

ABSTRACT

Introduction and background:

The study was carried out at IHSU a unique university offering only health science related programs. IHSU is located on the third of IHK along St Barnabas road, plot 4686, Kisugu, Namuwongo, Kampala. At IHSU, various teaching methods are used but the study only focused on PBL and lecturing as teaching methods. LBL is the most prevalent teaching method in the world, Asia , Africa, and East Africa however PBL has also been adopted in many institutions world wide and also in E. Africa for example Makerere University.

Main objective:

The main objective of the study was to determine the effects of PBL and LBL as teaching methods on perceived classroom performance of IHSU students.

Methodology:

Descriptive cross section study was carried out utilizing a quantitative method of data collection with a total sample size of 245 respondents.

Results:

Most respondents agreed that PBL has positive effects on PCP with 42.4% of respondents. 37.1% responded that PBL has neutral effects on PCP, the least number of respondents 20.4% agreed that PBL has negative effects on PCP. Most respondents agreed that LBL has negative effects 48.9% ,followed by neutral effects with 32.3% then positive effects with 18.8%.

Conclusions and recommendations:

PBL has more positive effects on students perceived classroom performance while LBL has more negative effects. LBL is more prevalently used at IHSU compared to PBL. There researcher therefore recommended that PBL should be adapted as the main teaching method at IHSU coupled with increase in resources to enhance its application.