

Pedagogical approaches to English language curriculum and students' learning outcomes in public secondary schools in Iganga District

by

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Keywords: *Integrative Pedagogical Educational Model, BASKVA, Students learning outcomes, content expertise, Every Student Succeeds Opportunity, Universal Secondary Education*

Introduction

Students' learning outcomes in the English language are directly related to the content and methodologies of English Language Teaching. Secondary schools are meant to have qualified English teachers with universal techniques of content delivery in terms of content expertise, instructional design skills, assessment of performance, and classroom management.

The National Teacher Policy (NTP) approved and presented at the 101st Education Sector Consultative Committee Meeting in Kampala on the 28th September 2017, a framework to professionalize and standardize the teaching profession and to enhance the development and management of teachers.

The framework is based on four thematic areas, namely; standard and qualification, training, and management, and cross-cutting issues (UNESCO, 2018). The surge in



concerns concerning students' learning outcomes in the English Language curriculum was the reason to conduct the study the chief goal of which was to test the effect of pedagogical approaches of the English language curriculum on learning outcomes in public secondary schools in Iganga District.

Study objectives

1. To establish how content expertise for English Language teachers defines student learning outcomes,
2. to map out the significance of instructional design skills by English Language teachers to students' learning outcomes,
3. to determine the implications of English Language teachers' assessment techniques for students' learning outcomes and
4. to assess the contribution of classroom management by English Language teachers to students' learning outcomes in public secondary schools in Iganga District.

Methodology

Research design: The cross-sectional survey design was adopted, and according to Tashakkori&Teddlie (2010) and Shantikumar (2018) this design can be blended with qualitative and quantitative data collection methods and descriptive approaches.



Study population and sampling: the study population was 432 respondents. It included; 8 headteachers, 64 teachers, and 360 students.

Sample Size determination

$s \frac{N}{1+N(e)^2}$ where n ample using Yamane (1967) The formula is as follows;

n = = sample size, N the total population targeted, and e = percentage of error made in selecting the sample (5% or 0.05), and 1 is representative of any likely avoided element that would have been included.

$$\begin{aligned} \therefore n &= \frac{432}{1+432(0.05)^2} = \frac{432}{1+432 \times 0.0025} = \frac{432}{1+1.08} = \frac{432}{2.08} \\ &= 207.6 \text{ (208)} \end{aligned}$$

The survey, interview, and observation were used for the purposes of cross-validation of data initiative to visit schools libraries to observe instruction materials. The following were the data collection instruments: Self-administered questionnaires, interview guide, and direct observation guide. A document analysis guide was also used to collect data on the English language syllabus, the English language modules, the English language assessment records, and the English language department minutes and reports. Purposive sampling was used to select headteachers and teachers, as stratified sampling and random sampling to select students and teachers, were used.




Key findings

The study found that students were slow in learning new material (25%); that students were not accurate in writing skills (19%); and that students never or rarely understood the content before writing answers (50%). Therefore, the results showed that problems existed in the manipulation of content to learners' expectations (65.5%). The study found that instructional approaches required for teachers of the English Language were not adequately used in public secondary schools in Iganga District represented by a 39% shortfall in adherence to teachers' instruction. 75% statistical indicators showed that there were no provisions for classroom interaction and that there was more teacher-centered than learner-centered instruction.

Regarding the influence of assessment techniques on learning outcomes; 65% indicated that student's comprehension skills through reading and interpretation were not assessed and that there was a low assessment level in composition skills. As for classroom management by the English Language teachers and learning outcomes, it was found that teachers rarely participated in correcting students' mistakes and repetitions of ideas during lessons, depriving students benefit of how to pronounce certain words perfectly and speaking fluently.

Key recommendations

The study recommended the implementation of a policy that aims at improving methodology, pedagogy, and curriculum as well as ensuring functional benefits from the education system. The government ought to follow up on the implementation of its legal framework that protects



the right to education; should adopt and enact a policy on Every Student Succeeds Opportunity (ESSO) to avail students the opportunity to learn and succeed.

Teachers ought to be responsible for their students' learning outcomes, to be ready for education reform, and to develop a local/subsidiary curriculum from the parent curriculum that is relevant and meaningful. The National Curriculum Development Centre should design an educational curriculum that is more logical and functional by which it is meant one which provides for teachers to be well equipped with skills to handle classroom work and one which makes learning outcomes a necessity.

The Curriculum Development Centre should also design a productive pedagogical curriculum framework that is relevant, motivating, and engaging. The Ministry of Education and Sports should adopt and use the Integrative pedagogical Model to address pedagogical approaches to students learning outcomes to ensure the effective acquisition of skills and strategies for literacy in secondary schools. Teachers should use holistic educational methods to cultivate a developing learner.

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Sleep quality and psychological well-being of boarding secondary school students in Uganda

By

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Keywords: *Boarding secondary schools, sleep quality, psychological well-being*

Introduction


This study aimed to explore the relationship between sleep quality and psychological well-being among boarding secondary school students in Uganda with a view of developing an ideal model for enhancing sleep quality and psychological well-being; thus, contributing to improvements in sleep policy design and schools' academic practices.

Study objectives

The study analysed students' sleep quality, examined their psychological well-being and assessed the influence of sleep quality of boarding secondary school students on their psychological well-being.

Methodology


Sleep quality was analysed using the Pittsburgh Sleep Quality Index (PSQI) and PWB, using Ryff's Scale of



Psychological Well-being (RSPWB). This research study employed a mixed methods research design called concurrent triangulation design where only one data collection phase was used, during which quantitative and qualitative data collection and analyses were conducted separately but concurrently to gain detailed results. A total of 690 boarding secondary school students participated in the study. After excluding students with incomplete questionnaires, the final analysed sample consisted of 617 students; the participation rate was 89.4% with complete data obtained through questionnaire administration. Quantitative data were analysed using descriptive and inferential statistics while qualitative data obtained through interviews were analysed thematically.

Key findings

The study revealed that the prevalence of poor sleep quality among participants was 85.7% with the mean PSQI global score of 11 implying that, on average, participants met the definition of poor sleep quality using the cut-off of the PSQI > 5 . A majority (89.0 %) of the participants had moderate psychological well-being and 11.0% reported low psychological well-being with none in the high psychological well-being category. In this study, the findings showed a strong positive significant correlation between the overall sleep quality and overall psychological well-being ($r = .792, p = .021$). Regression analysis indicated that psychological well-being significantly predicted sleep quality ($\beta = 0.751, p = .023$) and that a 53.9 percent change in the students' psychological well-being was attributed to sleep quality. This study also found that good sleep quality significantly



and positively predicted higher psychological well-being ($\beta = 0.778, p = .020$) and poor sleep quality significantly and negatively predicted lower psychological well-being ($\beta = -.640, p = .033$).

Results from interviews revealed that the influence of the demanding school academic programmes such as extra night teaching and early morning prep and teaching, as well as leaving lights on at night in the dormitory and noise, contributed greatly to poor sleep quality. Poor sleep quality hindered students from achieving higher psychological well-being.

Key recommendations

The study recommended the adoption of the Sleep Hygiene Intervention Model (SHIM) which has been developed to raise psychological well-being through optimising sleep quality. This study has implications for secondary school education policymakers and implementers for improvement of the students' psychological well-being.

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School-based sexual and reproductive health services for prevention of adolescent pregnancy in Hoima district, Uganda: cluster randomized controlled trial

by

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Keywords: *adolescent pregnancy, adolescent risky sexual behaviour, safe sexual behaviour, sexual behaviour, sexuality*

Introduction

The prevalence of adolescent pregnancy in Uganda has remained high at 25% for the last 10 years despite the numerous interventions that have been implemented by the Ministry of Health and other stakeholders. The purpose of this study, therefore, was to evaluate the effect of providing school-based sexual and reproductive health services on the prevention of adolescent pregnancy and sexual behavioural change among adolescent girls in school. Besides, the study sought to advance a suitable school-based SRH model for use in adolescent pregnancy prevention programmes in Uganda and other developing countries.




Methodology

The study used the Cluster Randomized Controlled Trial (CRCT) design. Twenty secondary schools (clusters) were selected using cluster sampling and randomly allocated 1:1 into the control or intervention group. A total of 1,182 girls aged 15-19 years were selected using simple random sampling. The average cluster size of the study was 60. The intervention group received tailored SRH information, in-school SRH services delivery, and referral for ten months. The control group received no intervention but had access to the existing public health facilities. Data were collected at the baseline and end of the study. Descriptive statistics and inferential analysis were done as well as structural equation modeling using SPSS.

Key results

Provision of school-based SRH services (OR= 41.52; 95% CI 17.07-100.99; $p < 0.001$) had a statistically significant effect on the occurrence of adolescent pregnancy among school girls. Provision of school-based SRH services (OR= 0.29; 95% CI 0.11-0.73; $p < 0.05$) had a statistically significant effect on the sexual behaviour among school girls in the intervention group. At the bivariate level, the factors that influenced the utilisation of SRH services (IV) were: age of the schoolgirls ($\chi^2 = 8.980$, $p < 0.05$) and parents' marital status ($\chi^2 = 3.954$, $p < 0.05$). The factors that predisposed the girls to adolescent pregnancy were: religion ($\chi^2 = 6.231$, $p < 0.05$), school



resident category ($\chi^2 = 5.090$, $p < 0.05$), sexual behaviour ($\chi^2 = 13.781$, $p < 0.05$), ever had abortion ($\chi^2 = 57.300$, $p < 0.05$), ever been pregnant ($\chi^2 = 31.531$, $p < 0.05$) and ever using family planning ($\chi^2 = 3.886$, $p < 0.05$). Although the location of SRH services was not statistically significant, the proportion of girls who utilised SRH services was higher (67%) in the intervention group compared to 25% in the control group. At the multivariate level, the factor that was statistically associated with SRH utilisation was the age of the schoolgirl (AOR=0.38; 95% CI 0.19-0.74; $p < 0.05$). School section (day scholar or boarding section) category of the schoolgirl (AOR= 4.093; 95% CI (1.156 – 14.497; $p < 0.05$) and sexual behaviour of the schoolgirls (AOR= 3.021; 95% CI (1.008 - 9.053; $p < 0.05$) were strongly associated with adolescent pregnancy.

Key recommendations

The provision of school-based SRH services is an effective intervention in the prevention of adolescent pregnancy among school girls. The establishment of school-based SRH services and adoption of the Consensus Adolescent Pregnancy Prevention (CAPP) model in all adolescent pregnancy prevention programs would significantly contribute to the prevention of adolescent pregnancy in Uganda and the world.