

Progressive Teaching Strategies and Students' Academic Performance in Private Secondary Schools in Central Division, Kampala City, Uganda

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ABSTRACT

This investigation inspects an affiliation amongst progressive teaching strategies and students' academic performance under private secondary schools under Central Division, Kampala City, Uganda. Specific objectives included; i) To examine the relationship between peer discussion and students' academic performance, ii) To examine the relationship between collaborative projects and students' academic performance, and iii) To examine the relationship between concept explanation and students' academic performance in private secondary schools in Central Division, Kampala City, Uganda. This investigation approved a research design for correlation combined with a quantifiable method. This investigation deliberated on 55 respondents' sample size that comprised of administrators and teachers designated from 2 private secondary education institutions under Central Division, Kampala City. The quantitative main data was analyzed Kampala City under using both descriptive correlation analysis techniques. The study revealed that there exists a sturdy constructive and considerable affiliation amid peer discussion and students' academic performances under private secondary educational institutions in Uganda's Kampala City under Central Division. This examination still disclosed that there exists a sturdy constructive and considerable affiliation amongst collaborative projects and students' academic performances under private secondary educational institutions under Uganda's Kampala City, Central Division. This examination also disclosed that there exists a sturdy constructive and considerable affiliation amid concept explanation and students' academic performances under private secondary educational Institution under Uganda's Kampala City, Central Division. The investigation deduces that progressive teaching strategies constituting peer discussion, collaborative projects, and concept explanation are significantly and positively connected to pupils' academic achievement Kampala City under in that a rise in the different progressive teaching strategies resultantly results towards an improvement under students' academic performances in private secondary educational institutions under Uganda's Kampala City, Central Division, . The investigation commends that schools and teachers ought to adopt learner-centered teaching approaches as these improve understanding, thinking critically, and retention of information, that would consequently result in an enhancement under students' academic performance under private secondary educational institutions under Kampala City, Central Division, Uganda.

Keywords: Progressive Teaching Strategies, Peer Discussion, Collaborative Projects, Concept Explanation, and Students' Academic Performance.

INTRODUCTION

Improving students' academic performance remains a key priority in education systems worldwide, as it reflects the effectiveness of teaching and learning processes. Globally, education reforms have increasingly promoted progressive teaching strategies that emphasize learner-centered approaches such as peer discussion, collaborative projects, and interactive concept explanation, which enhance students' engagement, critical thinking, and knowledge retention (Semerci & Batdi, 2019; Karjanto & Acelajado, 2022). Similarly, across many African countries, education systems are adopting participatory and competency-based pedagogies to improve learning outcomes and equip students with practical skills for the modern economy (Ludigo, Mugimu & Mugaga, 2019; Murphy-Graham et al., 2026). In Uganda, the introduction of the Competence-Based Curriculum by the National Curriculum Development Centre encourages the use of learner-centered teaching strategies aimed at raising the academic achievement of pupils (Ministry of Education and Sports, 2018). But even so, notwithstanding these reforms, secondary schools in Kampala City continue to experience challenges such as inconsistent performance in national examinations, limited classroom participation, and gaps in mastery of core subjects among students (Kampala Capital City Authority, 2022). Although several studies have examined factors influencing academic performance in Uganda, limited empirical research has specifically explored an affiliation amongst progressive teaching scheme and academic achievement of pupils in secondary schools that are privately owned under Central Division, Kampala City. Therefore, this study seeks to examine this relationship in order to generate evidence that may inform teaching practices and educational policy in the Ugandan secondary school context.

Historical Perspective

Progressive teaching strategies emerged during the late nineteenth and early twentieth centuries as a response to traditional education systems that relied heavily on memorization, rigid discipline, and teacher dominance. Educational reformers believed that education should focus on the needs, interest, and experiences of learners. They argued that students learn best through active participation, problem solving, and real-life experiences rather than passive listening, which enhances understanding and improves academic performance (Karjanto & Acelajado, 2022). During the mid-20th century, progressive teaching methods gained popularity in many countries. Educators began incorporating approaches like experiential learning, problem-based learning, collaborative projects, and group discussions. These strategies aimed to encourage critical thinking, creativity, and deeper understanding of concepts. Research from this period suggested that students who participated in active learning environments demonstrated better comprehension, retention, and application of knowledge, which positively affected academic performance (Semerci & Batdi, 2019).

Theoretical Perspective

This examination was piloted through the Constructivist philosophy in 1978 developed by Vygotsky and Piaget. This philosophy postulates that learning is a dynamic method where students generate understanding through experiences, as opposed to passively obtaining statistics (Hai-Ninh, Ngoc & Nguyen, 2023). In the context of progressive teaching and students' academic performance, progressive teaching strategies like problem-based learning, collaborative projects, and inquiry-based lessons are grounded in constructivist principles (Semerci & Batdi, 2019). The authors argue that by engaging students in constructing their own understanding, they develop deeper comprehension, better retention, and higher-order thinking skills, which positively influence academic achievement such as improvement in academic performance (Semerci & Batdi, 2019). Thus, this philosophy was applicable towards this investigation as this offers an affiliation amongst progressive teaching strategies and students' academic performances.

Contextual Perspective

This investigation was directed under private secondary educational institutions under Central Division, Kampala City, Uganda examining an affiliation amongst progressive teaching schemes and students' academic performances. Central Division, Kampala City was considered because of the persistent grappling students' academic performance in secondary schools in Kampala City characterized with inconsistent performance in national examinations, increased absenteeism rates, observable gaps in mastery of core subjects, and limited participation in class activities among students (Kampala Capital City Authority, 2022).

Conceptual Perspective

Progressive teaching strategies refer to instructional approaches that prioritize student-centered learning, active engagement, critical thinking, and real-world application over traditional rote memorization and teachers-centered instruction (Karjanto & Acelajado, 2022). Students' academic performance relates to the quantifiable results of a student's education, typically reflected in test scores, grades, class participation, and mastery of knowledge and skills within an educational setting (Ssempebwa & Kamukama, 2022). In the instance of this research, progressive teaching strategies were thought about on the basis of peer discussion, collaborative projects, and concept explanation, whilst students' academic performance was envisioned relating to subject expertise, classroom participation, completion of assignments, grades and scores, communication skills, besides cognitive skills.

Statement of the Problem

Education systems worldwide emphasize the use of learner-centered and participatory teaching approaches to advance students' academic performance. Under Uganda, the Ministry of Education and Sports initiated the **Competence-Based Curriculum (CBC)** for lower secondary education to promote progressive teaching strategies like collaborative learning, peer discussion, and interactive concept explanation focused at problem-solving skills, creativity, and developing critical thinking among learners (Ministry of Education and Sports, 2018). Ideally, the efficient execution of these progressive teaching perspective must enhance scholars' engagement under the learning procedure and ultimately improve their academic performance.

However, evidence from education performance reports indicates that secondary schools in **Kampala City** continue to experience challenges related to students' academic performance, including inconsistent outcomes in national examinations, limited participation in classroom activities, and gaps in mastery of core subjects (Kampala Capital City Authority, 2022). For instance, the proportion of students passing national examinations in Grade 1 and Grade 2 reportedly declined from **76.3% in 2018 to 69.9% in 2021**, suggesting persistent performance concerns within secondary educational institutions under the city (Kampala Capital City Authority, 2022). Although several studies have examined factors influencing students' academic performance in Uganda, limited empirical research has specifically inspected **an affiliation amongst progressive teaching strategies and academic performances of students under private secondary educational institutions within Central Division of Kampala City**. This creates a contextual research gap regarding how specific progressive teaching strategies such as **peer discussion, collaborative projects, and concept explanation** relate to students' academic performance in this setting.

If this gap is not addressed, schools may continue to face challenges in identifying effective pedagogical strategies that can enhance students' engagement, understanding of subject content, and overall academic performance. Therefore, this investigation seeks to inspect an affiliation amongst progressive teaching strategies and academic performances of students under private secondary educational institutions under **Uganda's Central Division, Kampala City**.

Objectives of the Study

General Objective

The general objective of the study is to examine the relationship between progressive teaching strategies and students' academic performance in private secondary schools in Central Division, Kampala City, Uganda.

Specific Objectives

- i. To examine the relationship between peer discussion and students' academic performance in private secondary schools in Central Division, Kampala City, Uganda.
- ii. To examine the relationship between collaborative projects and students' academic performance in private secondary schools in Central Division, Kampala City, Uganda.
- iii. To examine the relationship between concept explanation and students' academic performance in private secondary schools in Central Division, Kampala City, Uganda.

Study Hypotheses

Ha1: There is a statistically significant relationship between peer discussion and students' academic performance in private secondary schools in Central Division, Kampala City, Uganda.

Ha2: There is a statistically significant relationship between collaborative projects and students' academic performance in private secondary schools in Central Division, Kampala City, Uganda.

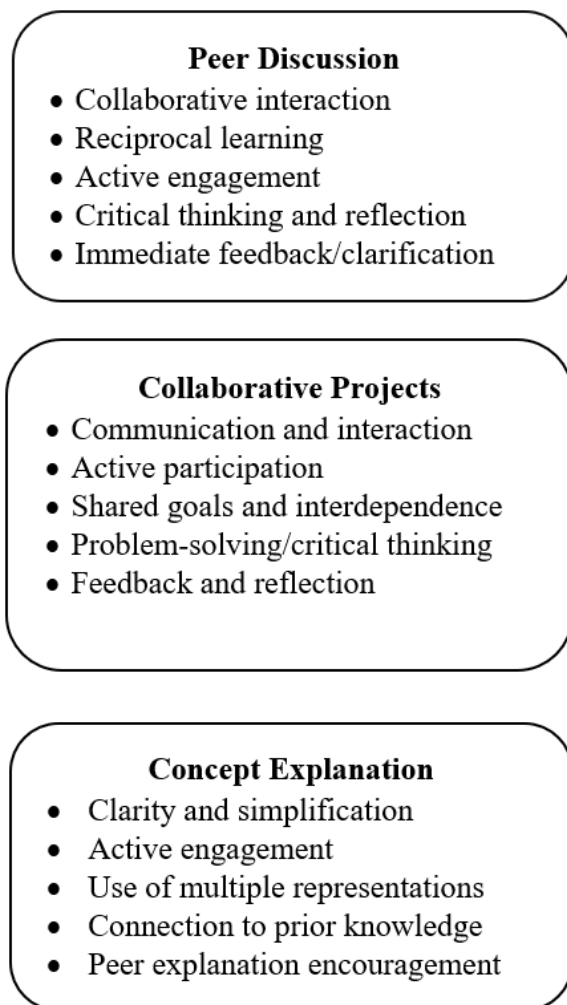
Ha3: There is a statistically significant relationship between concept explanation and students' academic performance in private secondary schools in Central Division, Kampala City, Uganda.

Conceptual Framework

The conceptual outline displays an association's diagrammatic representation amongst Progressive Teaching Strategies and Students' Academic Performance.

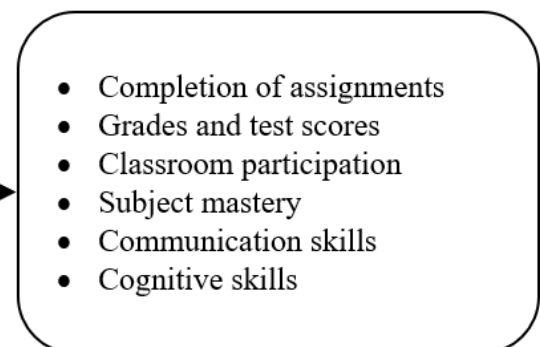
Independent Variable

PROGRESSIVE TEACHING STRATEGIES



Dependent Variable

STUDENTS' ACADEMIC PERFORMANCE



Source: Adopted from Semerci and Batdi (2019)

The conceptual outline specifies an affiliation amongst progressive teaching strategies and students' academic performances. Progressive teaching strategies was conceptualized in terms of peer discussion, collaborative projects, and concept explanation, whilst students' academic performances were thought about as a result of subject mastery, classroom participation, grades and scores, completion of assignments, communication skills, and cognitive skills. Thus, the above conceptual outline was grounded upon the assumptions that progressive teaching strategies influence an improvement in students' academic performance.

LITERATURE REVIEW

Progressive Teaching Strategies and Students' Academic Performance

Progressive teaching strategies influence students' academic performance primarily by shifting the focus from passive reception of information to active, learner-centered engagement, which enhances understanding, retention, and the ability to apply knowledge. Progressive strategies like group discussion, problem-based learning, and hands-on projects increase student participation. Engaged students are more likely to focus, retain information, and perform better academically. These strategies encourage analysis, evaluation, and creation rather than rote memorization, leading to deeper comprehension and problem-solving ability (Karjanto & Acelajado, 2022). According to Ludigo, Mugimu and Mugaga (2019) progressive teaching strategies support autonomy, choice, and self-directed learning, which increases intrinsic motivation. Motivated students engage more deeply and persist longer in learning tasks, which influences an improvement in students' academic performance.

Peer discussion as a component of progressive teaching strategies positively influences students' academic performance by promoting active engagement, deeper understanding, and collaborative learning. Peer discussions allow students to articulate their thoughts, explain concepts to one another, and clarify misunderstandings. Students who engage in peer discussions often achieve higher comprehension and better retention of material, which translates into improved performance on assessments (Susanto, Wilujeng, Haryanto, Wajedi & Hidayat, 2025). In addition, the authors assert that in group discussions, students are exposed to multiple perspectives, which encourages evaluation, reasoning, and synthesis. By critically analyzing peer ideas, students develop higher-order thinking skills, leading to improved academic performance outcomes (Susanto et al., 2025).

An investigation by Atuhire, Turyahabwe and Nkambwe (2025) found that progressive teaching strategies possess a constructive and substantial affiliation with academic performance of students under National Teachers' Colleges in Uganda. The authors posit that progressive teaching strategies such as group discussions increase student engagement and motivation, which directly translates to an improvement in students' academic performance. Discussing topics with peers makes learning interactive and socially meaningful, increasing intrinsic motivation. Motivated students participate actively, persist in challenging tasks, and are more likely to achieve higher academic performances (Atuhire et al., 2025). Furthermore, the writers contended that peer discussions allow for instant clarification and correction of misconceptions. This feedback loop reinforces accurate knowledge and helps students prepare effectively for assessments, improving students' academic performance through improved grades (Atuhire et al., 2025).

According to D'Agostino (2023) progressive teaching strategies including collaborative projects influence students' academic performance by fostering participation, in-depth comprehension, and the growth of critical abilities including problem-solving and communication. Collaborative projects require students to actively contribute, divide up the duties, and engage with course content. Active engagement is strongly correlated with improved understanding and retention of knowledge, which enhances the academic performance of students (D'Agostino, 2023). In addition, Springer, Stanne and Donovan (2019) argued that group projects expose students to diverse perspectives, prompting them to synthesize, evaluate, and analyze information collaboratively. This process develops higher-level cognitive abilities that are directly linked to better performance in assessments requiring application and analysis.

Progressive teaching strategies through collaborative favorably affects students' academic performances through creating a different and supportive education environment whereby all students, regardless can prosper regardless of their experience or skills. It improves participation, fosters social and intellectual development, and offers tailored assistance, resulting in improved academic performance conclusions. Successful collaborative projects demand negotiation, discussion, and presentation of ideas. These skills reinforce understanding of content and improve students' ability to articulate concepts clearly, positively affecting students' performance in oral and written assessments (Murphy-Graham, Lample, Kabay & Nourani, 2026). The authors also argued that group projects create a sense of shared responsibility, which motivates students to prepare thoroughly and contribute meaningfully. Peer accountability enhances learning effort, consistency, and

engagement, leading to better students, academic performance (Murphy-Graham et al.,). Additionally, Ludigo et al. (2019) postulated that explaining ideas to peers during collaborative work strengthens comprehension and retention. This peer-teaching aspect of collaborative projects ensures that students consolidate their learning, which improves performance in tests and assignments.

A study by Gumisirizah, Nzabahimana and Muwonge (2024) found out that progressive teaching strategies such as active learning possess a constructive and substantial effect on learners' academic performances. Concept explanation involves teachers or peers breaking down abstract or difficult ideas into understandable parts using examples, analogies, and real-life contexts. In progressive teaching, concept explanation is interactive, often involving questioning, demonstration, and discussion to ensure students grasp the underlying principles. Students develop a deeper conceptual understanding, which improves performance in problem-solving tasks and assessments that require application of knowledge. Additionally, the authors argued that explaining concepts engages students cognitively, requiring them to organize statistics, connect it to what you already know, and construct meaning. Active processing through explanation strengthens memory encoding and retrieval, leading to improved test performance and assignment outcomes (Gumisirizah et al., 2024).

METHODOLOGY

Research Design

The examination employed a research representation for correlation coupled with quantifiable technique. The research strategy for correlation is dedicated to searching for a link amongst factors in the provided populace of investigation (Kassu, 2019). As a result, this study design aided the investigator towards investigating an affiliation amongst progressive teaching strategies and students' academic performances under private secondary educational under Central Division, Kampala City, Uganda. A quantitative method was ultimate in acquiring data in numerical format which was utilized to provide an insight towards this investigation phenomenon.

Target Population and Sample Size

Due to time limitations, the investigator looked at two secondary educational institutions in Central Division, Kampala City with a population of 64 individuals constituting of administrators and teachers from which a sample was selected (Kampala Capital City Authority, 2022). The Krejcie and Morgan formulation was utilized to assess a model size is given as;

$$n = \frac{X^2 N p(1-p)}{d^2(N-1) + X^2 p(1-p)}$$

Where; n = sample size, X^2 = Chi-Square value (3.841) at 95% confidence interval, N = population size (64), p = population proportion (assumed to be 0.50), and d = degree of accuracy (0.05).

$$n = \frac{3.841 * 64 * 0.5 * 0.5}{(0.05^2 * 63) + (3.841 * 0.5 * 0.5)}$$

$$n = 55 \text{ respondents}$$

This investigation considered a 55 responders sample size to provide quantifiable statistics which was utilized to convey responses towards the examination goals.

Sampling Procedure

The investigator employed simple random samples towards choosing study participants. Basic random sampling was employed to designate educators and administrators from the considered private secondary educational institutions to participate under this investigation in order to provide quantifiable data using sample frames that contain the names for all teachers and administrators which were obtained from the respective schools' administration. Simple random sampling provides all members of this study community with an corresponding opportunity of being picked out for the participant populace (Elfil & Negida, 2017).

Data Collection Methods

Questionnaire Survey Method

Questionnaire survey technique denotes gathering facts from respondents utilizing a set of queries and additional prompts (Mathiyazhagan, 2018). Using simple, organized questions, the questionnaire survey approach was essential to obtaining consistent data that guaranteed data comparability. Consequently, this strategy was employed to obtain and collect quantifiable statistics from responders under the quickest amount of time that is feasible.

Data Collection Instruments

Structured Questionnaire

A structured inquiry could be a mechanism for collecting statistics from interviewees encompassing of closed end respond towards queries whereby responders are essential to designate(Acheung, 2014). The examination employed structured inquiries to assemble quantifiable statistics from executives and instructors at the many private secondary education institutions in Kampala City's Central Division. The structured surveys were employed since they assemble lots of statistics on topics being assessed in a short amount of time.

Validity and Reliability

The validity of the study tools will be assessed through expert judgment by research supervisors measured using a Content Validity Index (CVI). A CVI of at least 0.7 indicates the contents of research tools are valid to be used in research (Amin, 2005).

$$CVI = \frac{\text{no of items declared valid}}{\text{total no of items}}$$

$$CVI = \frac{21}{26}$$

$$CVI = 0.808$$

The Content Validity Index value of 0.808 above 0.7 indicates that the structured questionnaires were valid for data collection as recommended by Amin (2005).

Additionally, a Cronbach Alpha coefficient analysis will be used to measure the reliability of the research tools using data that will be collected from a pilot study taken in one private secondary school in Central Division, Kampala City. A minimum Cronbach Alpha coefficient of 0.7 indicates the questions asked in the research tools are reliable and internally consistent to be applied in research (Amin, 2005).

Table 3.1: Reliability Statistics

Cronbach's Alpha	No. of Items
.799	21

Source: Field data (2026)

The Cronbach's Alpha coefficient value of 0.799 above 0.7 indicates that the structured questionnaires were reliable for data collection as recommended by Amin (2005).

Data Analysis

Through statistical testing and descriptive analysis, analysis of quantifiable statistics permits the investigator to assess, examine, and comprehend a occurrence. The quantitative main data was assessed utilizing both descriptive and correlation analysis techniques. The demographics of the respondents, which were displayed as

frequencies and percentages, were examined using descriptive analysis. Correlation analysis for Spearman's rank was utilized to deliver empiric proof on the investigation's theories at a 0.01 of significance levels so as to estimate the link amongst the independent and dependent factors as factors were assessed using a Likert scale of five points. The Spearman's Rank Association assesses an affiliation amongst 2 ordinal or ranked factors (Jerrold, 2016).

Ethical Consideration

Prior towards beginning this examination, an examiner attained an introduction letter from Islamic University in Uganda to be a prerequisite towards getting permission from the numerous schools' administrators to steer this examination on their property. Additionally, before distributing questionnaires, the investigator got the respondents' permission to take part in the investigation and handed to them or participated in the interview process and the goal of this investigation was described to responders at the beginning of this examination. As a basic ethical requirement for study, the researcher also made sure that the information and responders were kept private.

STUDY FINDINGS

Outcomes under this subsection comprise of analytical description upon every individual demographics and correlations figures to offer resolutions towards this investigation goals.

Findings on Demographic Compositions of Respondents

This examination estimated the members' demographic formation under private secondary educational institutions selected under Central Division, Uganda's Kampala City and the outcomes are displayed under Tableau 1;

Table 1: Demographic Composition of Respondents

Category	Items	Frequency	Percentage
Gender	Male	31	56.4
	Female	24	43.6
	Total	55	100.0
Age Group	25-30 years	8	14.5
	31-35 years	9	16.4
	36-40 years	12	21.8
	Above 40 years	26	47.3
	Total	55	100.0
Highest Level of Education	Diploma	5	9.1
	Bachelors	42	76.4
	Masters	8	14.5
	Total	55	100.0
Marital Status	Married	40	72.7
	Single	15	27.3
	Total	55	100.0
Duration Worked at the Secondary School	1-3 years	9	16.4
	4-5 years	12	21.8
	Above 5 years	34	61.8
	Total	55	100.0

Source: Field data (2026)

Conclusions under Tableau 1 show that utmost responders 31 (56.4%) were men and the smallest percentage 24 (43.6%) respondents were women. This investigation also displayed that a larger percentage 26 (47.3%) responders were above 40 ages, 12 (21.8%) responders were 36-40 ages, 9 (16.4.0%) responders were 31-35 ages, and the slightest percentage 8 (14.5%) interviewees were 25-30 agess.

More so, this examination results displayed that many 42 (76.4%) responders had attained bachelor's of education levels, 8 (14.5%) responders had reached a masters' education levels, and 5 (9.1%) responders had reached a diploma of education levels. The investigation outcomes further showed that many 40 (72.7%) responders were in marriages and the smallest percentage 15 (27.3%) responders weren't married.

In regards to duration worked at the secondary school, the investigation outcomes revealed that many 34 (61.8%) responders had laboured for a duration of beyond 5 years, 12 (21.8%) responders had laboured for a duration of 4-5 ages, and the smallest percentage 9 (16.4%) responders had laboured for a span of one to three ages.

Findings on the Objectives of the Study

The subsection highlights outcomes comparative to this examination specific goals.

Relationship between Peer Discussion and Students' Academic Performance in Private Secondary Schools in Central Division, Kampala City, Uganda

This investigation examined an affiliation amongst peer discussion and students' academic performances under private secondary educational institutions under Kampala City, Central Division, Uganda. The affiliation was assessed utilizing correlation analysis for Spearman's Rank and outcomes displayed under Tableau 2.

Table 2: Correlation Analysis between Peer Discussion and Students' Academic Performance in Private Secondary Schools in Central Division, Kampala City, Uganda

		Peer Discussion	Students' Academic Performance
Peer Discussion	Spearman's Correlation Coefficient	1.000	.672**
	Sig. (2-tailed)	.	.000
	N	55	55
Students' Academic Performance	Spearman's Correlation Coefficient	.672**	1.000
	Sig. (2-tailed)	.000	.
	N	55	55

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2026)

This investigation outcomes under Tableau 2 displayed an existence of a robust constructive and substantial affiliation amongst peer discussion and students' academic performances under private secondary educational institutions under Kampala City's Central Division, Uganda ($r = .672$, $P\text{-value} = .000$) at a 0.01 significant levels. The outcomes suggest that an improvement under peer discussion sturdily and substantially results towards an advancement within learners' academic performances under private secondary educational institutions under Uganda, Kampala City's, Central Division.

Relationship between Collaborative Projects and Students' Academic Performance in Private Secondary Schools in Central Division, Kampala City, Uganda

The investigation as well examined an affiliation amongst collaborative projects and students' academic performances under private secondary educational institutions under Kampala City's, Central Division, Uganda. The affiliation was evaluated utilizing correlation analysis for Spearman Rank's and the outcomes are presented under Tableau 3.

Table 3: Correlation Analysis between Collaborative Projects and Students' Academic Performance in Private Secondary Schools in Central Division, Kampala City, Uganda

		Collaborative Projects	Students' Academic Performance
Collaborative Projects	Spearman's Correlation Coefficient	1.000	.533**
	Sig. (2-tailed)	.	.000
	N	55	55
Students' Academic Performance	Spearman's Correlation Coefficient	.533**	1.000
	Sig. (2-tailed)	.000	.
	N	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2026)

This investigation conclusions under Table 3 displayed an existence of a robust constructive and substantial affiliation amongst collaborative projects and students' academic performances under private secondary educational institutions under Kampala City's Central Division, Uganda ($r = .533$, $P\text{-value} = .000$) at a 0.01 significant levels. The examination results suggest that an advancement under collective projects considerably and substantially results towards an advancement in learners' academic performance under private secondary educational institutions under Uganda, Kampala City's, Central Division.

Relationship between Concept Explanation and Students' Academic Performance in Private Secondary Schools in Central Division, Kampala City, Uganda

The investigation additionally examined an affiliation among concept explanation and students' academic performances under private secondary educational institutions under Kampala City's, Central Division, Uganda. An affiliation was examined utilizing correlation analysis for Spearman's Rank and outcomes are displayed under Tableau 4.

Table 4: Correlation Analysis between Concept Explanation and Students' Academic Performance in Private Secondary Schools in Central Division, Kampala City, Uganda

		Concept Explanation	Students' Academic Performance
Concept Explanation	Spearman's Correlation Coefficient	1.000	.536**
	Sig. (2-tailed)	.	.000
	N	55	55
Students' Academic Performance	Spearman's Correlation Coefficient	.536**	1.000
	Sig. (2-tailed)	.000	.
	N	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2026)

This investigation conclusion under Table 4 shown an existence of a robust constructive and considerable affiliation amongst concept explanation and students' academic performances under private secondary educational institutions under Kampala City's, Central Division, Uganda ($r = .536$, $P\text{-value} = .000$) at a 0.01 significant levels. The outcomes specifies that an advancement in concept explanation greatly and substantially results towards an improvement within students' academic performances under private secondary educational institutions under Kampala City's, Central Division, Uganda.

CONCLUSION

The study concludes that progressive teaching strategies constituting peer discussion, collaborative projects, and concept explanation are significantly and positively affiliated to students' academic performances whereby an advancement under the numerous progressive teaching strategies resultantly results towards an improvement within students' academic performances under private secondary schools under Kampala City's, Central Division, Uganda.

RECOMMENDATIONS

The examination commends that schools and teachers obliged to adopt learner-centered teaching approaches as these improve understanding, critical thinking, and retention of expertise, that would resultantly lead to an advancement within students' academic performances under private secondary educational institutions under Uganda's Kampala City, Central Division.

The examination as well commends that educational institutions ought to integrate technology-enhanced learning as this enhances engagement and access to diverse learning resources, which ought to directly impact an advancement under students' academic performances under private secondary educational institutions under Kampala City's, Central Division, Uganda.

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