

ABSTRACT

The purpose of the study was to investigate the impact of student centered teaching approach on learners' academic performance in selected secondary schools in Katabi Town Council Wakiso District. The objectives were: To find out the effect of assessment tests on learners' academic performance in selected secondary schools in Katabi Town Council Wakiso District; To examine the impact of class control on learners' academic performance in selected secondary schools in Katabi Town Council Wakiso District; and To establish the relationship between class participation and learners' academic performance in selected secondary schools in Katabi Town Council Wakiso District. The study was inspired by the Iceberg theory and adopted a cross-sectional research design with both qualitative and quantitative approaches.

The study found out that the effect of assessment tests on learners' academic performance in selected secondary schools in Katabi town council Wakiso district, the study found out that: the coefficient of determination (r^2) = 0.145 implied that 14.5% of the variance in the learners' academic performance in the studied schools is explained by the assessment tests given to students; the impact of class control on learners' academic performance in selected secondary schools in Katabi town council Wakiso district, the study found out that: the correlation coefficient ($r = .287$, $p < 0.01$) shows that there is a positive but weak statistically significant relationship between class control and learners' academic performance implying that with improved class control by teachers, students' academic performance will improve that teachers have customized teaching class control techniques individually in relation to what does best for who; and the relationship between class participation and learners' academic performance in selected secondary schools in Katabi town council Wakiso district, the study found out that: the correlation coefficient ($r = .780$, $p < 0.01$) shows that there is a positive and very strong statistically significant relationship between class participation and learners' academic performance which implies that whenever class participation is enhanced in a classroom setting, students' academic performance will strongly improve.

The study concluded that assessment tests are a form of empowerment to students by teachers and should administrators through which by feedback from teachers and other students they can gauge their academic status and pave ways to increase and improve their performance through their own motivation; that class control basically contributes to learners' academic performance indirectly since it is based on the assumption that the discipline of learners in a classroom setting determines their general discipline and consequently their hard work and systemic efforts to increasing their academic performance; and that class participation of students is the most critical of all aspects investigated that enhances learning academic performance because all factors remaining the same, the study showed that the more students participate in the class the more they are likely to excel in their academic grades. The study recommends that although schools have policies the given and direct assessment tests, school administrators should regulate these assessment tests to cater for the timely completion of syllabus and to avoid the tests' monotony to the students; that school administrators and teachers should occasionally carry out seminars and general counseling sessions through which students will consistently be told of their need for proper conduct and discipline in life and how this can directly or indirectly account for their academic performance; that activities such as interschool and interclass stream seminars and discussions be put in place so that as learners are engaged more and more so that their participation is not mere limited to their own classrooms but expand their scope to other settings and environments.