

Influence of Teaching Methods on Students' Academic Performance in Kiswahili Subject in Public and Private Secondary Schools in Lang'ata Sub-county

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Abstract

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner through various teaching and learning methods. The effectiveness of these teaching and learning processes largely depends on the choice of the teacher's teaching method. It appears that the literature with regards to effectiveness of teaching methods may not be extensive. The purpose of this study therefore was to examine influence of teaching methods on students' academic performance in Kiswahili subject in public and private secondary schools in Lang'ata Sub-county. This study applied mixed methods research design. The target population for this study consisted of all 18 secondary school Principals, 91 Kiswahili teachers and 7691 students of the 18 secondary schools in Lang'ata Sub- County. Both probability and non-probability sampling procedures were used to get a sample of 234 participants (9 principals, 45 teachers and 180 students). Interview guide for principals, questionnaires for teachers and students were used to collect data. Qualitative data were thematically analyzed whereas quantitative data were analyzed with the help of SPSS version 20. Findings revealed that teachers used a blend of lecture, group work and question and answer methods to a larger extent and demonstration, guided learning and role- play to a lesser extent to teach Kiswahili. Teaching methods had both a positive and negative influence on students' performance in Kiswahili. In conclusion, teaching methods influence students' academic achievement in Kiswahili. The study recommends regular in service training for Kiswahili teachers as it is believed that in service training addresses contemporary issues that will help teachers understand various methodologies and how to incorporate them in their day to day teaching.

Keywords: Teaching methods influence, students' academic performance, Kiswahili subject performance, students and Kiswahili, Kiswahili teaching methods, Kiswahili student performance, Lang'ata Sub-county performance

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