

Influence Of Lecture Method On Pupil's Performance In English Language In Kenya Certificate Of Primary Education In Non Formal Schools In Korogocho, Nairobi Kenya.

¹Catherine N. Wabwoba*, ¹Ursulla A. Okoth, ¹Mercy Mugambi

¹Department of Educational Administration and Planning, University of Nairobi, P.O Box 9000

*Correspondence author email:catherinewabwoba@yahoo.com

Abstract: *The aim of this study was to determine the influence of pedagogical practices on pupil's performance in English language in Kenya Certificate of primary education in non formal primary schools in Korogocho, Nairobi Kenya. The objectives of the study were; to establish the influence of lecture method on pupils' performance in English language, to determine whether demonstration method influence pupils' performance in English language, to determine whether dictation of notes in class influence pupils' performance in English language and to establish whether orderliness in class influence pupils' performance in English language. The study was based on Instructional theory by Charles Regeiluth. The study adopted descriptive research design. Target population was 78 non formal primary schools, 78 directors, 180 teachers of English and 780 pupils. Purposive sampling was used to select 23 non formal primary schools, 23 directors were sampled by census 54 teachers were purposively selected and solvins formula was used to select 264 pupils. Content validity of the questionnaires was obtained by expert's judgment. Data was analyzed using SPSS. Pearson's correlation coefficient was used to test the relationship between lecture method and performance, data was presented in text and in tables. regression and inferential statistics established that the use of lecture method alone correlated negatively to performance at -0.1308. It was established that performance in English was affected by the use of lecture method. The recommendations; alternative use of instructional methods such as collaborative teaching should be used in teaching primary schools, the Ministry of Education to discourage the use of lecture method as it is not suitable for young people. Teachers exposure to the modern methods of teaching is necessary and attend in-service courses, KICD to design curriculum for NFPS. The study was expected to provide significant information on instructional methods to be used in schools. It can be concluded that a combination of instructional methods help boost performance in English language at KCPE*

Key words: *Influence, lecture, method, performance, English language, Non formal schools*

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I. Introduction

Education is considered as the basic human need and basic right. In order to bring desirable changes to a learner, the teaching pedagogy used by educators should be best for subject matter. Baharadwaj & Pal (2011), assert that teaching methods work effectively if they suit learners' needs since every pupil interprets and responds to questions in a unique way. Performance in English language largely relies on instructional strategies the teacher uses in a classroom. This may include specifying instructional or learning goals.

Lecture method of teaching which is also referred to as teacher centered method, refers to pupils get information from the teacher without building their engagement level with the subject being taught (Petty, 2009). The approach is least practical, more theoretical and memorizing (Otunga, 2010). It does not apply activity based learning to encourage pupils to learn real life problems based on applied knowledge, since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of pupils may get lost. To address this short falls, Zakaria, Chin & Daudi (2010), specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize but should also actively engage learners as primary participants. Lecture method comprises of demonstrations, decision making in class, dictation of notes, and orderliness in class among others.

Demonstration method involves the teacher showing and explaining a concept or skills in a given topic. It may be used for the class or part of the class depending on the size of the class. It is teaching through examples or experiments, they are written storytelling and they allow pupils to personally relate to the presented information, memorizations which can help pupils raise interest and reinforce memory retention (Petty, 2009). It is a traditional classroom strategy that focuses on achieving psychomotor and cognitive objectives. Olouch

(2011), states that demonstration method involves the teacher carrying out an activity on behalf of learners to teach them a certain skill. The emphasis is on learning by observation followed by doing, hence drills and practice exercises are required, which may not be suitable for good performance in English language. Decision making in class is a characteristic of lecture method. Learners rely on the teacher to make decisions in class including distribution of books, choosing class representatives and seating arrangements, learners are less utilized. This implies that decision making is entirely the responsibility of the teacher. For good performance to be realized, learners should participate in their learning so that they could boost their lifeskills that are paramount for their future lives.

Dictation of notes is a characteristic of lecture method. It is an indication of lack of competence on the side of the teacher and, an indication that teachers spent more time on preparation of notes and transferring them to the learners. It is an old way of teaching which has impacted negatively on performance in English language. Amuseghan (2007), argues that most teachers were more concerned with disseminating facts, information and on how to do this or that than teaching skills in English. Lecture method of teaching have been common in classroom because teachers lacked confidence, mastery of subject matter, content and basic teaching skills, since many teachers of English in non formal primary schools had not taken professional training (Odhiambo, 2012). Studies by petty (2009), established that teachers still view lecture method as most efficient method for covering a large volume of materials, therefore learners continue to listen, copy notes and watch demonstrations. This has led to poor performance in English language in KCPE as illustrated in Table 1 and 2

The table 1 gives the mean score in English language for the last seven years, at National level, Nairobi County and two major slums in Nairobi County.

Table 1 Comparison of mean score in English at KCPE Nationally, Nairobi, Kibera and Korogocho from 2009 to 2014

KCPE Mean (%) / year	2009	2010	2011	2012	2013	2014	2015
National's KCPE Mean	51.23	53.84	54.12	54.2	53.2	49.2	50.2
Nairobi County's KCPE	45.94	46.70	46.78	46.66	47.7	47.85	45.6
Kibera	40.5	32.4	42.7	43.5	42.5	43.6	45.3
Korogocho	36.5	32.4	39.7	43.5	42.5	42.8	43.1

Source: The year 2015 KCPE Examination report (KNEC 2014)

The mean percentage in English language in KCPE in Korogocho is below average that is below 50 percent. Table 2 compares the performance in English Language and other subjects.

Table 2: KCPE Mean Scores in English from 2013-2015 at Korogocho

Year	Eng	Kisw	Maths	Sci	S/ST
2013	49.40	53.32	65.45	61.44	60.34
2014	48.35	56.76	64.56	60.56	62.55
2015	47.89	51.5	68.88	60.72	61.47

Source: Kasarani Education office, 2015

The performance in English language in Korogocho is lower compared to other subjects as indicated in Table 2

1.1 Statement of the Problem

Although Kenya's school curriculum recognizes English language as an important subject and medium of instruction, achievement in literacy among Non formal primary school learners, have been found to be very low. Despite the significant role played by Government and teachers of English in non formal primary schools to improve performance, poor performance in English language has been a source of concern to pupils, stake holders, parents and academic staff in the country

1.2 Objective of the study

1. To establish how lecture method influences pupils' performance in English language at KCPE in NFPSs in Korogocho.
2. To determine whether demonstration method influence pupils' performance in English language at KCPE in Non formal primary schools in Korogocho
3. To determine whether dictation of notes influence pupil's performance in English language at KCPE in non formal primary schools in Korogocho
4. To establish whether orderliness in class influence pupils' performance in English language at KCPE in Non formal primary schools in Korogocho

1.3 Research questions

1. In what ways do lecture method influence pupils' performance in English language at KCPE in NFPSs in Korogocho ?
2. How does demonstration method influence pupils' performance in English language in KCPE in Non formal primary schools in Korogocho?
3. How does dictation of notes influence pupil's performance in English language at KCPE in Non formal primary schools in Korogocho?
4. In what ways does orderliness in class influence pupils' performance in English language in Non formal primary schools in Korogocho?

II. Methodology

Cross- sectional research design was used in conducting the study. The study targeted 78 Non formal primary schools, 78 directors, 180 teachers and 780 pupils. The sample size involved 23 directors who were selected by census, 23 schools were purposively sampled, simple random sampling was used to select 54 teachers and Slovins' formula was used to select 264 pupils to participate in the study. Questionnaires for directors, teachers of English, focus group discussions and lesson observations guide were used to collect data. Data collected was analyzed using descriptive and inferential statistics.

III. Results

The following results were obtained from the study

3.1 Lecture method and teaching English

Lecture method of teaching; include note taking, demonstrations, decision making, and order in class. Teachers of English were asked to tick the most appropriate responses in teaching methods in Non formal primary schools using a five point scale. Strongly agree SA (5pts), Agree A (4) undecided U (3pts) strongly disagree SD (2 pts) and disagree (1pts). The findings from the data collected are as shown in Table 3

Table 3 Teachers responses on use of various methods in teaching English language

Responses		SA	A	U	D	SD
Lecture	F	12	14	7	9	12
	%	22	26	13	17	22
Dictation	F	26	18	2	5	4
	%	48	33	4	9	7
Notes on board	F	6	12	4	14	18
	%	11	22	7	26	33
Decision making	F	28	16	1	5	4
	%	52	30	2	9	7
Demonstration	F	30	12	4	4	4
	%	56	22	7	7	7
Total		54				100

Majority of teachers of English 26% agreed that lecture method was mainly used during English lesson, 22% disagreed to the method, 22% strongly agreed that lecture method was mainly used when teaching English language, 17% were undecided on the method used in teaching English language. It can be concluded that Lecture method was mainly used when teaching English language in NFPSs. These views were in line with those of Gachahi (2014), who established that teachers still view lecture method as the most efficient method for covering a large volume of content therefore learners continue to listen, copy notes and watch demonstrations while teachers lecture.

3.2 Dictation of notes

A note dictation was a characteristic of lecture method. Teachers were asked whether they dictated notes during English lesson, the findings are shown in Table 3. The data on table 3 shows that majority of teachers of English 48% dictated notes to learners, 7% strongly disagreed that notes were dictated, 33% agreed that notes were dictated to learners, 9% disagreed to dictation method, 4% were undecided. These implied that majority of teachers spent more time on preparation of notes and transferring them to learners. This was the old way of teaching which had impacted negatively on performance in English language. Amuseghan (2007),

pointed out that most teachers were more concerned with disseminating facts, information and on how to do this or that than teaching language skills or competence

3.3 Notes written on the board

Data on Table 3 shows that majority of teachers of English 33% strongly disagreed to teachers writing notes on the board, 22% agreed to notes being written on the board, 26% disagreed to the method, 7% were undecided on this method of teaching. These implied that teachers applied the method that suited them most and this was a common practice with teachers who had no confidence in themselves. However, not all teachers applied this method of teaching. Pupils were asked whether teachers wrote notes on the board and learners copied. Majority 87% of the pupils agreed that teachers wrote notes on the board as learners copied them, 13% of pupils disagreed and argued that they made notes by themselves. However, majority preferred copying notes from the board because they were poor in spelling. This implied that pupils relied mostly on the teachers which are a characteristic of lecture method. Writing notes on board consumed a lot of teaching time leading to delays in syllabus coverage hence, poor performance in English language. Pupils in non formal primary schools were asked to state the activities they were engaged in when teachers were absent. Their responses were varied as shown in Table 7

3.4 Decision making in English language

Decision making in an English lesson is one of the attributes of lecture method. Decision making implies that the teacher chooses the class representatives without involving the class and dictates all that is supposed to be done in class during the lesson. Teachers were asked about who makes decisions during English lesson; the findings are as shown in Table 3 which indicate that most teachers 52% strongly agreed to decisions made by teachers, 30% agreed that teachers made decisions, as 9% disagreed to the method, 2% of teachers of English were undecided. These imply that decision making was entirely the responsibility of the teacher which is a characteristic of lecture method. Learners should participate in their learning so that they could boost their future lifeskills.

3.5 Use of demonstration method during English lesson by teachers

Demonstration is teaching through examples or experiments, it is a traditional classroom strategy that focuses on achieving psychomotor and cognitive objectives. Demonstrations were part of the methods under lecture method. Teachers were asked whether demonstration methods were used during English lessons. Majority of teachers 52 % preferred demonstration method of teaching in their classes but time did not allow, 4% neither disagreed nor undecided, 35% strongly agreed to the method as they argued that demonstration makes learning enjoyable and facts stick in pupil's mind. Those who were not for the demonstration method, argued that demonstration method consumed a lot of teaching time. It can be concluded that demonstration method was preferred by the most teachers. Demonstration method is a traditional classroom strategy that focuses on achieving psychomotor and cognitive objectives (Oluoch, 2011).

3.6 Directors and demonstration methods

The directors were asked the preferred methods of teaching in Non formal primary schools. The findings are shown in Table 4

Table 4 Directors' responses on the use of various of teaching methods

Responses		SA	A	U	D	SD
Demonstration	F	8	12	I	1	1
	%	35	52	4	4	4
Lecture	F	5	4	0	11	3
	%	22	17	0	48	13

Table 4 shows that majority of directors 52 % preferred demonstration method of teaching in non formal primary schools, 4% neither disagreed to the method nor undecided, 35% strongly agreed to the method as they argued that demonstration makes learning enjoyable and facts stick in pupil's mind. Those who were not for the demonstration method, argued that the method consumed a lot of teaching time. It can be concluded that demonstration method was preferred by the directors, which is a subset of lecture method. Demonstration is a traditional classroom strategy that focuses on achieving psychomotor and cognitive objectives (Oluoch,

3.7 Directors and lecture method

Directors were asked about the teaching methods they preferred in their respectful schools. Majority of directors, 48% strongly disagreed to lecture method, 17% preferred lecture method, 22% disagreed to lecture method and 13% strongly disagreed with the lecture method. It can be concluded that lecture method was commonly used in Non formal primary schools. The directors who supported the use of lecture method were in line with Odhiambo (2012), who argued that lecture methods were common in classrooms because teachers lacked confidence, mastery of subject matter, content and basic teaching skills. And those who disagreed argued that lecture method was suitable for adults and not appropriate for pupils (Akinson, 2011). It can be concluded that lecture method was preferred by English teachers because it helped them to cover the syllabus on time.

3.8 Pupils in decision making during English lesson

Pupils' were asked about the person who makes decisions during English lesson. The question was pointing towards lecture method. Table 5 gives data on the responses

Table 5 Pupils' responses on decision making during English lesson

Responses	Frequency	Percentage
English teacher	8	35
Class teacher	6	26
Class prefect	3	13
All Pupils	2	9
Pupils & Teachers	4	17

From Table 5 it can be observed that majority of pupils 35% responded by saying that teachers of English made decisions in their English lesson, 26% said that class teachers made decisions for the pupils in an English lesson, 13% stated that class prefects made decisions for them, 9% said that a combination of teachers and pupils made decisions for the class and 17% said all pupils made decisions for the class. The findings show that in English classes especially where lecture method was applied wholly, the decisions were made by teachers and learners were less utilized. These views were in line with those of Gachahi (2014) who established that teachers viewed lecture methods as the most efficient method for covering a large volume of materials, as learners continued to listen and take notes.

3.9 Class activities when the teacher was absent

Teachers were asked whether learning takes place during English lesson in their absence. The findings are shown in Table 6

Table 6 Teachers' response on class activities in their absence

Response	Frequency	Percentage.
Strongly Agree	4	7
Agree	4	7
Undecided	4	7
Strongly Disagree	24	44
Disagree	18	33

Data on Table 6 shows that most teachers 44% strongly disagreed that no learning takes place when the teacher of English was absent, 33% disagreed that no learning takes place when the teacher was away 7% strongly agreed that no learning takes place when the teacher of English was absent and 7% were undecided. This implies that learning takes place even if the teacher of English was absent. Teachers made arrangements for their classes when absent leading to continuity of learning in Non formal primary schools.

3.10 Pupils and class activities in the absence of the teacher

Table 7 Pupils' responses on class activities in the absence of teachers

Activities	frequency	percentage
Assignments	3	13
Reading storybooks	2	9
Playing	7	30
Peer tutoring	4	17
Working in groups	2	13
Go home	5	28
Total	23	100

It can be observed from table 7 that majority 30% of pupils play when the teacher was absent, 9% make use of their time constructively by reading books, 28% of pupils leave school for home when the teacher was absent, 13% work in groups and did their assignments at school as 17% preferred peer tutoring. This implies that teachers in NFPSs did not empower their learners enough to work on their own. However, Hill & Hill (2012), assert that in learner centered approach, learners are active responsible participants in their own learning and with their own pace of learning. It can be concluded that most teachers in non formal schools apply lecture method and in their absence, learners had very little to do, while a small percentage used mixed methods of instruction.

3.11 Class order

Order in class was a characteristic of lecture method. Teachers of English were asked how they organized their classes. In lecture method everything depends on the teacher as reflected in orderliness of the class in terms of seating arrangement, books, and the neatness of learners Table 5 illustrates majority of teachers 63% had order in their classes during English lessons. Learners looked upon their teachers to organize their classes before the lesson kicked off. In other words, the teacher is the sole maker of decisions and order in class. These views were in line with those of Wasiche (2010), who observed that the teacher was looked upon as the key learning resource and the main source of knowledge and the main central organizer of learning for the learners.

3.12 Correlation analyses between the use of lecture method and performance in English language in KCPE

Lecture method was the independent variable while performance was the dependent variable as illustrated in Table 8

Table 8 Correlation analysis on lecture method

Lecture methods	Performance in English 2016 'r'	
Dictation of notes	Pearson Correlation	-0.2335
Class activities	based on teachers (sig)	0.088
	N	54
	Based on directors (sig)	0.1603
	N	23
Demonstration	Pearson correlation	0.3463
	(Sig)	0.14
Notes taking	Pearson correlation (sig)	0.28
Lecture method	Pearson Correlation	-0.2378
	Teachers(Sig)	-0.2378
	Directors(sig)	-0.1308

From Table 8 the use of demonstration during English lesson positively correlated with performance in 2016 at 0.088 based on views of teachers of English. According to directors in Non formal primary schools, the use of demonstration method positively correlated with the performance in 2016 at 0.1603

The use of lecture method according to the teachers of English, the method alone correlated negatively to performance in 2016 at -0.2378. The same with directors of non formal primary schools, the use of lecture method alone also correlated negatively to performance at -0.1308. Notes writing based on teachers of English positively correlated to performance at 0.28 in 2016 KCPE results

It can be concluded that there is a positive correlation between performance and the use of other lecture methods such as demonstration and note taking.

Table 9 Regression Analysis on the Use of Lecture Method

Variable	coefficient	STD Error	Significance
Lecture	-1.3188	2.3918	0.534
Dictation of notes	-2266	2.6766	0.411
Demonstration	1.2608	3.2454	0.761
No activities			
In absence of teacher	1.5728	5.0793	0.761
Storytelling	1.9711	4.3431	0.656
Constant	46.0291	31.1946	0.159
R ²	0.1683		
F	0.54		

Based on the regression model, all the six factors combined did not significantly influence performance as indicated by a small F- value. This implies that there is no significant influence of lecture variables in pupils' performance. The variables employed under lecture method did not impact on performance in English language.

IV. Conclusion

The findings from the research objectives, showed that all teachers applied lecture method while teaching English lesson, however, most of them were not trained, as non formal primary schools pick on anybody to teach, this has impacted negatively on performance in English language. Lecture method decreases performance as indicated by the regression analysis that variables under lecture method did not influence performance as indicated by a small F- value, which implied that there is no significant influence of lecture variables in pupils' performance in English language. Teachers had not been in-serviced in the teaching of English. This resulted to the use of lecture method. The study concluded that inability to get trained teachers was a hindrance to performance in English language at KCPE.

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