

STUDENTS PERCEPTION OF SELECTED TEACHING METHODS ON
THEIR PERFORMANCE IN MATHEMATICS. A CASE OF MARAGUA RIDGE
SECONDARY SCHOOL, MURANG'A SOUTH DISTRICT, MURANG'A
COUNTY, KENYA.

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ABSTRACT

Mathematics teaching is intended to promote the learning of mathematics, which is attested by students' performance in the subject. The performance of mathematics at secondary school level in Kenya remains poor and one of the reasons is the teaching methods adopted by teachers. This study intends to determine the effects of lecture and discussion methods on mean achievement scores in mathematics of secondary school students. The study employed a descriptive research design and targeted secondary school students in Murang'a South District. Data on Lecture and Discussion teaching methods was collected through questionnaires and document review and analyzed using inferential statistics. The researcher used sampling design in which respondents were drawn from 575 students of Maragua Ridge Secondary School. The instruments used in this study were questionnaires for primary data and data analysis for collecting secondary data. On performance measures the students mean score in KCSE mathematics for the year 2009-2012 were used. After collection, the data was cleaned and coded. For analysis the researcher used descriptive statistics to assess the students' perceptions of selected teaching methods on their performance in mathematics. The data was presented in form of tables, charts, graphs percentages and mean scores. Also to determine the level of students' perception of selected teaching methods on their performance in mathematics; mean score and range score for different methods and different classes were compared. The summary of findings and conclusions were then reported in means scores and percentages. The study took three months within which the researcher collected and analyzed data to come up with findings on which the research conclusion and recommendations were based. From the data analysis in overall it is clear that the discussion method was the most preferred with a mean of 3.683 as compared to the lecture method which had a mean of 3.488. The discussion method was highly preferred by the upper classes as compared to the lower classes. On the other hand, the Lecture method had a higher preference in the lower classes than in the higher classes. The findings on students' perception on the effects of Lecture and Discussion teaching methods are expected to improve the performance of students in mathematics.