

Influence of Teaching Methods on Pupils' Performance in English Language Subject at Kenya Certificate of Primary Education in Non-Formal Schools in Korogocho, Nairobi City County, Kenya

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Abstract

The aim of the study was to investigate the influence of teaching methods on pupils' performance in English language subject at KCPE in NFPSs in Korogocho, Nairobi City County, Kenya. The objectives were to establish the influence of lecture method on pupils' performance in English language at KCPE, to determine the extent to which the use of collaborative teaching methods influence pupils' performance in English language subject at KCPE in NFPSs, to examine relationship between the use of lesson plans and pupils' performance in English subject in KCPE in NFPSs in and to establish the influence of the use of classroom trans language strategies on pupils performance in English language in NFPSs. The study was based on the Instructional theory by Reigeluth. and was cross-sectional survey design to collect data. The target population was 78 Non formal primary schools, 78 directors, 180 teachers of English and 780 pupils. The sample size comprised of 23 non formal schools, 23 directors, 54 teachers of English and 264 pupils totaling to 364. Data collection was by means of questionnaires, focus group discussions and lesson observation. Data were analyzed by descriptive statistical analysis such as frequencies, percentages, means and also pearsons' product moment correlation coefficient. The relationship between instructional methods and pupils performance in English language was positive. Data was presented in tables, bar charts and pie charts. The research established that performance in English was below average. Lecture method used had negative correlation hence made pupils perform poorly in English language. Teachers used lecture method which was inappropriate for teaching and most of them did not prepare lesson plans, and collaborative methods were used sparingly. The lecture method correlated negatively to performance at -0.2378. Collaborative method positively and significantly influenced performance in English subject, lesson planning, had positive relationship with performance at 0.927 and Translanguaging strategies had some significant relationship with performance in English language at 0.413 respectfully. The study concludes by saying that all teaching methods mentioned in the study contribute to performance for example Collaborative teaching methods should be enhanced and the use of lecture method should be discouraged. The study recommends that directors of non-formal primary schools and teachers should be exposed to modern methods of teaching and pupil's characteristics should be addressed. This study is expected to provide useful information on instructional methods like collaborative methods to be used in schools, use of lesson plans and language of instruction. The study recommends KICD to organize frequent in-service training for tutors to enable them use new skills in teaching English. The research recommends further study to be conducted to establish how group discussion and dramatization methods influence performance in English language subject .A similar study should be conducted in a rural area to establish what factors affect performance in English subject.

Keywords: Teaching methods, Performance, English, Non-formal schools, Kenya

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