

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

by

Namugaya Waibi Annet


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.

Key references

- Abagi, O., & Odipo, G. (2018). *Efficiency of secondary education in Kenya. Situational analysis for education reforms*. Nairobi: Kenya Institute of Policy.
- Abdullah, M. C. (2009). *Making gender sense in Malaysian secondary schools*. In E. Page & J. Jha (Eds.), *Exploring the bias: Gender and stereotyping in secondary schools*. New York.



- Abdulmumeen, I. (2016). *Academic Performance – The Impact Of Motivation On Teachers’ And Students’*. Lagos.
- Adams, C. M., & Forsyth, P. B. (2006). *Proximate sources of collective teacher efficacy*. New York: Journal of Educational Administration.
- Adams, S. K., & Barombarg, J. (2014). *Importance of Family Involvement*. New York: Pearson Allyn Bacon Prentice Hall.
- Adeyemi, S., Moradeyo, A., & Semiu, B. (2014). *Personal Factors as predictors of academic achievement in colleges of education in South West Nigheria*. Lagos: School of education, department of Psylchology.