

Effects of Application of Instructional Methods on Learner Achievement in Business Studies in Secondary Schools in Kenya

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Abstract

Instructional methods influence achievement of students in education continuum. While appropriate methods enhance learner achievement, inappropriate approaches stifle knowledge retention and application. While empirical studies in Kenya have focused on subjects such as Kiswahili, Biology and Mathematics, none has examined the linkage between instructional methods and learning achievement in business. Primary data was obtained from 288 form four business studies students across the country. A mixture of probability and non-probability sampling procedures were used to select students and teachers for inclusion in the study. Bivariate analysis obtained cross-tabulations with Chi square (χ^2) and one-way Analysis of Variance (ANOVA) for significance tests; while multivariate analysis obtained β coefficients, $\text{Exp}(\beta)$, -2LL statistic and significance tests. The study found that takeaway assignments accounted for the largest proportion of variance in improved student performance (9.1%), brainstorming (8.8%), group discussions (8.3%), dictation (7.9%), lectures (6.3%) and chalkboard notes (5.9%) thus giving prominence to constructivist approach.

Key words: Instructional-methods, teacher-centered, learner-centered, constructivist-approach Achievement

Full text:

<https://pdfs.semanticscholar.org/1d38/60d0de023526fde0d7e84dd6b85cc9900e27.pdf>