from the teacher without building their participation level in the subject being taught (Joyce & Showe, 2005). TCLM style places a teacher in status of knowing it all; s/he is the only source of information or knowledge and students take a passive role of listening and doing only what the teacher dictates to them (Bowen, 2007). This approach promotes rotting in learners due to the fact that it does not employ activity based learning traits to encourage students to learn real life problems based on applied knowledge. Due to the fact that the teacher manages all the transmission and imparting of knowledge process, s/he may attempt to maximize the delivery of information while minimizing time

and effort for students' retention. Consequently, both interest and understanding of students may get lost since learners only play an object role in class. Wilhelm and Danube (2001) specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engages students as primary participants.

2.1.2.1 Lecture method

Lecture method is a process where a teacher talks to students in a repressive manner and students have no opening to ask questions or offer comments during the lesson (MIE, 2004). This method has got some strengths in that; when introducing new subject matter or presenting a synopsis to students, it is appropriate for teaching bigger groups of students and the teacher to cover a lot of content in short space of time. Despite of strengths of lecture method it has limitations, it does not take into account the individual needs, feeling or interest of students, no feedback from students is required third, if not properly planned can led to boredom, it is difficult to assess whether or not learning through lecture is poor and to what extent, the quality of learning through lecture is poor and not permanent finally, the teacher spend a lot of time preparing detailed notes which are rarely learned by the student.

2.1.2.2 Presentation method

Presentation method is referred as the process where a teacher involves motivational clips or content for listeners to accept a new ideas and concepts, modify the current opinion or act on a given premises (Hamm, 2008). The strengths of presentation method among others includes students' mastery of the topic more easily, builds and upsurges confidence among students, it's more appropriate method for classes below quorum, students search a lot of books to collect material and teacher or supervisor is very important.

2.1.2.3 Seminar method

This approach refers to the structuring of group discussion that may trail after a formal presentation or some sort of experience (Kimweri, 2004). The strengths of the this approach is that, it stimulates and tests learners' ability of comprehension and evaluation which may promote learners' ability of understanding and probing, it further enhances learners' sense of self - reliance cooperation and responsibility and ability in report writing and presentation to fellow learners for exchange of view and decision making. The limitations of seminar method are need enough time preparation for the leaner or presenter to plan, write, consult the teacher produce and present material, some learners especially who are shy and reserved may not be able to participate effectively during discussion time and some learners, particularly the vocal ones might dominate the discussion. The teaching methods discussed above are used in teaching and learning, none of these methods is the best one for all situations for teaching to be more effectively, the combination of these methods should be employed since education has many different types of approach and context Ji-Ping and Collis (1995) in (Faraday, Overton and Cooper, 2011).

2.1.3 Student-Centered learning method

This learning method is regarded to be the most popular in the contemporary times. The proponents of this method assert that the 21st century is the globalization error; where students can access information through their interaction with the environment so it is easy for students to access information on their own and the role of the teacher is simply to create conducive environment for students to be able to discover and coordinate different learning patterns on their own (Malcom, 2009). Teachers in the contemporary times are encouraged to employ student-centered approach in order to arouse students' motivation to learn (Yorkbarr & Montie, 2001). This approach is rendered to be the most germane for the global education systems due to the growing and wide spread of Information Communication Technologies

(ICT) such as computers, telephones, internet among others enables students to access notes online; which shifts the role of a teacher to be a facilitator and not a teacher anymore (Reed, 2000). It is presumed that this approach also promotes goal-orientated behavior instudents; thus the approach is asserted to be more effective in enhancing students' achievement (Marzano, 2004).

2.1.3.1 Question and answers (citation) method

This method is also called a Socratic method. Question and answers method is the process where a teacher plans to conduct his/her teaching activities through asking some relevant questions to learners with an intention to stimulate the critical thinking abilities of students. (Mtunda and Safuli, 1997) in (MIE, 2004) Questioning technique is one of the basic and successful ways of encouraging students to think and learn (Ndirangu, 2007).

2.1.3.2 Discussion method

Discussion method is an important component for any teaching or learning situation which allows students to share their ideas (Ndirangu, 2007). This approached can be adapted at the beginning of a new topic to ascertain students' pre-conceived opinion of the subject matter or toward the end of a sub topic by presenting student with a new situation or a short introductory relevant story and asking them to explain it in terms of what they have just learned. Discussion group method entails a teaching and learning strategy through sharing and exchange of ideas, experience and opinion takes place, accompanied by active learning with all member of the group participating in it (Kimweri, 2004). Strengths of discussion method are; increases the depth of understanding and grasp of the subject matter, enhances motivation and generates greater involvement of the learners, promotes leadership role skills, develops skills of organizing and presenting ideas to others in a logical form and develops a spirit of cooperation among learners. In spite of the strengths there is also limitations of

discussion method which includes time consuming, can be used effectively with a limited number of learners, if not well handled some extrovert learners may dominate the discussion.

2.1.3.3 Brainstorming

Brainstorming is a teaching techniques in which every pupil's response that applies to a given topic is acceptable (MIE, 2004). The strengths of brain storming are ; promotes exploration, analysis and problem solving skills, develop the sense of cooperation and group cohesiveness in problem solving, encourages the generation of creative ideas, promotes the generation of initiatives in searching solutions to problems.

The limitations of brainstorming are; it is time consuming if not planned, more useful to a limited number of learners and need through preparation.

2.1.3.4 Demonstration method

Demonstration is a practical display or exhibition of a process and services to show or point out clearly the fundamental principles or actions involved (Kimweri, 2004). Teaching by demonstration is a useful tool available to teacher and plays an important part in the teaching of skills; however for a demonstration to be effective it should immediately be followed with a practical session in order to reinforce procedures (Kimweri, 2004). The strengths of demonstration include learners get the actual experience of what they are learning and interesting to learners and thus promote their attention and retention. The limitations of the demonstration method are; time consuming and expensive, needs through preparation in practice and rehearse before the session, enough teaching and materials are required to successfully conduct a demonstration, it is more appealing when used with a group that has a limited number of learners. Other methods of teaching are role play method, case study, buzz group, and field trips.

2.1.4 Teacher-Student Interactive Learning method

This teaching method applies the strategies used by both teacher-centered and student-centered approaches. The knowledge submitted by learners is more remembered than information shared by a teacher to his/her learners (Stewart & Felicetti, 1992). This approach exhorts the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. According to Witzier & Kruger, the vindicate that this teaching – learning method is reasonably more effective in ameliorating students' academic performance (Witzier & Kruger, 2003).

2.1.5 Methods of Language Teaching

For over a century, language educators have attempted to solve the problems of language teaching by focusing almost exclusively on the teaching method. What constitutes a particular method may not be very clear because a teacher will claim to use one method in his classroom and yet elements of another will be found in his teaching methodology. Any present day theory of language must try to understand what the methods stand for and what they have contributed to present-day thinking. This is therefore an attempt to explain what each method considers its focal point in language learning. (Holden. 1996).

The teaching of English has evolved over the years with newer methods being introduced and the older ones integrated or just discarded. Beginning with the grammar translation method in the last part of the 1800s then to the direct method where the classroom sessions were conducted exclusively in the target language. This evolved to the reading method in the early 1920s with emphasis on reading strategies. Then the audio lingual and audiovisual methods in the 1950s that emphasized listening, speaking and seeing in the target language. From these evolved the present communicative approach which integrates all the other methods.

2.1.6 Factors that Influence the Choice of Teaching Method

The choice of methods of teaching depends on different factors for example knowledge of the teacher and flexibility. MIE (2004) in order to make an informed choice of teaching method(s) in the teaching and learning process the teacher must know; the teaching methods available, the strengths and weakness of each method, the purpose of each can save and how each method can be used in practice. Other considerations during choosing a method of teaching are number of students to be taught, age, time and prior knowledge of the learner.

2.1.7 The Concept of Academic Achievement

The tests are usually constructed and standardized to measure proficiency in school subjects. The most highly valued method of determining whether a successful completion has taken place for a learner is quantitative in nature. In other terms the context of grading and testing are applied to depict student's level of successful in retention of the academic content and skills acquired during the teaching-learning process (Simpson & Weiner. 1999). In Rwanda, a student who scores 80 per cent (where 80 per cent equals an aggregate of "A" is considered to have achieved, where as a student who has 18 per cent is considered not to have achieved (REB, 2016)

A student who takes a standardized test in writing and scores at a 99th percentile is regarded as an achiever, while a student who scores at a 13th percentile is seen as a non-achiever.

In most cases, according to Baker (2004), "accomplishment" is sometimes used in place of "achievement". According to them educational achievement is measured by standardized achievement test developed for school subjects.

This conspicuously implies that students' academic achievement is measured tandem with what is a student attains at the end of a session, because that is the completion of medium or long term objective of education. Academic achievement discourse prefer that all students in

a school take the same coursework and engage in that coursework in the same way through traditional methods such as note taking and responding or posing questions to teachers by show of hands.

Sadler (2001) classified activities that occur in performance as academic performance index, for instance, students 'performance based on reading, selection of one or more schools within each district, among others.

Sadler (2001) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols (Sadler, 2001). Students' academic performance refers to the observable and measurable behavior of a student in the academic activities. For example, the academic performance of a student in English includes observable and measurable behavior of a student at any point during a course. In the subject of English language students' academic performance comprises of student's ability to scores at any particular time obtained from a teacher made test. Therefore, we can equate academic performance with the observed behavior or expectation of achieving a specific statement of or statement of educational intention in a research. Academic performance of students consists of scores obtained from teacher made test, first term examination, mid-term test, and so on (Sadler, 2001).

Academic achievement has always been influenced by the learner's previous education performance, parents 'income and social status, student's social and emotional status or wellbeing, the school environment, learner's attitude and among other factors (Price, 2004). The present study is aimed at determining the relationship between learning styles and students' academic performance in English language in selected schools in Gisagara District, Rwanda.

2.1.8 Learning methods and Academic Achievement

There have been a number of researches conducted to show the relationship between learning methods and academic success or achievement, and which show that learning methods can significantly enhance academic achievement of students at the primary and secondary level (Bush, 2005). Dedicated teachers have made attempts to enhance their students' academic achievements in many ways. One of these ways according to Bush (2005) is to identify each student's learning method to determine strengths for academic achievement. In a study of Castro and Peck (2011) on learning methods and learning difficulties of foreign language students, they claimed that the preferred learning method of the student can be a help or a hindrance in the success of the student in the foreign language classroom. Contemplating from Bush's study, it implies that the students in their study compounded multiple learning styles, hence, they have capacity to learn independently more effectively, indicating that learning styles make a critical impact on the students' academic achievement.

Gilbert (2005) argued that students who were taught by an approach compatible with their learning style did better than those whose learning styles were not matched with the teaching methodologies. A student's style of learning, if accommodated, can result into improved attitudes toward learning and an increase in thinking skills, academic achievement, and creativity (Witzier & Kruger, 2003). Kolb further identified four learning styles in terms of accommodation, assimilation, converging, and diverging and four learning modes that is to say; concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2013).

Marzano (2004) developed a comprehensive model dealing with environmental, emotional, sociological, physical, and psychological learning style elements and concluded that these

elements could provide information directly related to teaching strategies and academic achievement. Wilhelm and Danube asserted that learning styles enable learners to reflect on how they learn best helps to develop their meta-cognition. Learning style consideration in learning is therefore an approach that is directed at meta-learning, similar to setting goals, choosing appropriate strategies and monitoring progress which are more effective ways of improving learning outcomes and achievement than those which simply aim to engage learners at the level of presenting information or understanding and us(Wilhelm, & Danube, 2001).

2.2 Empirical Literature

In the study conducted by Ogwen (2010), which investigated into the influence of teaching methods on students' achievement in KCSE English in public secondary schools in Kenya, aimed to investigate the influence of the teaching methods on students' performance in English in KCSE. to achieve this, three research objectives were formulated which include: to identify the various teaching methods used by three teachers of the English; assess relationships between teaching methods and students' performance in English at KCSE and to analyze the relationship between teaching experience and the methods used by the teachers of English. The study used ex post fact research design. The data was collected using the questionnaires that were administered to teachers and students. 56teachers of the English and 322 form four students were used. Statistical package for social sciences (SPSS) computer software version 16.0 was used to analyze the quantitative data. The study found that textbook reading, demonstration and homework assignment were the most used methods. The study also found that teachers who are highly experienced were identified by the methods which have more activities and that allow teacher- learners interaction. The study noted that teachers who involved methods with hands on activities had their students score highly.

An investigation into the methods mostly liked by the students, the study revealed that some of the most used methods by the teachers are not the most liked by the learners. In the view of the findings, it was recommended that any instruction in English should contain activities and should be students centered. It was also recommended that workshops for teachers of English be recognized so that experienced teachers can be orientate others. The study also recommended that schools should strive to provide sufficient and varied teaching learning resources.

Another study was carried out by Adewale (2012) on the effects of teaching methods on academic performance in primary schools in Tanzania. The major objective was to investigate the influence of teaching methods on academic performance of primary schools pupils. A science topic was taught to different group of selected pupils, their final years using lecture, discussion and discovery methods. The results of three previous terminal examination of each pupil were taken to be the pretests while the post-test were obtained from scores obtained from standardized evaluation of the teaching process. Participating children were made up both male and female pupils. The pupils taught with discovery method were noted to improve on their academic performance that with other methods. Pupils even declined in their academic achievement under lecture teaching method. There was noticeable that facilities to make teachers adopt appropriate method of teaching be provided by both public and private owners of education institutions.

Elvis (2013) carried out a study on teaching methods and students' academic performance of undergraduate students from the College's Department of Economic and Business Sciences in South Africa. The objective of this study was to investigate the differential effectiveness of teaching methods on students' academic performance. The study sampled 109 undergraduate students from the College's Department of Economic and Business Sciences. He Used the

inferential statistics course, students' assessment test scores were derived from the internal class test prepared by the lecturer. His study analyzed the effectiveness of the three hypothesized teaching methods and students' academic performance constructs using the General Linear Model based univariate ANOVA technique. The findings revealed that teacher-student interactive method and student-centered method were the most effective teaching method, whereas the teacher-centered approach was reported least effective teaching method.

2.3 Critical Review and Research Gap Identification

While this study has worked from existing research around the learning methods and students' academic performance in English language, there have also been opportunities to identify gaps in the literature where more research could be carried out. Overall, when writing this research project the researcher found there were fewer studies around learning methods and students' academic performance. Ogwenko found out that textbook reading, demonstration and homework assignment were the most used methods. The researcher did not come across any study about learning methods and students' academic performance in Rwanda, especially in Musanze District. Hence the need to carry out a study on learning methods and students' academic performance in English language in Musanze District.

2.4 Theoretical Framework

2.4.1 Dewey's Theory

Dewey's Theory; the theory was proposed by John Dewey (1938) he concentrated his basic principle with those of traditional education.

Dewey's system is organized around several key concepts the central concept is experiment where all education comes about through experience. The central dilemma of any education system based upon experiences is to select the appropriately current experiences. The second

conception is the appropriate managerial approach that may be more effective where Dewey (1938) beliefs that democratic social arrangements promote a better quality of human experience Dewey (1938). The third aspect is consistency in every experience; each takes up something from those which went before and modified in some way the quality of those which come after for example growth and development Dewey (1938). The fourth concept is interaction which refers to interpreting experience in its education, force and assigns equal rights to both factors in experience- objective and internal conditions. In a certain sense every experience should do something to prepare a person for later experiences of a deeper and more expensive quality.

2.4.2 Inquiry Theory

The idea of the inquiry theory is taken from Dewey's especially his formulation of scientific thinking and in those of cognitive theorists is variously referred to as discovery method, the inquiry method, self-directed learning or problem-solving learning. The approach to teaching through inquiry was proponent Bruner (1966). It is process of constructing a theory of instruction that will meet these four conditions; it should specify effectiveness of individual bias toward learning, structure of the knowledge by the learner, effective sequences of presenting material and the nature and space for rewards and punishments. The two theories discussed above applied mostly in developed countries.

2.4.3 Modeling Theory

Teaching through modeling; is the most elaborate system of thought on imitation, identification or modeling as concepts of teaching, it has been developed by Albert Bandura (1977), Social learning. In teaching by modeling the teacher behaves in the ways he wants the learners to imitate, the teacher's technique is role modeling. The theory is mostly used in developing countries like Rwanda.

2.5 Conceptual Framework

The conceptual framework explains either graphically or in narrative form the major issues in the study, including the constructs or variables and presumed relationship among them (Kombo and Tromp, 2006). Figure 2.1 is a conceptual framework which shows the relationship between three sets of variables in this research. Independent variables are conceptualized as the participatory methods (recitation, brainstorming, group discussion and demonstration) and non-participatory methods of teaching lecture, seminars, presentation while dependent variables are conceptualized as the academic and non-academic which in turn have effect on students' performance.

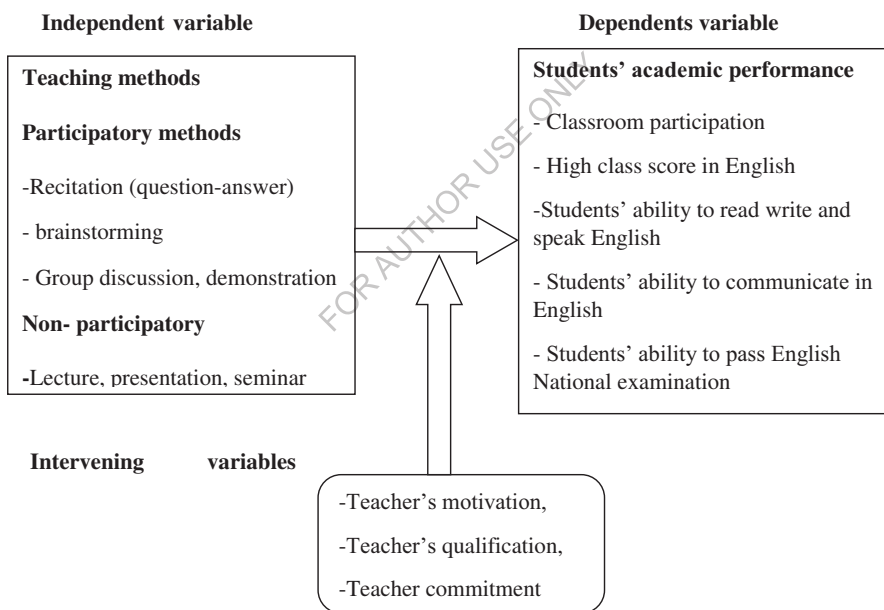


Figure 2.1 Conceptual Framework

Source: Researcher

The conceptual model in Figure 2.1 suggests that the independent variable is conceptualized as consisting of teaching methods (participatory methods and non-participatory methods) while the dependent variable is students' performance in English language which is

conceptualized as classroom participation, high class score in English, Students' ability to read, write and speak English and students' ability to communicate in English. Figure 2.1 further hypothesizes that all teaching methods, have positive relationship with students' academic performance in English language. However, the conception framework indicates that the extraneous variables (teachers' motivation, teachers' qualification and teachers' commitment) were competing with the independent variables to influence students' performance in English Language in sampled schools.

2.6 Summary

The literature revealed that, quite a number of scholars' associate learning methods with students' academic performance. Teacher centered learning method is also known to have an influence on students' academic achievement. Also, the students-centered learning method has been identified by scholars as a learning method that influences academic achievement of students. Other learning methods that affect academic performance of students include teacher-students interactive learning method. It was also known from the literature that, Dewey's theory, inquiry theory and modeling theory were the best theories to guide the study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology of the study. The chapter highlights the research design, target population, sample and sampling technique , research instruments, data collection procedures , validity and reliability of instruments, data analysis techniques and ethical consideration.

3.1 Research Design

As defined by Kothari (2004) “the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis data. In this study, descriptive survey design was used which is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). It can be used when collecting information about people’s attitudes, opinions, habits, or any of the variety of education or social issues (Orodho & Kombo, 2002).With regard to this study, multiple approaches combining both qualitative and quantitative methods were also adopted in a complementary way. This research design tackles mainly how this study was carried out; it describes data collection methods and includes as well data analysis procedures.

3.2 Target Population

The study targeted the concerned head teachers and director of studies, teachers and the learners. This involves 2334 population of all categories, administrative staff, teaching staff and students. From G.S Mucosa I, G.S Muhoza II, G.S Kabaya and E.G.S Muko in Musanze District(office of Head teachers, Musanze District).

Table 3. 1:Target population.

Category of respondents	Target population
Head teachers	4
Director of studies	4
Teachers	92
Students	2242
Total	2334

Source: Offices of head teachers (2017)

3.3 Sample Design

3.3.1 Sample Size

In the study researcher remarked that the population size was large enough and the researcher referred to the Yamene formula (1967).

Formula: $N/1+N(e)^2$

Where n is the sample size, N is the population size (2334), e is the level of precision, (10%)

$$n = N/1+N(e)^2$$

$n = 2334/1+2334(0.1)^2$; $n = 96$, therefore the sample size is 96 respondents

3.3.2 Sampling techniques

Sampling refers to selecting a given number of subjects from a target population so as to represent that population (Kombo & Tromp, 2005). In this study, stratified or crust sampling technique was used as respondents were in four significant categories. To get the number of teachers and students to be included in the sample, proportional stratification was used while

all head teachers and director of studies were included in the sample as their number was small. Amin (2005) argues that when the population is small and reachable the best method to be used to get accurate information from the target population is a survey or census. This method has a merits or advantages to provide a true measure of the population (no sampling error) and easily get detailed information within the population. Therefore, the survey will be used to gather information from head teachers.

Table 3. 2: Sample size determination

Category of respondents	Target population	Sample size
Head teachers	4	4
Director of studies	4	4
Teachers	92	40
Students	2242	48
Total	2334	96

Source: Researcher (2017)

3.4 Data collection methods

This research needed to use a process of gathering and measuring information on variables of interest. The process was done in an established systematic way to enable the respondents to answer stated research questions and evaluate outcomes. This to be possible, the following were very crucial: Data collection instruments, administration of data collection instrument, and validity and reliability of the instruments.

3.4.1 Data collection instruments

The study used two major research instruments namely; questionnaire and interview guide.

Questionnaire

A questionnaire as a set of written questions used to collect data from respondents was used to enable the researcher gather information within a short time and reach a number of people at the same time. The study used self-administered questionnaire as the main research instruments. Both open and close ended questions were designed for respondents. The questionnaire contained both structured and unstructured questions. The self-administered questionnaire enabled the researcher reach a large number of respondents in a relatively short time. A self-administered questionnaire also helped generating reliable data. This is because respondents filled it in their own mood, without being affected by the researcher's presence (Bugingo, 2005).

Interview

According to Kahn and Connell (1957), in Marshall (1995), interview refers to a conversation with purpose and therefore data is collected easily. It is a conversation in which the roles of the interviewer and the respondent change continually. Due to the fact that using interview helps the interviewer to clarify questions and allows the informants to respond in any manner they see fit and it helps the interviewer to observe verbal and non-verbal behavior of the respondents the researcher found it crucial to be used. In this interview, four head teachers and four directors of studies were involved. It was selected because it favoured the populace that the questionnaires may not reach.

3.4.2 Administration of Data collection instruments

Copies of the questionnaire were administered face to face to the respondents by the researcher and two research assistants. The researcher and the assistants visited the selected four schools and administer copies of the questionnaire to teachers and the students.

The researcher and assistants retrieved the copies of questionnaires after teacher and other concerned members of the schools had completed them.

3.4.3 Reliability and Validity

Reliability and validity are important measures in judging the quality of any research study, including the case study.

Validity of Instruments

Validity is defined as the extent to which an instrument measured what it claims to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument (Ary, Cheser, & Sorensen 2006). For validity of the study, content validity was ensured through use of valid concepts like expert validity which measure the study variables. Construct validity was based on to ensure that questionnaires are valid. In order to validate the instruments, the validity test was ascertained by experts in educational research after discussion with the supervisor and other experienced researchers including experienced education practitioners.

Reliability of Instruments

To ensure reliability, the instrument was tested and re-tested on fifteen teachers in secondary schools in Musanze District because both district seem to possess similar characteristics which not among the selected sample. Reliability was defined by the consistency of the results after test and re-test. The researcher conducted the test for the questionnaire and a re-test was conducted again after one week on the same respondents and the results obtained 0.08 which was above 0.05 as recommended by Amin (Amin, 2005).

Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. The researcher organized whatever he observed,

heard, and read and tried to make sense of it in order to create explanations, develop theories, or pose new questions.

Then data was described, classified, and interpreted (interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. Finally, the researcher represented the data for others readers (Ary, Cheser, & Sorensen 2006).

In this study, descriptive statistics of frequency, percentages and tables were used to analyze and present data collected following the order of the research objectives.

3.4 Data collection procedures

Quantitative data were collected using questionnaires which were administered to both teachers, and students. Three days after giving out questionnaires, the researcher started moving around to the selected schools collecting them, for those who delayed, the researcher went there on the fourth day to collect the remaining filled-in questionnaires. To collect qualitative data interview guide was used. The researcher conducted face to face conversation with head teacher and director of studies so as to answer interview questions. The researcher himself wrote the answers which were given by respondents.

3.5 Data analysis procedures

Questionnaires were numbered prior to data entry. Data were entered in the computer with Statistical package for Social Scientist version 20.0 (SPSS 20.0) for data analysis. The data were analysed and interpreted in line with the objectives of the study. Descriptive statistics namely (frequency, percentages, mean and standard deviation) was used to analyze the objectives and Spearman correlation coefficient was used to test whether there is relationship between two variables. Use of teaching methods (the independent variable) which had P – value less than the level of significance (0.05) was associated with students' performance.

3.6 Ethical considerations

The researcher maintained a high degree of academic ethical values and ensures that measures were put in place to guard against and protect the research process to ensure it is successful. Such measures include: obtaining a letter of introduction from Mount Kenya University seeking consent from management to carry out the research, ensuring confidentiality of data and data sources, nondisclosure and exposing the interviewees and to avoid plagiarism, all sources of information were revealed as per reference. Moreover, participation in this study was voluntary; no pressure of any kind was put on respondents.

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CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents research findings and discussion based on collected information from Musanze District Secondary School students, teachers, deputy head teachers and head teachers. The main objective of the study was to establish the correlation between teaching methods and students' academic performance in English Language. A Case of Public Secondary Schools in Musanze District, Rwanda. Research questions which respondents answered were related to objectives under here:

- i) To investigate learning methods used in teaching English language in secondary schools of Musanze district,
- ii) To examine the level of students' performance in English language in secondary schools of Musanze District,
- iii) To establish the relationship between learning methods and students' performance in English Language in secondary schools in Musanze district, Rwanda.

4.1 Demographic Characteristics of Respondents

This section describes the demographic characteristic of the respondents in terms of occupation, sex, age group, education qualification, and working experience.

4.1.1 Categories of Respondents

In this study major categories of people found in education institution (secondary school) were involved in the study. Namely; students, teachers, deputy head teacher and head teachers.

Table 4.1: Category of respondents

Category of respondents	Frequency	Percent
Head teacher	4	4.2
Teacher	40	41.7
Director of studies	4	4.2
Students	48	50.0
Total	96	100.0

Source: Primary data (2017)

Table 4.1 shows that there were four categories of respondents in this study First, head teachers were 4 respondents out of 96 and this represents 4.2%. Next, were deputy head teachers who represents also 4.2 %(4 respondents). Third, were teachers who were involved in this study at a rate of 41.7 %(40 respondents). The last category was students who participated at a rate of 50.0 %(48 respondents). The study involved the above different categories due to the fact that the result of teaching and learning is a product of those four categories.

4.1.2 Sex of Respondents

In this study, gender issue was considered. Both males and females were involved in the study.

Table 4. 2: Sex of respondents

Sex of respondents	Frequency	Percent
Male	67	69.8
Female	29	30.2
Total	96	100.0

Source: Primary data (2017)

Table 4.2 indicates that 69.8% of the respondents (67 respondents) were male and 30.2 % (29 respondents) were female. These results suggest that the sampled schools accommodated both male and females.

4.1.3 Age group of Respondents

This section shows the age group of respondents who participated in this study. As described in table 4.3 respondents were categorized into five main groups.

Table 4.3: Age group of respondents

Age group	Frequency	Percent
Between 10-15	18	18.8
Between 16-20	30	31.2
Between 21-30	10	10.4
Between 31-40	22	22.9
Above 40	16	16.7
Total	96	100.0

Source: Primary data (2017)

Table 4.3 shows the distribution of respondents by their age, as indicated in Table 4.3, a big number of respondents were aged between 16-20 years with the percentage of 31.2 % (30 respondents). Respondents between 10-15 were 18 respondents (18.8%) and respondents

between the age of 21 and 30 were 10 respondents (10.4%). Respondents between 31-40 were 22.9 % (22 respondents) while the least number of respondents were above 40 years. The implication here is that most teaching staff in selected schools were still in their middle stage of life. This is very advantageous because they are energetic and willing to work hard and perform better once motivated.

4.1.4 Education qualification of respondents

This section describes the education qualification of respondents. As indicated in Table 4.4, qualifications fall under students, A2 certificate, Diploma (A1), Bachelor and Master.

Table 4.4: Education qualification of respondents

Qualification	Frequency	Percent
Students	48	50.0
A2 certificate	5	5.2
Diploma(A1)	11	11.5
Bachelor	30	31.2
Master	2	2.1
Total	96	100.0

Source: Primary data (2017)

Table 4.2 indicates that 50.0%(48) of the respondents were students, 5.2%(5) were A2 certificate holders, 11.5%(11) were holders of Diploma(A1), 31.2%(30) had a Bachelor's degree while respondents with Master's degree/ post graduate qualification were 2.1%(2). This result suggests that sampled secondary schools in Musanze District were staffed with qualified personnel.

4.1.5 Work experience of respondents

This section illustrates the work experience of respondents. Work experience concerned only with teachers, head teachers and deputy head teacher. Students who were involved in the study were chosen from senior three, senior four, senior five and senior six because they were somehow mature to respond to the questionnaire.

Table 4 .5: Work experience of respondents

Experience	Frequency	Percent
Students	48	50.0
Less than 3 year	9	9.4
Between 4-7 years	21	21.9
Between 7-10 years	10	10.4
Above 10 years	8	8.3
Total	96	100.0

Source: Primary data (2017)

As shown in Table 4.5, 9.4%(9) of the respondents had experience of less than 3 years, 21.9%(21) were in between 4-7 years, 10.4%(10) were in between 7-10 years and the rest 8.3%(8) were above 10 years. Considering employees experience, it is clear that the teaching staff in sampled school at least had some degree of experience in teaching with an assumption that they know what they are doing.

4.2 Presentation of Finding

This section presents information got from the field on both independent and dependent variables. It also describes the relationship between independent and dependent variable (teaching methods and students' performance in English Language).

The study used some statistical techniques like mean and standard deviation for descriptive statistics. To test the nature of relationship the study used Pearson correlation coefficient.

4.2.1 Participatory Methods of teaching/ Students Centered Method

This section describes the opinion of respondents on the use of participatory/ students centered method in sampled schools. The Table 4.6 shows how respondents evaluated the items related to the use of students- centered method in teaching English Language.

Table 4.6: Students- Centered Method

Participatory method/ Students Centered method	Mean
In teaching-learning process students work in group	3.35
Debate and group discussion in English lesson are used as a tools to involve students in teaching and learning process	4.17
In teaching learning process teacher's role is to coach and facilitate and teacher and student evaluate learning together	3.54
In teaching learning process of English reading method is usually used	3.57
In teaching Learning process of English teachers use audiovisual and audio-lingual methods	2.35
Listen tasks and active conversation are among the language exercise given to students	4.01
Weighted mean	3.49

Source: Primary data (2017)

As indicated in Table 4.6, debates and group discussion were identified by respondents as the most used method in teaching in teaching English Language due to high mean of 4.17. This means that majority of respondents confirmed that teachers use debate and group discussion when teaching English language. Group discussion also demonstrated as a good

way of engaging students in active learning or students centered approach. The results also indicated that majority of respondents were on the same opinion that in teaching and learning process teacher's role is to coach and facilitate and teacher and student evaluate learning together as shown by high mean of 3.54. In assessing whether in teaching learning process of English reading method is usually used, the results in Table 4.6 indicated a high mean of 4.57. In Rwanda's secondary schools this method is used as part of other methods. It is mostly used in Musanze secondary schools because they have textbooks and they can afford to use reading as a method of language education. Students are given books like novels to read in their free time and do presentation in the classroom.

When the researcher examined whether teachers use audiovisual and audio-lingual methods in teaching English language, the findings in Table 4.6 indicated a low mean of 2.35. These methods are encouraged in the integrated/communicative approach but they fail only because of lack of equipment to use in the language laboratories. These methods are not used in Musanze English language lessons because of the lack of facilities for conducting these kinds of classes. The results also revealed that listen tasks and active conversation are among the language exercise given to students as indicated by high mean of 4.01. In interview conducted with head teachers, majority of them revealed that participatory (learner - centered) methods are important in teaching language subjects and they help student to perform different activities in the class during teaching/ learning process and make students to have long memory. They also commented that learner centered methods enables students to share their views and what they know about the subject matter and contribute to the topic as they are motivated and need to know more about the topic taught/ discussed.

When students were asked how often they participated in debates in order to ascertain whether they got an opportunity to practice their oral skills. Majority of them stated that they

rarely attended class and school debates. School debates are meant to help the students learn to express themselves in English in public.

When students do not get this opportunity they later on find difficulty in speaking in public because they lack confidence and this is what is happening with many students these days that complete secondary school education.

4.2.2 Non Participatory Methods of teaching/Teacher-Centered Methods

The second indicator of teaching/ learning method was non-participatory method/ teacher centered method. Table 4.7 describes the opinion of respondents on the use of non-participatory method in sampled schools.

Table 4.7: Non Participatory Method/ Teacher Centered Method

Non-Participatory method	Mean
In teaching and learning process, the knowledge is transmitted from the teacher to students	2.62
In teaching learning process the students passively receive the information	2.28
The teacher's role is the primary information giver and primary evaluator in the teaching learning process	2.01
Teaching and assessing are separate in the teaching learning process	2.09
Assessment is used to monitor teaching	3.94
In teaching learning process the emphasize is on right answers	2.16
Weighted mean	2.51

Source: Primary data (2017)

Table 4.7 shows the opinion of respondents on the use of teacher centered method by teachers in Musanze District. As indicated in Table 4.7 a big number of respondents were in

disagreement that in teaching and learning process, the knowledge is transmitted from the teacher to students as shown by low mean of 2.62; in teaching learning process the students passively receive the information as shown by low mean of 2.28 and that the teacher's role is the primary information giver and primary evaluator in the teaching learning process as shown by low mean of 2.01. In assessing how teaching and assessing are separate in the teaching learning process, results in Table 4.7 indicated a low mean of 2.09 and a great number of respondents agreed about the item that assessment is used to monitor teaching as shown by high mean of 3.94.

Lastly, findings in Table 4.7 indicated that a great number of respondents were in disagreement that in teaching learning process the emphasize is on right answers as shown by low mean of 2.16. In interview conducted with deputy head teachers, majority of them justified that teacher centered method are used in teaching because the students are being introduce to new concept and if used properly they can improve academic performance of students. Teacher centered methods are helpful in coverage of syllabus, they should be used for the purpose of clarifying information to a large group in a short period of time, useful in situations where the aim is to provide frame work of idea and theories, these include lecture and seminars. Some deputy head teachers mentioned that the choice of suitable teaching method depended on the nature of the students and their level of maturity. They responded that when the students were very active then the teacher would have to use a lot of activity to keep them from getting bored. But if they were dull especially the rural students who get to class tired from working at home and walking long distances, then the teachers would have to explain and dwell on the same topic for a long time

4.3 Students Performance

Performance is the visible outcome of an inward change that has taken place and to the extent/ degree of change that has occurred. According to Freeman, a major goal of process-product research was to estimate the effects of teachers' actions or teaching performance on student learning.

The assumption was made that different teachers teach differently, they organize material differently, and they interact with students differently and this affects how the students learnt (Freeman, 1996)

Table 4.8: Students' Performance

Students' Performance	Mean
Students perform well in both written and spoken language	2.13
In our school, many students are able to communicate in fluent English	1.96
Most students are good at English grammar	2.18
Students are able to read comprehension exercises and comprehend what they are reading	2.02
Students are able to listen and understand when they are spoken to and what other people are saying when they speak English	2.51
Students are able to write correct sentences with correct tenses.	2.08
Students perform well in mid-term exam in English language	2.39
Students performance in English national examination is high	2.12
Students perform well in end of term in English language	2.28
Weighted mean	2.18

Source: Primary data (2017)

Table 4.8 illustrates the opinion of respondents on students' performance in English Language in Musanze District secondary schools. As indicated in Table 4.8 a great number of respondents disagreed about the item that students perform well in both written and spoken language as shown by low mean of 2.13; many students are able to communicate in fluent English as indicated by a low mean of 1.96 and that most students are good at English grammar as also shown by low mean of 2.18.

In the Musanze District in selected schools, many students are unable to communicate in fluent English. There is evidence of even teachers in those schools they are unable to hold a conversation in English and yet they are the ones we are expecting to teach those children. In analyzing whether students are able to read comprehension exercises and comprehend what they are reading, findings in Table 4.7 indicated a low mean of 2.02. Students are able to listen and understand when they are spoken to and what other people are saying when they speak English as shown by low mean of 2.51. These justify the inability of students to understand what they read in English language and what other people say. On the item that students are able to write correct sentences with correct tenses, results in Table 4.8 indicated also a low mean of 2.08. The results suggested that most students in selected schools had difficulties in constructing correct sentences with correct tenses in English Language.

In examining the rate of students' performance in term mid- term examinations; end term examinations and performance in National examination in English, findings in Table 4.8 indicated poor performance of students in all aspects(mid-term exam, end of term exam and National examinations) as shown by low mean of 2.34; 2.12; and 2.28. Student's ability to pass exams is one of the indicators that effective teaching took place. When effective teaching takes place one of the results is improved performance by the students. From the findings in Table 4.8 it was clear the students' performance was poor, justifying ineffective teaching of English language in selected schools.

4.4 Correlation between teaching methods and students’ performance

This section describes the relationship between teaching methods and students’ performance in English language. To establish the nature of relationship the researcher followed the rule of Pearson correlation coefficient.

Table 4.9: Correlation between teaching-learning methods and Students’ performance

Teaching Methods		Students’ Performance
Participatory Method	Pearson	.586**
	Correlation	
	Sig. (2-tailed)	.000
Non-participatory Method	Pearson	.493**
	Correlation	
	Sig. (2-tailed)	.000

*, Correlation is significant at the 0.05 level (2-tailed).

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

Source: Primary data (2017)

Table 4.9 shows the relationship between teaching methods and students’ performance in English language. According to statistics in table 4.8 there is a positive relationship between participatory method and students’ performance on the correlation coefficient of .586** and that is statistically significant since the Sig. (2-tailed) p-value 0.000 is less than 0.01. Secondly, there is low a positive relationship between non-participatory method and students’ performance on the correlation coefficient of .493** and it is statistically significant since the Sig. (2-tailed) p-value is 0.000 which is less than 0.01. due to the moderate and low positive relationship between teaching methods and students’ performance, the study suggest

that not only teaching methods but also there are other factors that contributed to poor performance of students in English language in selected schools.

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CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the findings of the study as presented in chapter four. It also presents the conclusions arising from the study and recommendations, which could improve the students' performance in English language. Moreover, suggestions for further research were provided.

5.1 Summary of Findings

The main objective of this study was to establish the relationship between teaching methods and students' performance in English language in selected schools in Musanze District. Data were collected from 96 respondents and questionnaire was used as main tool of data collection. To respond to the first and second objective, the researcher used statistical techniques such as mean and standard deviation. To test the nature of relationship between variables the researcher followed the rules of Pearson correlation coefficient. The results of the study revealed that there is a positive correlation between teaching methods and students' performance in English language in selected schools of Musanze District.

5.1.1 Objective one: Teaching Methods

The first objective of this study was to identifying teaching methods used in instruction of English language in public secondary school in Musanze District, Rwanda. The results of the study indicated that students centered method was the most practiced by teachers (group discussion, debate, group work presentation, reading exercises) as shown by high mean of 3.49 in Table 4.6 followed by teacher centered method as shown by low mean of 2.51 in Table 4.7.

5.1. 2 Objective two: Students' performance in English language

The second objective of this study was to determine the performance of students in English language in selected schools in Musanze District, Rwanda. The results of the study revealed that there is poor performance in English language as evidence by inability of students to communicate in English language, difficulties in reading and understanding English language, and poor performance in mid-term, end of term and national examinations as shown in Table 4.8 on the low mean of 2.18.

5.1.3 Correlation between teaching methods and students' performance in English

The third objective of this study was to establish the relationship between teaching methods and students' performance in English language. The results of the study indicated a positive relationship between participatory method and students' performance on the correlation coefficient of .586** and that is statistically significant since the Sig. (2-tailed) p-value 0.000 is less than 0.01. Secondly, there is low a positive relationship between non participatory method and students' performance on the correlation coefficient of .493** and it is statistically significant since the Sig. (2-tailed) p-value is 0.000 which is less than 0.01

5.2 Conclusions

From the study findings, it was concluded that, students centered method should be used by all teacher in teaching English language as it has a great influence on students' performance in English language. Secondly, poor performance of students should not only be attribute to poor teaching methods as there are other factors that impact on students' performance.

5.3 Recommendations

The results of this study revealed several areas of concern the following are recommendations to address each of that concern.

The teachers should show on regular basis, find out from students on which methods is helping them to understand and apply those methods which lead to better students' understanding. That way high students' performance will be insured. Second, the study revealed that some teachers seem not be aware of value and impact of different teaching methods on students' performance. This has led to inappropriate application of ineffective and often outdated teaching methods (such as teacher-centered approach). The heads of schools in confection with Ministry of Education should regular conduct training/ workshops on teaching methods in English language as well as other subjects. This will help teachers to appreciate and learn the best teaching practices particularly new teaching methods. It will also help to improve students' performance.

5.4 Suggestions for Further Study

The study identified areas for further research first, looked at the effects of teaching methods on students' performance in public secondary schools in Musanze District, the learning condition in private secondary schools are different, thus there is need to conduct a similar research in private schools in Musanze District. Second the research concentrated on public schools in one district of Musanze; however before generalization can be made extensive, research in other District public secondary schools need to be performed.

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APPENDICES

APPENDIXI: QUESTIONNAIRE FOR TEACHERS

Dear Respondents,

I am doing research on the teaching-learning methods and students' academic performance. I ensure you that your responses will be kept confidentially and will be used only for the purpose of this research. Please endeavor to fill this questionnaires and turn back them to me after 2hours and personal responses are recommended.

I am so grateful to you for spending your time and accept to fill this questionnaire.

Thank you

Obilan Abubakar

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SECTION A: Background information

In this section you are requested to tick the alternative about your back ground that is most appropriate.

1. Sex

Male ☐ Female ☐

2. Age 10-15 ☐

16-20 ☐

21-30 ☐

31-40 ☐

Above 40 ☐

2. Level of education

a) Secondary level ☐

b) Diploma (A1) ☐

c) Bachelor level ☐

d) Master level ☐

3. For how long have you been working here in this school?

a) Less than 3 year ☐

b) 3-7 years ☐

c) 7- 10 years ☐

d) Above 10 years ☐

4. Current occupation:

a) Student ☐

b) Teacher ☐

c) Director of Studies ☐

d) Head teacher ☐

SECTION B: Questions about independent variable

B1: The implementation of learner centered methods

Using the key given, choose or tick the right alternative that fits your opinion on implementation of learner centered methods/participatory method

SA=Strongly Agree, A=Agree, N= Neutral D=Disagree, SD=Strongly Disagree.

Nº	Aspects of the implementation of learner-centered method	SA	A	N	SD	D
1	In teaching-learning process students work in group					
2	Debate and group discussion in English lesson are used as a tools to involve students in teaching and learning process					
3	In teaching learning process teacher's role is to coach and facilitate and teacher and student evaluate learning together					
4	In teaching learning process of English reading method is usually used					
5	In teaching Learning process of English teachers use audiovisual and audio-lingual methods					

6.	Listen tasks and active conversation are among the language exercise given to students					
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B 2 The implementation of teacher centered methods.

Using the key given, choose or tick the right alternative that fits your opinion on implementation of Teacher centered methods

SA=Strongly Agree, A=Agree, N= Neutral D=Disagree, SD=Strongly Disagree

Nº	Aspects of teacher centered methods	SA	A	N	D	SD
1	In teaching and learning process, the knowledge is transmitted from the teacher to students					
2	In teaching learning process the students passively receive the information					
3	The teacher's role is the primary information giver and primary evaluator in the teaching learning process					
4	Teaching and assessing are separate in the teaching learning process					
5	Assessment is used to monitor teaching					
6	In teaching learning process the emphasize is on right answers					

C. Questions about dependent variable: students' academic performance.

Using the key given, choose or tick the right alternative that fits your opinion on implementation of Teacher centered methods

SA=Strongly Agree, A=Agree, N= Neutral D=Disagree, SD=Strongly Disagree

No	Aspects of Students Academic performance	SA	A	N	D	SD
1	Students perform well in both written and spoken language					
2	In our school, many students are able to communicate in fluent English					
3	Most students are good at English grammar					
4	Students are able to read comprehension exercises and comprehend what they are reading					
5.	Students are able to listen and understand when they are spoken to and what other people are saying when they speak English					
6.	Students are able to write correct sentences with correct tenses.					
7.	Students perform well in mid-term exam in English language					
8.	Students performance in English national examination is high					
9.	Students perform well in end of term in English language					

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

Please tick the correct alternative or answer as precisely as possible.

1. Your age

(a) Between 10-15 ☐

(b) Between 16-20 ☐

2. What is your present level of education?

(a) Senior One ☐

(b) Senior Two ☐

(c) Senior Three ☐

(d) Senior Four ☐

(e) Senior five ☐

(f) Senior six ☐

3. In your view, do you have enough English language textbooks for your class?

(a) Yes ☐

(b) No ☐

4. How often are you given comprehension exercises?

(a) Frequently, ☐

(b) Occasionally ☐

(c) Never ☐

5. How often are you required to read aloud from passages?

a) Frequently ☐

b) Occasionally ☐

c) Never ☐

6. How often are you given discussion topics to discuss in groups?

a) Frequently ☐

b) Occasionally ☐

c) Never ☐

7. How often are you involved in school and class debates?

a) Frequently

b) Occasionally

c) Never

8. How often are you asked to write compositions?

a) Frequently

b) Occasionally

c) Never

9. How often are you asked to do exercises on letter writing?

a) Frequently

b) Occasionally

c) Never

10. Do you do grammar exercises like filling in blanks?

a) Sometimes

b) Never

c) Always

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APPENDIX V: INTERVIEW GUIDE FOR HEAD TEACHER AND DIRECTOR OF STUDIES

1. Indicate your:

a) Age.....

b) Sex.....

c) Qualification.....

d) Experience.....

2. What are the effects of teaching methods on students' Performance in schools?

.....
.....

3. Which methods are commonly used in learning /teaching? Why/ how?

.....
.....

4. How do you link teaching methods with the performance of the students?

.....
.....

5. To what extent do teaching methods impact on students' performance?

.....
.....

6. From your experience as school leader which teaching methods do you recommend for use in secondary schools especially for English Language? Why?

Thank you for your time and cooperation.

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