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## Investigation on the Effect of Methods Used in Teaching in Primary School on Student's Academic Performance in All Saints Primary School 1, Owode-Egba, LGA Ogun State, Nigeria

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*Teaching Methods, Academic Performance, Students, Rural Area*

### ABSTRACT

This research aimed to investigate the effect of methods used in teaching in primary schools on students' academic performance at All Saints' Anglican Primary School 1, Owode-Egba, Obafemi Owode Local Government Area, Ogun State. The study utilized a descriptive survey research method, selecting 7 teachers from the study area through simple random sampling. Two research questions were raised, and data were collected for the study using a hypothesis. The analysis involved frequency count, percentage, and Pearson correlation for inferential statistics. Findings revealed that teachers at All Saint's Anglican Primary School 1 heavily utilize student-centered and student-teacher interactive methods. However, the analysis showed that the extent of using different teaching methods did not correlate with students' performance in the class. Conclusions drawn from the study suggest that teachers generally use these methods with a high extent, and students perform satisfactorily in their subjects. Nevertheless, there was no significant relationship between the teachers' extensive use of these methods and students' satisfactory performance in science. Based on the identified limitations and findings, the following recommendations are made: Encourage a student-centered learning environment in secondary schools as it promotes higher-level learning outcomes more effectively than traditional teacher-centered approaches. Eliminate biases in teaching method selection based on exclusive knowledge to improve students' academic performance. Create a conducive learning atmosphere to enhance students' learning experiences. Additionally, teachers should increase their knowledge of various instructional strategies to keep students engaged and motivated during the teaching-learning process.

### INTRODUCTION

The primary goal of education at any level is to bring about a significant transformation in the learners (Tebabal & Kahssay, 2011). To achieve effective knowledge transmission, teachers must utilize suitable teaching methods that align with specific objectives and desired outcomes. In the past, teacher-centered methods were commonly employed to impart knowledge, but today, the debate on the effectiveness of teaching methods on student learning continues to be a prominent topic in educational research (Hightower *et al.*, 2011). Ongoing research aims to understand how different teaching approaches contribute to student growth and learning.

Education holds immense importance in Nigeria and every country as it significantly contributes to the political, social, and economic development of communities. Beyond being a crucial human right, education plays a fundamental role in achieving national unity, political stability, equality, and harnessing a nation's full potential. At its core, education is the process of facilitating learning, imparting knowledge, skills, values, beliefs, and habits to a group of individuals, which are then passed on to others through storytelling, discussions, teaching, training, or research.

The success of teaching and learning largely hinges on meticulous planning, preparation, and the utilization of effective teaching methods. A teacher must possess a profound understanding of the subject matter and

be well-versed in various teaching techniques to create an impactful learning experience. By employing these approaches, education can unlock the potential of individuals and foster a brighter future for the entire society (Okpala, 1980).

The significant correlation between poor academic performance among the majority of students and ineffective teaching methods employed by educators to impart knowledge has been highlighted (Adunola, 2011). Extensive research has demonstrated that the achievements of learners are indicative of the quality of teaching provided. Ayeni (2011) further emphasizes that teaching is a process aimed at bringing about positive changes in learners to attain specific outcomes. To ensure the effectiveness of teaching methods, Adunola (2011) stresses the importance of teachers being well-versed in various strategies that cater to the complexity of the concepts being taught.

Teachers hold a highly esteemed position in society, serving as change agents who transform ideas into ideals and institutions, spreading knowledge and wisdom indefinitely (Jeffrey, 2021). In today's revolutionary era, the demand for competent and committed teachers is evident, as their dedication plays a pivotal role in the success of education and schools. Effective teaching strategies, tailored to the learners' diverse backgrounds, experiences, and abilities, make the learning experience valuable and enjoyable, leading to improved academic outcomes (Jeffrey, 2021).

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Education encompasses the process of human learning, imparting knowledge, nurturing faculties, and developing skills. Teaching methods are the techniques and strategies employed by teachers to facilitate students' learning experiences, translating curriculum goals into meaningful interactions with their students (Nkeng & Mambeh, 2008). The appropriate use of various teaching strategies significantly impacts students' academic performance and behavioral changes.

Teaching methods play vital roles in the school system and students' lives, primarily fostering fundamental changes in learners' behaviors (Tebabal & Kahssay, 2011). Effective teaching involves employing suitable methods and pedagogies that align with the learners' needs, objectives, and desired outcomes, moving away from passive and theoretical approaches toward engaging, practical-oriented methods. Recent educational research has continuously examined the influence of effective teaching methods on students' learning and growth, seeking to enhance teaching and learning practices. Ayeni (2011) views teaching as a process aiming to bring about desirable changes in learners and emphasizes the need for teachers to be well-acquainted with diverse teaching strategies to address the complexity of concepts.

Adunola (2011) categorizes teaching methods into four main groups: teacher-centered, learner-centered, content-focused, and interactive/participative methods, all of which offer valuable approaches for classroom situations. By utilizing these various methods, teachers can create dynamic learning environments that empower students and support their academic development.

In education, there are two categories of learning outcomes: lower-order and higher-order. While lower-order outcomes focus on memorizing information, higher-order outcomes enable individuals to solve problems, which is the ultimate goal of education. In the past, parents and teachers were deeply interested in nurturing their children's knowledge and performance through various methods that went beyond traditional textbooks. However, the lack of teacher training at that time impacted student engagement and performance negatively. Nowadays, despite teachers being trained, some still struggle to effectively use these methods, resulting in low performance and passive student behavior. Some teachers rely on specific methods without considering their suitability for different subjects and age groups, such as using lectures across all levels of education. This approach hinders student participation and critical thinking skills, as many students learn better through active involvement rather than passive listening. Moreover, some teachers lack proper training, leading to an inability to apply teaching methods appropriately, ultimately diminishing students' interest and performance. Modern education emphasizes student-centeredness, highlighting the importance of well-trained teachers who can effectively use appropriate teaching methods. Properly trained teachers can inspire students, instilling a love for the subject and fostering an active teaching and

learning environment. Conversely, untrained teachers may inadvertently discourage students and generate disinterest in the subject matter.

### **Problem Statement**

Poor academic performance among primary school students is often attributed to ineffective teaching methods employed by teachers. The teaching methods utilized can significantly impact students' academic achievements. This study aims to examine the teaching methods used and their influence on the academic performance of students at All Saints' Anglican Primary School 1 in Owode-Egba, Obafemi Owode Local Government Area, Ogun State.

### **Study Objective**

The objective of this research is to investigate how the teaching methods employed in primary schools affect the academic performance of students at All Saints' Anglican Primary School 1 in Owode-Egba, Obafemi Owode Local Government Area, Ogun State.

### **Research Question**

The major focus of the study is to determine:

1. What are the participants' extent of utilization of the following teaching methods?
  - a. Student centered;
  - b. Teacher centered; and
  - d. Student-teacher interactive method.

### **Alternate Hypothesis**

There exist significant differences between the effectiveness of different teaching methods on students' academic performance in All Saints' Anglican Primary School 1, Owode-Egba, Obafemi Owode Local Government Area of Ogun state.

### **LITERATURE REVIEW**

The significance of teachers' teaching methods in the school system and students' lives cannot be overstated. Their primary role is to bring about a fundamental change in learners' behavior (Tebabal & Kahssay, 2011). To effectively transfer knowledge, teachers must use appropriate pedagogy that best suits the learners and aligns with the objectives and desired outcomes.

Historically, many traditional methods were teacher-centered, resulting in passive learning and memorization, with little activity for the learners. This approach lacked practical orientation and engagement with the subject matter. However, recent educational research has been actively exploring the impact of effective teaching methods on students' learning and development. As the field of teaching and learning constantly evolves, researchers endeavor to examine the extent to which different teaching methods enhance students' growth and development. It remains crucial for educators to adapt and employ innovative teaching techniques that foster active learning, critical thinking, and meaningful engagement

for effective knowledge transfer. Regrettably, in Nigeria, poor academic performance among students can be attributed to the use of ineffective teaching methods by educators (Adunola, 2011). Ayeni (2011) views teaching as a process that aims to bring about positive changes in learners, leading to specific outcomes. To achieve this effectiveness, teachers must be familiar with various teaching strategies that account for the complexity of the concepts being taught.

According to Ayeni (2011), teaching is an ongoing process that continually strives to bring about desirable changes in learners through the use of appropriate methods. Adunola (2011) emphasizes that to achieve positive changes in students, educators must select teaching methods that are best suited for the subject matter. Additionally, Bharadwaj & Pal (2011) highlight that teaching methods are most effective when they cater to learners' individual needs and unique ways of interpreting and responding to questions (Chang, 2010). Aligning teaching methods with students' needs and preferred learning styles significantly influences their academic achievements (Zeeb, 2004). Hunter (1984) and Reinhartz (1980) underscore that teaching involves a continuous stream of professional decisions that impact the probability of successful learning outcomes. Teachers must make informed decisions before, during, and after interactions with students, including explaining, defining, giving examples, stressing critical attributes, and conducting assessments to gauge understanding.

#### **Teacher-Centered Method**

In teacher-centered methods, the teacher assumes the role of an expert and authority on the subject matter. Learners are often seen as passive recipients of knowledge from the teacher without active involvement. Expository or lecture methods exemplify this approach, where students have little opportunity to participate in the teaching process, leading to a closed-ended learning experience. Unfortunately, this approach lacks practical orientation and relies heavily on theoretical memorization (Teo & Wong, 2000). It fails to encourage activity-based learning and the application of knowledge to real-life problems. The teacher's control over the transmission of knowledge may prioritize information delivery over student interest and understanding. To address these shortcomings, Zakaria, Chin & Daud (2010) suggest that teaching should actively engage students as primary participants, moving beyond mere memorization of rules and definitions.

#### **Student-Centered Method**

In learner-centered methods, as described by Ayeni (2011), the teacher becomes both a facilitator and a learner, expanding their intellectual horizons alongside students. This approach values the teacher as a resource rather than an authority. Learner-centered methods, such as the discussion method, discovery or inquiry-based approaches, and the Hill's model of "Learning Through Discussion" (LTD), prioritize active learning and critical

thinking. With the emergence of discovery learning, scholars widely adopt more flexible student-centered methods to enhance active learning (Greitzer, 2002). This approach fosters interest, analytical research, critical thinking, and enjoyment among students (Hesson & Shad, 2007). By not centralizing the flow of knowledge from the lecturer to the student, student-centered methods motivate goal-oriented behavior, leading to improved student achievement (Slavin, 1996).

#### **Content-Focused Methods**

In content-focused methods, both the teacher and learners center their efforts around the subject matter. The information and skills to be taught are considered sacrosanct and receive emphasis on clarity and careful analysis. The content remains fixed, and neither the teacher nor the learners can alter or critically evaluate it. An example of this approach is the programmed learning approach (Ayeni, 2011), which prioritizes adherence to predefined content.

#### **Teacher-Student Interactive Method**

The fourth category of teaching methods borrows from the previous three without undue emphasis on either the learner, content, or teacher. These methods are situationally driven, considering what is most appropriate for learners and the teacher in a given context. They require a participatory understanding of diverse domains and factors. Teacher-student interactive methods encourage students to actively seek relevant knowledge, as research evidence suggests that this approach improves students' academic performance (Damodharan & Rengarajan, 1999). Learners' own production of subject information tends to be better remembered than when information is presented solely by the lecturer (Jacoby, 1978; McDaniel, Friedman & Bourne, 1978; and Slamecka & Graf, 1978). In conclusion, while Adunola (2011) highlights that these methods can lead to good academic performance, it is essential to avoid arbitrary choices and consider various criteria. Each method has its own advantages and disadvantages, making a case for the use of complementary methods to cater to diverse learning needs effectively.

#### **METHODOLOGY**

This section provides an overview of the research design and methodology employed in the study. It outlines the population and sample, data collection methods, treatment of the experiment, and statistical analysis techniques to be used.

#### **Population and Sample**

The study's population consists of nine (9) teachers from Primary 4 to Primary 6 at All Saints' Anglican Primary School 1, Owode-Egba, Obafemi Owode Local Government Area of Ogun State. Fifty percent of students in each class were included in the sample. The student population comprises 32.4% (n=34) males

and 67.6% (n=71) females. Teachers were selected using convenience sampling, while students' grades were determined using random sampling.

**Research Design**

The research design employed in this investigation is an experimental study. The study's independent variable is the teaching methods, and the dependent variable is students' academic performance. Descriptive-correlational research design is utilized to analyze students' performances based on the teaching methods employed by their teachers during the teaching and learning process. The performance of each class and the teaching methods are compared to answer the research questions.

**Research Instrument**

The primary research instrument used in the study is a questionnaire, designed by the researcher based on the theoretical framework. The questionnaire consists of relevant statements that assess teachers' extent of using different methods in teaching their students. It includes sections on Student-Centered Methods, Teacher-Centered Methods, and Teacher-Student Interactive Methods. Prior to data gathering, the questionnaire was pre-tested to ensure its validity, reliability, and relevance to the study. The questionnaire serves as a vital tool to gauge the teachers' teaching practices and how they impact students' academic performance.

**Table 1:** Scoring Guide for the Effectiveness of Teacher's teaching Strategies

Numerical weight	Numerical Range of scores	Response Scale	Descriptive Level
5	4.50- 5.00	Always	Very High Extent
4	3.50- 4.49	Often	High Extent
3	2.50- 3.49	Sometimes	Moderately High Extent
2	1.50- 2.49	Rarely	Low Extent
1	1.00- 1.49	Almost Never	Very Low Extent

**Request and Discussion**

This chapter presents the results and discussion of findings. The data collected for the study were analyzed using descriptive statistics. The results are presented in the tables below.

**Demographic Data of the Respondents**

**Table 1:** Age Distribution of the Respondents

Age Range	Frequency	Percentage (%)
15-25	2	28.57
26 and above	5	71.3
<b>Total</b>	<b>7</b>	<b>100.0</b>

Table 1; reveals the frequency distribution of the respondent's age. It shows that the respondents between the age ranges of 15-25 years are 2 in number which represent 28.57%, while those between age ranges of 26 and above years are 5 representing 71.42% representing the highest number of the entire population.

**Table 2:** Sex Distribution of the Respondents

Sex	Frequency	Percentage (%)
15-25	4	57.14
26 and above	3	42.8
<b>Total</b>	<b>7</b>	<b>100.0</b>

Table 2; reveals the frequency distribution of the respondent's sex. It shows that 4 are male representing 57.14% while 3 are female which represent 42.8 representing the lowest number of the entire population.

**Table 3:** Religion Distribution of the Respondents

Religion	Frequency	Percentage (%)
Christianity	7	100
Islam	0	0
<b>Total</b>	<b>7</b>	<b>100.0</b>

Table 3; shows the frequency distribution of the respondents' religion. It reveals that all the respondents are Christians which represent 07 of 100.0%. Thus, this shows that Christians are the dominant in the area of the study.

**Table 4:** Distribution of the Respondent's Year of Teaching Experience

Year	Frequency	Percentage (%)
1-2	2	28.6
3-5	3	42.9
6 and Above	2	28.6
<b>Total</b>	<b>7</b>	<b>100</b>

Table 4; reveals the frequency distribution of the respondent's year of experience. It shows that the respondents between the year ranges of 1-2 years are 2 in number which represent 28.6%, 3-5 years are 3 representing 42.9%, while those between the year 26 and above are 2 representing 28.6%.

**Table 5:** Class Distribution of the Respondents

Class	Frequency	Percentage (%)
3	1	14.3
4	2	28.6
5	4	57.1

Table 5; reveals the frequency distribution of the respondent's class. It shows that 1 respondent is from class 3 representing 14.3%, 2 respondents are from class 4 representing 28.6%, while 4 respondents are from class 5 representing 57.1 %.

**Question 1**

The table 6 below reveals the use of various teaching

methods. The result shows that 14.0% of the respondents had maximum use of the student centered method, while 85.71% had a minimal experience. 100.0% of the respondents had maximum experience, 0.0% were neutral, 0.0% had minimal experience of the student centered method. 100.0% of the respondents had maximum experience, 0.0% was neutral, and 0.0% had minimal experience of the use of student-teacher interactive method.

**Table 6:** Responses to the items pertaining to participants' extent of utilization of the following teaching methods

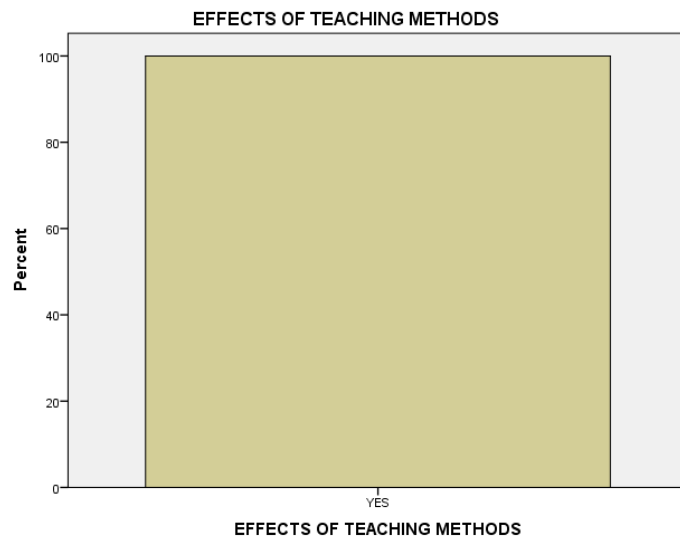
S/N	Item	Highly Used f%		Neutral f%		Minimally Used f%	
1	Student centered	1	14.28	0	0	6	85.71
2	Teacher centered; and	7	100	0	0	0	0
3	Student-teacher interactive method	7	100	0	0	0	0.0

**Question 2**

Do your teaching methods have effect on your learners' academic performances?

Figure 1: Based on the teaching methods applied by the respondents, the bar chart reveals that the teaching methods

have positive effects on learners' academic performances with 100% frequency scores. The results reveal that combining both teacher-student interactive and student-centered teaching methods in teaching learners is the most effective approach that produces best student results.



**Figure 6:** Responses to the items pertaining to the effect of teaching methods on learners' academic performances

**Hypothesis One**

Table-7 shows that the extent of use of different teaching methods has no relationship to how well the students perform in the class. The R-values imply that the extent of use of the three teaching methods possibly have a direct relationship to the students' academic performance. This

means that the students' academic performance in may increase if the teachers use the teaching methods at a higher extent. Nevertheless, the p-values, which are all greater than five percent falsifies this possible relationship. This clearly claims that aside from the teaching method, there are some other factors that influence students' academic performance.

**Table 7:** Pearson correlation showing relationship between the effectiveness of different teaching methods on students' academic performance in All Saints' Anglican Primary School 1, Owode-Egba, Obefemi Owode Local Government Area of Ogun state

Variable	N	X	SD	R-value	P	Remark
Student centered	7	2.34	1.70	1.0	0.13	No Significant Relationship
Teacher centered; and	7	1.65	0.49	0.2	0.23	No Significant Relationship
Student-teacher interactive method	7	1.65	0.49	0.3	0.30	No Significant Relationship

*a=0.005 level of significance*

**DISCUSSION**

Table 1; reveals the frequency distribution of the

respondent's age. It shows that the respondents between the age ranges of 15-25 years are 2 in number which

represent 28.57%, while those between age ranges of 26 and above years are 5 representing 71.42% representing the lowest number of the entire population. Table 2 reveals the frequency distribution of the respondent's sex. It shows that 4 are male representing 57.14% while 3 are female which represent 42.8 representing the lowest number of the entire population. Table 3 shows the frequency distribution of the respondents' religion. It reveals that all the respondents are Christians which represent 7 of 100.0%. Thus, this shows that Christians are the dominants in the area of the study. Table 4; reveals the frequency distribution of the respondent's year of experience. It shows that the respondents between the year ranges of 1-2 years are 2 in number which represent 28.6%, 3-5 years are 3 representing 42.9%, while those between the year 26 and above are 2 representing 28.6%. Table 5.0; reveals the frequency distribution of the respondent's class. It shows that 1 respondent is from class 3 representing 14.3%, 2 respondents are from class 4 representing 28.6%, while 4 respondents are from class 5 representing 57.1 %. The table 6.0 above reveals the use of various teaching methods. The result shows that 14.0% of the respondents had maximum use of the student centered method, while 85.71% had a minimal experience. 100.0% of the respondents had maximum experience, 0.0% were neutral, 0.0% had minimal experience of the student centered method. 100.0% of the respondents had maximum experience, 0.0% was neutral, and 0.0% had minimal experience of the use of student-teacher interactive method.

Figure 1: Based on the teaching methods applied by the respondents, the bar chart reveals that the teaching methods have positive effects on learners' academic performances with 100% frequency scores. The results reveal that combining both teacher-student interactive and student-centered teaching methods in teaching learners is the most effective approach that produces best student results. This result is consistent with the findings by Wiggins (1987) who reported that interaction between the teacher and students during the teaching and learning process encourages the students to search for knowledge rather than the teacher monopolizing the transmission of information to the learners. This indicates that student-centered methods are also an effective teaching approach. In addition to that, the achievement could be attributed to the fact that teacher-student interactive and student-centered based teaching-learning applications are considered an effective alternative to traditional teaching methods because it presents students with unlimited opportunities to demonstrate the mastery of contents taught.

Table 7 presents the relationship between the effectiveness of different teaching methods on students' academic performance in All Saints' Anglican Primary School 1, Owode-Egba, Obefemi Owode Local Government Area of Ogun State using Pearson Correlation. From the table, it was reveal that the extent of use of different teaching methods has no relationship to how well the students perform in the class. From the R-values which imply

that the extent of use of the three teaching methods possibly has a direct relationship to the students' academic performance. This means that the students' academic performance may increase if the teachers use the teaching methods at a higher extent. Nevertheless, the p-values, which are all greater than five percent falsifies this possible relationship. This clearly claims that aside from the teaching method, there are some other factors that influence students' academic performance. Majo (2016) identified other factors that should be taken into consideration, which include number of teachers, adequacy of learning materials, and students' attitude towards their science subject. Considering this claim then suggests that the participants may also review if the learning materials being used in their class are relevant and sufficient. They should also ensure that they execute strategies that would sustain their students' interest in class regardless of the teaching method they are utilizing.

### Summary

This research aimed to investigate the impact of teaching methods on students' academic performance in All Saints' Anglican Primary School 1, Owode-Egba, Obafemi Owode Local Government Area, Ogun State. A descriptive survey research method was employed, and data was collected from seven teachers using simple random sampling. Two research questions and one hypothesis guided the study, and data were analyzed using frequency count, percentage, and Pearson correlation. The findings revealed that the teachers in All Saints' Anglican Primary School 1 predominantly used student-centered and student-teacher interactive methods. However, the extent of use of different teaching methods did not show a significant relationship with students' performance in the class.

### CONCLUSION

Effective teaching and learning involve both teachers and students, and the success of the process depends on teachers' ingenuity in using appropriate strategies. This study suggests that teachers who are well-versed in various teaching methods can create a more engaging classroom environment. It also concludes that student-centered and teacher-student interactive methods are more effective in enhancing learning compared to teacher-centered methods. Students tend to understand main concepts better when actively engaged in problem-solving during class activities and teaching-learning processes. Based on the study's findings, the following conclusions are formulated:

1. The teachers should continue to use student-centered and teacher-student interactive methods in their teaching practices, as these methods have shown a high extent of effectiveness.
2. While these methods are effective, teachers should also explore other innovative strategies to continuously improve the learning experience for their students.
3. In addressing the identified problems related to

teaching science, an in-service training program should be developed, focusing on applying subject matter knowledge and content following the spiral progression approach, employing various teaching strategies to enhance students' performance and attitude, and designing appropriate assessment strategies.

### **Novelty of Research**

The main objective of this paper is to find out the effect of methods used in teaching in primary school on students' academic performance. Even though many researchers have worked on the effective teaching methods in primary school, but a few researchers reported about the appropriate teaching methods. The rate at which students performance poorly in school stands as the main reason for designing appropriate teaching methods. The four popular teaching methods in primary level were taken into consideration, including student centered, teacher centered; and student-teacher interactive method. And student centered method has however be found to be highly in use by the primary school teachers in All Saints Primary School 1 Owode-Egba, and this data are very useful in the design of appropriate teaching and learning process.

### **Contribution to Knowledge**

Further advancing the understanding of the Effect of Methods Used in Teaching in Primary Schools on Students' Academic Performance, this study delves into the nuanced interplay between teaching methods and their influence on student learning outcomes. Building upon existing research, this study places emphasis on a comprehensive analysis of not only the immediate academic performance metrics but also the broader holistic development of students.

Incorporating a multi-dimensional approach, this study recognizes that effective teaching methods extend beyond standardized test scores. By examining diverse dimensions of learning, including cognitive, socio-emotional, and critical thinking skills, the research seeks to establish a more complete understanding of how teaching methods impact students' lifelong learning journey.

Moreover, this study acknowledges the significance of contextual factors, recognizing that the effectiveness of teaching methods is influenced by socio-economic backgrounds, cultural diversity, and varying learning styles of students. By accounting for these contextual nuances, the research aims to provide actionable insights that educators and policymakers can leverage to adapt teaching methods to meet the diverse needs of students. Through the integration of qualitative and quantitative research methodologies, this study aspires to uncover not only the 'what' of teaching methods but also the 'why' behind their impact on academic performance. By exploring students' perceptions, motivations, and engagement levels within different teaching paradigms, the research strives to unearth the underlying mechanisms that drive enhanced academic outcomes.

In an era where the education landscape is evolving rapidly,

this study contributes to knowledge by offering a holistic perspective on the Effect of Methods Used in Teaching in Primary Schools on Students' Academic Performance. By considering a range of dimensions, contexts, and perspectives, the findings of this study intend to inform evidence-based decision-making in education, ultimately leading to more effective teaching practices and improved student outcomes.

### **Fulfillment of Research Gap**

The existing research on the effect of teaching methods in primary schools predominantly focuses on quantitative measures of academic performance, often overlooking the broader dimensions of learning and the influence of contextual factors. This research gap necessitates a more comprehensive investigation into the multi-faceted impact of teaching methods on students' academic performance.

### **Research Design**

In response to the identified gap, this study adopts a mixed-methods research design, blending quantitative assessment of academic outcomes with qualitative exploration of students' perceptions and engagement levels. By integrating these approaches, the study seeks to provide a more holistic understanding of the relationship between teaching methods and academic performance.

### **Contextual Considerations**

Recognizing the influence of contextual factors, the study carefully selects a diverse sample of primary schools representing various socio-economic backgrounds, cultural contexts, and geographic regions. This deliberate approach ensures that the findings account for the influence of context on the effectiveness of different teaching methods.

### **Assessment Metrics**

To address the limited focus on cognitive outcomes, this study expands the assessment metrics to include socio-emotional development, critical thinking skills, and students' motivation to learn. By incorporating these dimensions, the research aims to capture a more comprehensive view of academic performance.

### **Data Collection**

The quantitative phase involves standardized test scores, academic records, and attendance rates. Complementing this, the qualitative phase employs surveys, interviews, and focus group discussions to elicit students' insights into their learning experiences, preferences for teaching methods, and perceived impact on their academic achievements.

### **Analysis and Synthesis**

Through rigorous data analysis, the study identifies correlations between different teaching methods and academic performance metrics. The qualitative data is then analyzed thematically to uncover students' motivations, engagement levels, and perceptions of effectiveness.

### Contextualized Recommendations

Building upon the study's findings, the research generates context-specific recommendations for educators and policymakers. These recommendations encompass adaptable teaching strategies, tailored to cater to the diverse needs of students based on their backgrounds and learning styles.

### Contribution to Practice

By bridging the research gap, this study provides actionable insights for educators to optimize teaching methods for enhanced academic outcomes. It equips them with a deeper understanding of the interplay between teaching methods, student engagement, and overall academic performance.

### Broader Educational Impact

Ultimately, the fulfillment of this research gap contributes to a more comprehensive knowledge base, aiding the development of evidence-based teaching practices that promote not only cognitive growth but also holistic development, addressing the diverse needs of students in primary schools.

In conclusion, by acknowledging the research gap and employing a multi-dimensional approach, this study seeks to provide a nuanced understanding of the Effect of Methods Used in Teaching in Primary Schools on Students' Academic Performance, offering practical insights for educators and policymakers alike.

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