

**TEACHING PRACTICES AND THE ACQUISITION OF JOB RELATED
COMPETENCIES: A CASE OF GRADUATE TEACHERS OF
KYAMBOGO AND UGANDA MARTYRS UNIVERSITIES
IN UGANDA**

BY

MUGOYA DAN DENSON

17/U/14567/GMEF/PE

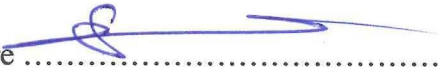
**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF
RESEARCH AND GRADUATE TRAINING IN PARTIAL
FULFILLMENT FOR THE AWARD OF A MASTER
OF EDUCATION FOUNDATIONS OF
KYAMBOGO UNIVERSITY**

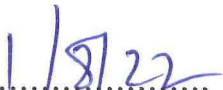
MAY, 2022

DECLARATION

I, DENSON DAN MUGOYA, do hereby declare that this research Dissertation titled “Teaching Practices And The Acquisition Of Job Related Competencies: A Case Of Graduate Teachers Of Kyambogo And Uganda Martyrs Universities In Uganda” is entirely my own original work and that it has never been presented to any Institution of Higher Learning for the award of a degree or any other academic award.

DENSON DAN MUGOYA

Signature

Date

APPROVAL

This is to certify that this Dissertation titled “Teaching Practices and The Acquisition of Job Related Competencies: A Case of Graduate Teachers of Kyambogo and Uganda Martyrs Universities in Uganda” has been under our supervision and is now ready for submission to the School of Graduate Studies Kyambogo University with our consent and approval as academic supervisors.

Name

Signature

Date

Dr. Julian Bbuye

.....

02/08/22
.....

Mr. Enosi Ssemanda

.....

02/08/2022
.....

DEDICATION

I dedicate this work to the Almighty God and my immediate family for the patience they accorded to me when I was preoccupied with this work.

May the Almighty God Bless you all.

ACKNOWLEDGEMENT

In a special way, I express my gratitude to the Almighty God. His guidance, care, wisdom and protection lifted and enabled me to complete this research. This dissertation would not have been a success had it not been for immense contribution of some people. In this regard, I would particularly thank my supervisors Dr. Julian Bbuye and Mr. Enosi Ssemanda for their professional guidance, encouragement and support they gave during the course of this study.

I also extend my gratitude to all lecturers who put in effort for my success during the course of my studies. I am grateful for the entire support of the Faculty of Education and department of Foundation of Education of Kyambogo University in particular Dr. Disan Kuteesa for the guidance rendered to me during the course of my studies. I thank my family members especially my wife and children whom I competed with on the financial resource envelop at home to enable me complete this course and in particular the dissertation.

I am also grateful to the entire staff of YMCA Comprehensive Institute for their moral support and their good guidance which encouraged me to finish this work in time. Special thanks go to the schools and respondents who participated in this study.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ACRONYMS	xi
ABSTRACT.....	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background to the study	1
1.1.1 Historical background.....	1
1.1.2 Theoretical Background.....	4
1.1.3 Conceptual Background.....	5
1.1.4 Contextual Background	7
1.2 Statement of the Problem.....	9
1.3 Purpose of the study	9
1.4 Objectives of the study.....	10
1.5 Research questions	11
1.6 Hypotheses.....	11
1.7 Significance of the Study	11
1.8 Scope of the study.....	12
1.8.1 Geographical Scope:	12
1.8.2 Content Scope:	12
1.8.3 Time scope	13
1.9 Limitations of the Study.....	13
1.10 The conceptual Framework.....	14

CHAPTER TWO	16
LITERATURE REVIEW	16
2.0 Introduction	16
2.1 Theoretical Review.....	16
2.2 Review of related literature	18
2.2.1 BED curricula and Teacher’s content mastery in the subject areas.....	18
2.2.2 Teaching Methodology and the acquisition of pedagogical Competencies among graduate teachers.....	22
2.2.3 Professional practice and professional practice among graduate teachers	26
2.3 Summary of Literature Reviewed.....	28
CHAPTER THREE	30
METHODOLOGY	30
3.0 Introduction	30
3.1 Research Design.....	30
3.2 Study Area	30
3.3 Sources of data	31
3.3.1 Primary Source of Data.....	31
3.3.2 Secondary Source of Data.....	31
3.4 Target Population.....	31
3.4.1 Sample Size.....	32
3.4.2 Sampling Technique	32
3.5 Data Collection Methods	33
3.6 Data Collection Instruments	33
3.6.1 Self-Administered Questionnaires	33
3.6.2 Observation guide	34
3.6.3 Interview Guides	34
3.7 Quality Control	34
3.7.1 Validity	35
3.7.2 Reliability.....	35
3.8 Data Collection Procedure.....	36
3.9 Data Management.....	36
3.9.1 Quantitative Data Analysis	36

3.9.2 Qualitative Data Analysis	37
3.10 Ethical Issues.....	37
CHAPTER FOUR.....	38
PRESENTATION, ANALYSIS AND INTREPRETATION OF RESULTS.....	38
4.0 Introduction	38
4.1 Background Variables.....	38
4.1.2 Bio data of respondents.....	39
4.2 Univariate data Presentation.....	42
4.2.1 Independent Variable one: BED curricula at KYU and UMU	43
4.2.1.1 Quantitative analysis of data on BED Curricular at KYU and UMU.....	43
4.2.1.2 Qualitative data analysis on BED Curricular.....	49
4.2.2 Independent Variable Two: Teaching Methodology	51
4.2.2.1 Qualitative data analysis of Teaching Methodology at KYU and UMU.....	51
4.2.2.2 Qualitative data analysis on Teaching Methodology at KYU and UMU	56
4.2.2.3 Lecturers' emphasis on their teaching methodology at the University during course of study.....	58
4.2.2.4 Qualitative data analysis on lecturers' emphasis on their teaching methodology	64
4.2.2.5 Practices at university and development of the job-related competencies	65
4.2.2.6 Qualitative data analysis on teaching practices at KYU and UMU.....	73
4.3 Professional practice Curricular.....	74
4.3.1 Quantitative data analysis on Professional practice curricular at KYU and UMU.....	74
4.3.2 Qualitative data analysis on the Professional practice curricular at KYU and UMU.....	81
4.4 Graduate Teachers Job-Related Competences.....	83
4.4.1 Quantitative data analysis on graduate teachers' job related competences	83
4.4.2 Qualitative data analysis on acquired job related competences among graduate teachers..	99
4.4.3 Qualitative data analysis on required job related competences	102
4.4.4.: Important aspects employers considered when recruiting teachers.....	102
4.4.5 Qualitative findings on the most important aspects my employer considered in recruiting me for the job I do today.....	108
4.4.6 Observation on teachers' job related competences.....	109
4.4.6.1 Instructional planning	111
4.4.6.2 Instructional presentation.....	112

4.4.6.3 Student’s management	113
4.4.6.4 Assessment of students of students work.....	114
4.4.6.5 Homework follow-up is made	114
4.4.6.6 Medium of instruction.....	114
4.5 Testing Hypotheses: Bivariate Level	115
CHAPTER FIVE	121
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	121
5.0 Introduction	121
5.1 Summary of the findings.....	121
5.2 Discussion of findings.....	122
5.2.1 BED curricula at KYU and UMU and graduate teachers’ content mastery in the subject areas	123
5.2.2 Teaching Methodology and the acquisition of pedagogical Competencies among graduate teachers	126
5.2.3 Professional practice and professional practice among graduate teachers	129
5.3 Conclusions	132
5.4 Recommendations.....	132
5.5 Recommendations for Further Research	133
REFERENCES	135
APPENDIX: ONE	149
APPENDIX TWO:.....	158
APPENDIX THREE.....	162
APPENDIX FOUR	166
APPENDIX FIVE.....	170
APPENDIX SIX	173
LETTER OF INTRODUCTION	173

LIST OF TABLES

Table 3.1: Distribution of Target Population	33
Table 3.2: The Content Validity Statistics	35
Table 3.3: The reliability Statistics	36
Table 4.1: Response rate results.....	38
Table 4.2: Distribution of respondents by Gender	39
Table 4.3: Education level of respondents	40
Table 4.4: Age bracket of the respondents.....	40
Table 4.5: Designation of respondents.....	41
Table 4.6: The years of service by respondents	42
Table 4.7: Distribution of Respondents rating of BED curricula at KYU and UMU	43
Table 4.8: Rating of BED Curricular at KYU and UMU	47
Table 4.9: Teaching Methodology and acquisition of pedagogical competencies among graduate teachers.....	51
Table 4.10: Rating of teaching methodology.....	55
Table 4.11: Distribution of Lecturers’ emphasis on their teaching methodology at the University	59
Table 4.12: Rating of lecturer’s emphasis on methodology in KYU and UMU.....	63
Table 4.13: Rating of teaching practices at the university and development of job-related competencies	66
Table 4.14: Rating of teaching practices in KYU and UMU	72
Table 4.15: Professional practice curricula and inculcation of virtues for professional practice among graduate teachers.....	75
Table 4.16: Rating of Professional practice curricular in KYU and UMU	79
Table 4.17: Distribution of respondents rating of the graduate teachers’ job related competences.....	83
Table 4.18: Rating of Acquisition of job related competences	98
Table 4.19 Rating of required job related competences.....	100
Table 4.20: Distribution of respondents rating of the graduate teachers’ job related competence	103
Table 4.21: Rating of perceived job related competences in KYU and UMU.....	107
Table 4.22: Summary of findings from observation checklists on teachers’ job related competences	109
Table 4.23: Correlation between BED Curricular and graduate teachers content mastery.....	115
Table 4.24: Regression of content mastery on BED Curricular of KYU and UMU.....	116
Table 4.25: Correlation between Teachings Methodology and acquisition of pedagogical competencies among graduate teachers.....	117
Table 4.26: Regression of acquisition of pedagogical competence on teaching methodology.....	118
Table 4.27: Correlation between professional practice and acquisition of virtues	119

Table 4.28: Regression of acquisition of virtues on professional practices at KYU and UMU 119

LIST OF FIGURES

Fig 1.1 Conceptual framework..... 15

Fig 1: Histogram showing the distribution of the rating of BED Curriculum at KYU and UMU..... 48

Fig 2: Histogram showing distribution of the rating of Teaching Methodology at KYU and UMU..... 56

Fig 3: Histogram showing distribution of lecturers' emphasis of methodology at KYU and UMU. 64

Fig 4: Histogram showing the distribution of the rating of teaching practices at KYU and UMU 73

Fig 5: Histogram showing distribution of the rating of Professional curricular at KYU and UMU..... 80

Fig 6: Histogram showing the distribution of the rating of acquired job related competences among graduate teachers from KYU and UMU..... 99

Fig 7: Histogram showing the distribution of the rating of required job related competences among graduate teachers from KYU and UMU..... 101

Fig 8: Histogram showing the distribution of the rating of perceived important aspects 108

LIST OF ACRONYMNS

KYU	:	Kyambogo University
UMU	:	Uganda Martyrs University
IS'Ts	:	In-service Teachers
QIM	:	Quality Improvement Methodology
QA	:	Quality Assurance
NCHE	:	National Council of Higher Education
HEIS	:	Higher Education Institutions
JICA	:	Japan International Corporation Agency
UBOS	:	Uganda Bureau of Standards
BED	:	Bachelor of Education
KYU	:	Kyambogo University
UMU	:	Uganda Martyr's University
HEFCE	:	Higher Education Funding Council for England
ITEK	:	Institute of Teacher Education Kyambogo
UOTIA	:	Universities and Other Tertiary Institution's Act
UPK	:	Uganda Polytechnic Kyambogo
UNISE	:	Uganda National Institute of Special Education
GTTC	:	Grade III Teachers' Training College
NTC	:	National Teacher College
MoES	:	Ministry of Education and Sports
UKCES	:	UK Commission for Employment Skills.
ENQA	:	European Network for Quality Assurance
ANOVA	:	Analysis of Variance
IT	:	Information Technology

TEME	:	Teaching Methodology
SAQ's	:	Self Administered Questionnaires
CVI	:	Content Validity Index
PLCC	:	Pearson Linear Coloration Coefficient
JRC	:	Job Related Competences
LEM	:	Learning Methodology
SPSS	:	Statistical Packages for Social Sciences
BEDC	:	Bachelor of Education Curriculum
IM	:	Instructional Methods
PS	:	Professional practice

ABSTRACT

This study examined the influence of teaching practices on the acquisition of job related competencies by graduate teachers of Kyambogo and Uganda Martyrs Universities in secondary schools in Wakiso District, Uganda. The alumni of the BED programmes from KYU and UMU were preferred for this study since they have had prolonged exposure to the study variables this study investigated; and these two universities have the longest history implementing the BED programmes in Uganda. Objectives of the study were: to explore whether the BED curricula at KYU and UMU had a significant relationship with the graduate teachers' content mastery in the subject areas; to establish the relationship between Teaching Methodology at university and acquisition of pedagogical competencies among graduates from KYU and UMU and to establish the extent to which KYU and UMU inculcate virtues required in professional practice among graduate teachers. This study used a co-relational survey design; both quantitative and qualitative approaches were used to collect data. This study used a sample of 30 alumni of the BED programme from each of the two universities teaching in 08 secondary schools in Wakiso District plus their head teachers, 02 members of the top management and 10 lecturers from each university. The alumni graduate teachers were sampled using snowball sampling technique while the members of top management in the two universities and the head teachers of the sampled schools were sampled using purposive sampling, then the lecturers from the faculties of education in the two universities were conveniently sampled. The findings revealed that there was a significant relationship between teaching methodology and acquisition of job related competences among graduate teachers while BED curricular and professional practice had insignificant relationships with acquisition of job related competences among graduate teachers. It was concluded that; the BED curricular at KYU and UMU do not significantly influence the Graduate teachers content mastery in their subject areas; while teaching methodology has a significant and positive influence on the acquisition of the pedagogical competencies among the graduate teachers of UMU and KYU; and that, to a smaller extent KYU and UMU inculcate virtues required in the professional practice among BED graduates. It was concluded that KYU and UMU administrators, staff and other stakeholders should embark on a review of the BED curricula to meet the demands of the labour market; both universities should ensure the active involvement of the key stake-holders in the curriculum review process; KYU and UMU administration should also invest more time and resources in retooling the academic staff in the area of the teaching methodology and related pedagogical aspects; KYU and UMU leadership should also invest more in the promotion of appropriate technologies to facilitate effective teaching and learning; It was recommended that; District Education Officers in collaboration with other stake holders, should organise refresher courses for practicing teachers to sharpen their knowledge and competencies in their subject areas; The MOE's should strengthen the agencies responsible for monitoring, inspecting and support supervision of the sector in the district and country at large; and lastly graduate teachers could be encouraged to embrace continuous professional development workshops. further research, be conducted on Bachelor of Arts with education; and also that comparative studies be conducted on the Professional Teacher effectiveness among the graduates of the BED program and the Bachelor of Arts with Education program

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study explored the influence of Teaching practices on the acquisition of job related competencies among university graduate teachers of Kyambogo University and Uganda Martyrs University serving in Wakiso District in Central Uganda. In this chapter, the researcher presents the background to the study, the problem statement, the purpose and objectives of study, research questions, hypothesis, significance of the study, scope, limitations of the study and the conceptual framework

1.1 Background to the study

This subsection presents the background of the study in four perspectives, namely; the historical perspective, the theoretical perspective, the conceptual perspective and end with the contextual perspective. The historical perspective traces the evolution of the dependent variable, namely job related competences among graduate teachers in Uganda and across the globe, while the theoretical perspective identifies the theory that underpinned this study with its justification. The conceptual perspective provides the general and operational definitions of the study variables as well as the measures used to study each of them. The background to this study ends with the contextual perspective which provides a detailed account on the particular place in which this study was conducted in and further synchronizes the problems associated with the study variables within the context of the study.

1.1.1 Historical background

Universities have increasingly come under scrutiny and are tasked to produce graduates with Job-related competences deemed useful to their economies and the wider society (HEFCE 2004;

Pugsley 2004). Teacher preparation encompasses how much knowledge, information, or expertise a student retains as a result of the Teaching practices one has been taken through at the University. This explains the role of a university in society as regulated by government as regards the labour market (Cussler, 2015).

Brown, Hesketh, and Williams, (2003) observed that producing workers who can compete in the global knowledge economy is a legitimizing discourse. In this regard a major role of universities is the preparation of appropriately trained workforce that fits employers' needs (Nabayego&Itaaga, 2014). In contemporary states the contributions of universities to transmit knowledge and skills have been re-budged as 'employability' that the economic welfare of individuals and the competitive advantage of nations depend on (Cussler, 2015).

Ensuring quality and effective Teaching practices is among the important responses targeted in Higher Education Institutions (HEI's). Advancement of Teacher Education dictates change in the nature of teaching practices during preparation in HEI's (Jimoyiannisa&Komisb, 2007; Voogt, 2010). The emerging technologies, approaches and content make the teaching profession evolve from teacher-centered instruction to student-centered learning environments (Davis, 2002). Teachers are not only the greatest source of information for curriculum design (Martin, 2000), but also take on the role of change agents who bridge the gap between how what is taught is applied and put into practices in real life situations (Northcote, 2010).

Adupa and Mulindwa (2008) trace the history of Kyambogo University and found that it was established with the aim of advancing knowledge and development of skills in science technology and education and such other fields having regards for quality, equity, progress and transformation of society. Kyambogo University which sits on Banda hill is one of Uganda's public universities established by the universities and other tertiary institutions Act 2001

(establishment of Kyambogo University), (UOTIA, 2001), was a merger of the three institutions, namely; Uganda Polytechnic Kyambogo (UPK), Institute of Teacher Education Kyambogo (ITEK) and Uganda National Institute of Special Education (UNISE).

UPK started in 1928 as a small technical school on the Makerere hill and was transferred to Kyambogo hill in 1958 as Kampala Technical Institute. It was renamed Uganda Technical College and finally Uganda Polytechnic Kyambogo.

Adupa and Mulindwa (2008) note that ITEK with the Motto “Nothing without Labour” started as a one roomed teacher training college (GTTC) in 1948 in Nyakasura, Fort portal and transferred to Ruharo and the Ntare hill all in Mbarara in Western Uganda in 1949 and 1950 respectively. After about four years it had to be moved to Kyambogo hill due to the projected high numbers of students. It is clear that in 1952 the then director of education proposed the foundation of a central government teachers training college at Kyambogo to produce a new type of teachers with practical training in handcraft. Regarding the choice of the site at Kyambogo it was advantageous to have the CGTTC near the new Kampala Technical College. This became the new Institute of Teacher education. It transformed into a National Teachers College in 1965 to start handling Diploma courses. The creation of the new NTC’s around the country in the mid 1980’s created room for the institute to concentrate on programmes for teacher trainers through in-service degree programmes. In 1987 the institute was ready to take on Bachelor of Education (B.Ed) degree courses, for the 1987 intake for in-service students. The Institute of Teacher Education Kyambogo was finally legally borne following the passing of the Institute of Teacher Education Act 1987 which made ITEK an autonomous institute for the first time.

UNISE on the other hand started as a special department of Special Education at ITEK in 1988 and later became an autonomous institution by act of Parliament in 1998. While on the other

hand, UMU was founded in 1989 as a faith based university owned by the Episcopal conference of Catholic Bishops of Uganda. It was officially launched in 1993 by His Excellency President Yoweri Kaguta Museveni and subsequently received its charter on 2nd April 2005. It started with 84 students and two academic departments. UMU currently has seven faculties (Agriculture, Education, Business Administration and Management, Health Science, Built Environment, Science), one institute (Institute of Ethics), three schools (School of Postgraduate Studies, Mother Kevin Postgraduate school of Medicine and School of Social Arts

and Sciences), three directorates (Directorate of quality Assurance, and about five thousand students of whom about 1500 are full time resident students on campus and the rest are on distance learning and part time programmes at university campuses in Kabale, Kampala, Masaka, Mbale and Lira. The two universities have been in the field of teacher training for at least ten years with each having a considerable number of graduate teachers over those years.

Literature on Teaching practices and the acquisition of Job-related competencies in African contexts is scanty amidst challenges faced by HEIs evidenced in transient policy practices calling for studies like this one to explain the relationships between Teaching practices and the development of graduate Job-related competences among the undergraduate student teachers.

1.1.2 Theoretical Background

This study was guided by systems' theory originally proposed by Ludwig von Batalanfy in 1928. This theory views an organization (An Education Institution) as a system. The system is made up of four main elements, which are: inputs, processes, outputs, and feedback (Amagoh, 2008). The inputs are the resources which include; Capital (Financial), material, time, infrastructure and human (leadership and the lecturers at the institution) needed to run an organization (education Institution). These resources need to be carefully planned, organized, motivated and controlled to

meet the intended goals. Processes (Teaching practices) refer to the different rules and guidelines regarding the use of the resources. Processes provide clear guidelines and expectations of how various activities need to be carried out, it provides structure to an organization or Institution (Amagoh, 2008). Outputs refer to the products (Graduate teachers from the HEI's) and services (Education service) offered by the organization (HEI's). The outputs of the system provide justification for the worthiness of the resources put in the system. When looking at the outputs, the overall objectives of the system needs to be revisited to find out whether they are being achieved. Feedback from stakeholders can affect the organization and guide improvements in different aspects of the system. Musaaazi (2014) said that a system should have controls to ensure that the system output is evaluated against the stipulated goals and provide feedback on this evaluation so as to regulate the inputs. The systems theory guides managers to pay close attention to the inter-relations of different components of their organizations and not to look at one thing at a time but as part of a whole. Systems theory was viewed relevant for this study in that it had received more frequent usage in similar studies in higher educational settings that often use substantial inputs, expected to have robust processes to produce desirable educational outputs with self-regulating systems based on reliable feedback from its stakeholders Musaaazi (2014). This theory was preferred as the best to be used to interrogate the interaction between the teaching practices and the acquisition of job related competencies among graduate teachers because all those ought to be organized within a system, and could not stand on their own per se.

1.1.3 Conceptual Background

The Independent variable in this study was Teaching Practices which was hypothesized to influence graduate teachers' acquisition of the job-related competences. Teaching practices referred to sharing of knowledge and experience, usually organized within a discipline.

Generally it is the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact (Trow, 2005). The operational definition of Teaching Practices in this study is adapted from Rowe and Zegwaard (2017), who operationalized it in terms of curricular (IV₁), teaching methodology (IV₂) and Professional practice (IV₃).

The curricular was operationalized in terms of academic content, research process and content, use of technologies, assessment models, innovative curriculum platforms and curriculum re-designing (Rowe and Zegwaard, 2017). Teaching methodology was also operationalized in terms of online education, face-to face teaching, use of projects, attachments, interactive laboratories, teacher centered teaching, tutorials, heuristic methods and the modular system. While Professional Practice was operationalized in terms of professional orientation, supportive and shared leadership, shared values and vision, collective learning and application of knowledge, shared personal practice and the teachers' code of conduct (Garrison and Kanuka, 2004)

The dependent variable, acquisition of the Job –related competences of graduate teachers in general refers to concepts such as skill--generic and core skills, transferable and non-transferable skills or key qualification (NCHE, 2014). Sullivan (2000) defined Job-related graduate competence as "empowerment of people to acquire knowledge and apply it to solve problems.

The operational definition of job-related graduate competences in this study was adapted from the one of Kunter, Klusmann, Dubberke, Baumert, Blum, Brunner, Jordan, Krauss, Löwen, Neubrand, and Tsai (2002). These scholars refer to it as; individual capacities (accessed and interpreted in different contexts), competence domains (different contextualized areas of performance), content mastery which encompasses comprehension of the curriculum, achievement focus and flexible thinking. One of the key job related competencies expected of graduate teachers isolated in this study were the pedagogical competencies which include

planning and functionality of education, implementation and evaluating learning outcomes (Musazi, 2014). Professional Practice related competences include; lifelong learning, integrity, prudence; responsibility as key dimensions (Kunter, Kleickmann, Klusmann, and richer, 2013).

1.1.4 Contextual Background

Employers of graduates from Uganda's Education sector blame Higher Education Institutions (HEI's) for producing graduate teachers who lack required competencies. HEI's are held responsible for producing graduates that are not ready to work or fit into the work environment (Bolden &Nedeva, 2010; Nabayego and Itaaga, 2014). MoES (2018) reports that some graduate teachers in Uganda who have genuine academic credentials do not possess job related competencies which are equally important just like academic credentials. Competencies such as proficiency in English and other communication skills, computer literacy, and demonstration of team work; have proven to be as equally important as the technical credentials. Employers in the field of Education spend extra financial resources to train the graduate teachers before they can do meaningful work (Nabayego and Itaaga, 2014).

Some scholars observe that for over two decades, HEI's in Uganda have not achieved the objective of producing middle-level skilled personnel (Bolden &Nedeva, 2010; Nabayego and Itaaga, 2014). This could be attributed to various reasons such as; theory based curricula, inadequate training materials, inefficient schemes of industrial attachment, political instability, incompetent lecturers, politicizing of education, policies in the education system such as the liberalization policy, cost sharing policy, among others (NTP, 2019). Employers have been compelled to take prospective employees through longer orientation and probation schemes before the best performing candidates are selected making it a little more costly for the organizations they work for (JICA, 2001; Boateng and Sarpong 2002).

According to UBOS (2018), Wakiso District Local Government has the largest number of secondary schools. Despite this, Malunda (2018) indicates that many teachers employed in a number of public Secondary Schools in the area were found lacking content mastery during lesson observation, while some completely failed to deliver content to learners due to gross incompetence on application of appropriate teaching methods (NTP, 2019). Others were also found to exhibit unprofessional conduct, such as; absenteeism, use of vulgar language, lack of preparation and insolence among others (TISSA, 2014)

Many graduate teachers in Uganda are forced to accept jobs not related to their field of study because of few graduate teacher job opportunities in the education sector in Uganda (Sembatya and Ngobi, 2019). Some secondary school teachers have failed to get jobs in secondary schools or are employed in other sectors not connected to education because of the inability of the system to absorb all of them, especially those who offer subjects in the humanities (MOES, 2012). In such scenarios, teachers for example, need to possess the other requisite skills to be able to fit in those other professions that they did not train for. Dhanani (2004) observed that people with other qualifications in Indonesia hold jobs not related to what they have studied in HEIs, and what has enabled them keep in these job positions is possession of other related Job competencies.

The factors influencing the development of Job-related competencies among graduate teachers in the job market with special reference to content mastery job related competencies, pedagogical related competencies and the development of the professional practice job related competencies need to be examined. This study therefore intends to establish whether teaching practices in Kyambogo and Uganda Martyrs' Universities influence the acquisition of Job related competences among graduate teachers working in Wakiso District.

1.2 Statement of the Problem

Higher Education Institutions are expected to be centers of knowledge creation, where high quality skilled labour force relevant to the needs of the society is produced (Altbach, 2012). Over the years, Kyambogo and Uganda Martyrs' Universities have made remarkable effort to produce graduate teachers through the Bachelor of Education Programme. Despite that, the quality of graduate teachers in Uganda has remained a matter of concern, although many of the teacher often secure ready employment (Nabayego, 2015), which could negatively affect the entire education system. Reports from the MoES (2018) and UWEZO (2019) also indicate that many secondary school teachers in Uganda, lack professional preparedness and pedagogical competencies. This was observed in all parts of the country, especially in Wakiso District where this study was conducted. Prior to the study, it was speculated that the Curricula and Teaching Methodology in the selected Universities had a relationship with the acquisition of job related competences and virtues required in professional practice among graduate teachers from Universities of Uganda, a critical issue which this study set out to address in order to fill that knowledge gap. It was also observed that the consequences of producing graduate teachers who lack job related competencies are far reaching as they could seriously hamper the provision of Quality Education to learners in Uganda, making the achievement of the Sustainable Development Goals difficult. There was, therefore, an urgent need for remedies to guide the role of Higher Education Institutions in Human Resource preparation for the job market (Broecke, 2013; Sembatya & Ngobi, 2019) and hence redress the trend of producing incompetent teachers in the country.

1.3 Purpose of the study

The purpose of the study was to assess whether Teaching practices at Kyambogo and Uganda Martyrs Universities had a relationship with the acquisition of job-related competences of graduate teachers employed in Wakiso District.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To assess whether the BED curricula at KYU and UMU had a significant relationship with the graduate teachers' content mastery in the subject areas.
2. To assess the relationship between Teachings Methodology at university and acquisition of pedagogical competencies among graduate teachers from KYU and UMU Universities.
3. To assess the extent to which Universities of KYU and UMU inculcate virtues required in professional practice among graduate teachers.

1.5 Research questions

The study answered the following questions;

1. Do the BED curricula at KYU and UMU have a significant relationship with graduate teacher's content mastery in the subject areas?
2. What is the relationship between Teaching Methodology and the acquisition of pedagogical competencies among graduate teachers from KYU and UMU Universities?
3. To what extent do Kyambogo and Uganda Martyrs Universities inculcate virtues required in professional practice among graduate teachers?

1.6 Hypotheses

The study intended to test the following hypotheses:

1. The BED curricula at KYU and UMU have a significant relationship with the graduate teachers' content mastery in the subject areas.
2. There is a significant relationship between Teaching Methodology and acquisition of pedagogical competencies among graduate teachers from KYU and UMU Universities.
3. The Universities of KYU and UMU inculcate virtues required in professional practice.

1.7 Significance of the Study

The findings from this study are deemed to be useful to stakeholders in HEI'S including their Top management such as the University governing councils, the university Vice Chancellors and their deputies, members of the university senate and the academic registrars.

Theoretically it has generated findings that can guide policy makers and implementers in HEI's and agencies working with them like University Councils, NCHE, Parliament and the MoES. The recommendations can also be useful to Universities for evaluating their teaching practices in relation to the quality assurance standards issued by regulatory authorities like NCHE.

The findings of this study will also serve as reference for research studies conducted on similar topics in the field of Higher Education. Teacher training Curriculum makers in universities and implementers may use the new ideas in this study to equip the undergraduate teacher trainees with effective academic and professional competences.

1.8 Scope of the study

1.8.1 Geographical Scope:

This study was carried out in KYU and UMU. The study focused on the Faculties of Education in the two universities, taking on the Bachelor of Education secondary alumni teachers working in secondary schools in, Wakiso District. The study was carried out using 8 selected secondary schools, namely Trinity College Nabingo, St Marys College Kisubi, Mapeera S.S, (all located in Entebbe vicariate, Wakiso District); and at Our Lady of Good Council S.S.S, St Thomas S.S, St Edwards College, St Augustine College (all located in Wakiso Vicariate, Wakiso district). All the participating schools are located in Kampala Catholic Archdiocese. Four of the participating schools are private while the other four are public with each vicariate contributing two of each category.

1.8.2 Content Scope:

In terms of content, the study was confined to the influence of teaching practices on acquisition of job related competencies among graduate teachers from KYU and UMU. It specifically focused on the curriculum for the BED program, teaching methodology used in preparing student

teachers and the kind of virtues professional practice builds in the graduate teachers that the employer and public desire most.

1.8.3 Time scope

The study considered students who graduated from UMU and KYU from 2012 to 2017 working in Wakiso district because these were representative and pioneer teacher training institutions that had offered the BED programme for some time and was undertaken between January and August 2021.

1.9 Limitations of the Study

The researcher anticipated inadequate funds to meet the study costs. For instance the researcher had to spend money on transport fares to the study area, the cost of printing out questionnaires and administering them, the cost involved in the final print out and binding of the report. In order to overcome the limitation of funds, the researcher minimized costs by doing the typing of the entire Dissertation and preparing the tools for collecting data. The use of research assistants reduced the costs of transport.

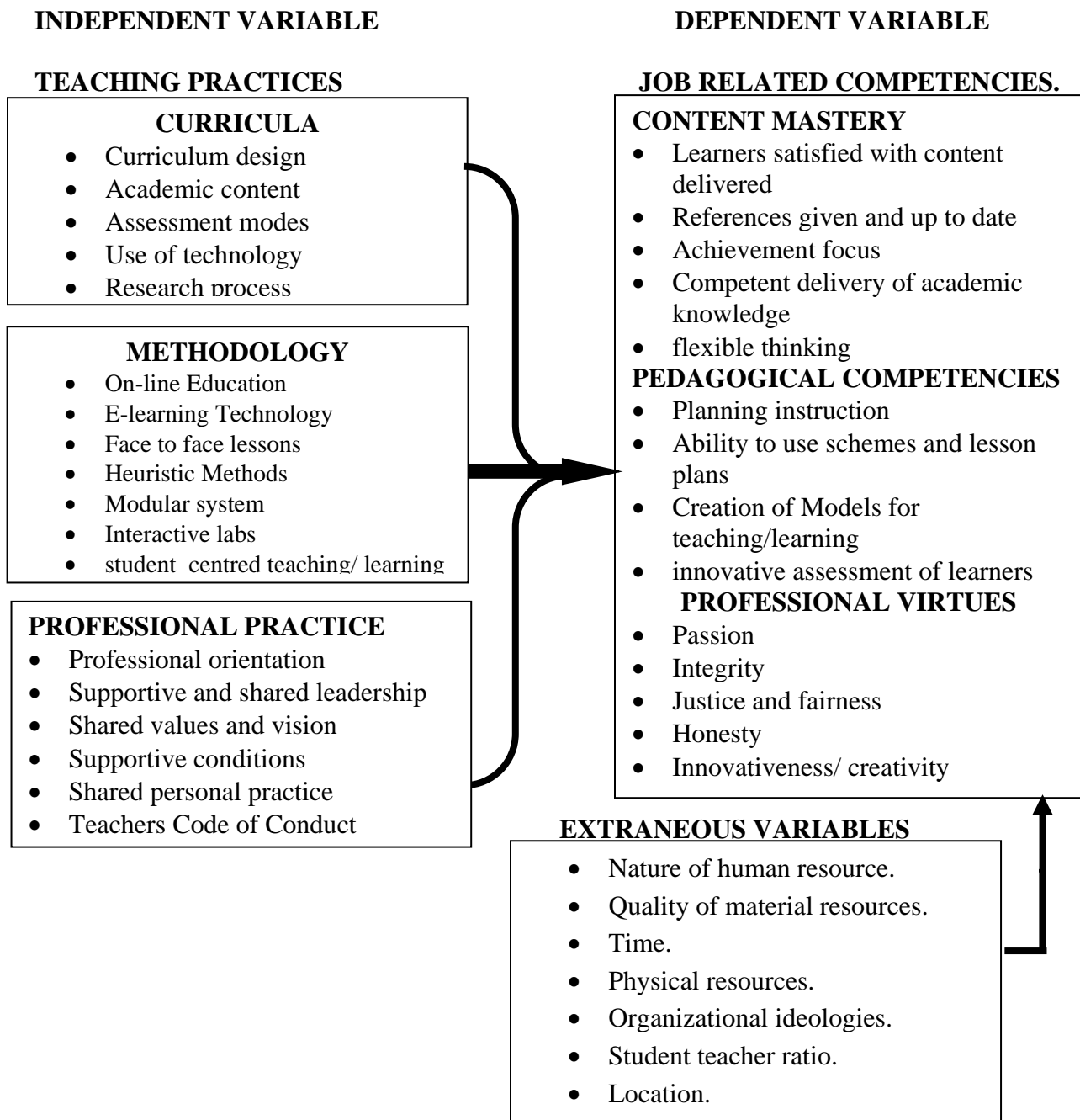
Balancing the time required to conduct the whole study also posed a challenge to me amidst other personal and work related responsibilities. The use of research assistants also relieved the researcher off the burden of repeated visits to the schools to collect the data from questionnaire, thus saving time considerably. Working at night on some of the project activities also spared time for other obligations on the side of the researcher.

The researcher also got some difficulties in trying to locate reference books at the library as well as the online resources. The challenge of reference books was easily overcome as the researcher relied on the free online data bases that provided a lot of relevant literature especially in the peer reviewed published Journal articles that strengthened the study. Finally, some respondents were

not willing to give information for the study and ended not returning the questionnaires while others were too busy to schedule the interviews. The researcher had to take on alternative respondents who could provide relevant information in time for the study

1.10 The conceptual Framework

The independent variable in the study was Teaching Practices while the dependent variable was acquisition of Job Related competences. Therefore the conceptual framework, Figure 2.1 illustrates the hypothesized relationships between the variables in the study.



Conceptual Framework:

Fig 1.1 Conceptual framework: Adapted from: Garrison and Kanuka (2004), Rowe and Zegwaard (2017), Trow (2005) and Kunter et al (2013).

The conceptual framework (Fig 1.1) illustrates the relationship between teaching Practices in HEI's and acquisition of the job related competencies among graduate teachers. The conceptual framework indicates that the independent variable, teaching practices, was operationalized in three dimensions, namely Curriculum (IV₁), teaching methodology (IV₂) and Professional practice (IV₃). The dependent variable, the Job – related competencies is hypothesized to be influenced by each of the independent variables in relation to the importance of student mentoring through the exposure of student teachers to the relevant curriculum (IV₁), usage of the right methodology(IV₂) and transmission of values(IV₁₃) desired by the communities they work in. The conceptual framework suggests that the dependent variable is determined by the dimensions of the independent variable. On the same note the interaction is influenced by several other factors that may include the nature of human resource, quality of material resources, time, physical resources, organizational ideologies, student teacher ratios and location among others.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of related literature, on teaching practices in relation to acquisition of job related competencies. The literature review was organized according to the objectives of the study.

2.1 Theoretical Review

The systems theory offers the best way to understand phenomena in HEI's and helps to study the functioning or properties of its individual parts. For example, the best way to understand the functioning of HEI's as systems would be to break them into its components, (inputs, throughput, output and feedback) and to study the properties of each of these element (Miller & Rice, 1967).

Systems theory focuses on the relations between the parts. Rather than reducing an entity such as a university like KYU and UMU into their parts or elements (e.g. BED Curricular, teaching methodology, Professional practice and acquisition of job related competences), systems theory focuses on the arrangement of and relations between these components and how they interact or work together as a whole. The way the parts are organized and how they interact with each other, determines the properties of that system. The behaviour of the system is independent of the properties of the elements. This often referred to as a holistic approach to understanding phenomena.

Flood and Jackson (1991) describe systems as complex and highly interlinked networked of parts exhibiting synergistic properties, where the whole is greater than the sum of its parts. HEI's do not exist in a vacuum but rather depend on their external environment – which is a part of a

larger system, such as the education system to which they belong, the economic system and the society (Wehrich et al, 2008). According to them, the organization receives inputs, transforms them and exports the outputs to the environment as shown in the basic input-output model below. The above model requires expansion and development into a model of process, or operational management that indicates how the various inputs are formed through the managerial functions of planning, organizing, staffing, leading and controlling. However, the following are the basic components of a system; **i) Inputs** - The composition of inputs from the external environment may include people (students, capital, managerial skills as well as technical knowledge of skills. It also includes the various claimants – groups of people making demands on the organization; such as employees, consumers, suppliers, stockholders, governments, **ii) Transformation process** – In an organizational system, inputs are transformed in an effective and efficient manner into outputs. This can be viewed from different perspectives. Focus can be on such management functions as finance, production, personnel and marketing, **iii) External variable** – As a component of the systems model, the external environment plays a key role in the transformation of inputs into outputs. While it is true that organizations have little or no power to change the external environment, they have no alternative but to respond to it, **iv) Outputs** – Inputs are secured and utilized by transformation through the managerial functions – with due consideration for external variables into outputs. Outputs of different kinds vary with the organization. They usually include many of the following; products, services, profits, satisfaction and integration of the goals of various claimants to the organization, **v) Reenergizing the system** – It is worthy of note that in the systems model of management process, some of the outputs become inputs again. Apparently, the satisfaction and new knowledge or skills of employees

become important human inputs. Similarly, profits are reinvested in cash and capital goods, such as machinery, equipment, buildings and inventory.

Buttressing what Weihrich et al had written, Amobi&Nnabuiife (1999), revealed that the systems theory has been likened by many management experts to the three – part that Katz and Kahn in their analysis of the basic properties of an organization had also identified the input – throughout – output process.

A profuse body of knowledge exists in this field of systems theory. There have been several published studies on systems theory in management. This wealth of knowledge amassed through theoretical postulations and vigorous empirical investigations can help in conceptualizing how it has helped in boosting organizational growth through its application. Higher education institutions as systems consist of many internal subsystems that need to be continually aligned with each other. As organisations, universities attain complex subsystems that must coordinate with each other in the process of transforming inputs to outputs (McShane& Von Glinow, 2003). These interdependencies can easily become so complex that a minor event in one subsystem may amplify into serious unintended consequences elsewhere in the organization.

2.2 Review of related literature

2.2.1 BED curricula and Teacher's content mastery in the subject areas.

Research on curricular as a determinant of learning outcomes has been of great concern in various educational contexts including HEI's. For example, Velasco (2014) argues that HEI's add value to graduates by ensuring that their models of teaching practices enhance the long-term competitiveness of graduates in the labour market. The efficiency of universities is not outputs evaluated within, but outcomes evaluated in the labour market as influenced by the curriculum of instruction (Rodman et al., 2013; Sum and Jessop, 2013; Martini &Fabbris, 2015). Despite this,

employers' expectations of graduates are often ignored when curricula are designed (Turhan&Akman, 2013; Cheng, 2014). Employability depends on both academic competencies got from them mastering content in their areas of specialization, e.g. literacy and numeracy, and transferable skills, e.g. Problem-solving and critical thinking (Winthrop, Bulloch, Bhatt & Wood, 2013).

It is worth noting that the definition of competencies varies considerably; transferable skills are also known as generic or employability or non-cognitive skills (UKCES, 2008; ENQA, 2015). García (2014) provided a detailed description of non-cognitive skills and suggested integrating these skills in education policy and curricula as an explicit pillar. Employers emphasize the value of non-cognitive, generic skills such as creative thinking, decision-making, problem-solving and reasoning because they are more needed in the workplace for a lifetime of success in the knowledge economy (Tremblay et al., 2012; Kautz et al., 2014; Sum and Jessop, 2013; Velasco, 2014). For example, employers in the UK value generic skills higher than disciplinary or content mastery -based skills (Knight & Yorke, 2002). This is something worth noting which may not be the case in the institutions under study and need to be investigated.

Limited teacher preparation can be (partially) explained by the lack of empirical knowledge on teacher education for multiple competencies settings, and this could be attributed to the inadequacies in curriculum design and development (McAllister & Irvine, 2000).

Similar to the teacher training and teacher thinking studies, studies in this domain hardly include detailed observations on teacher strategies or reported beliefs acquired through teacher training. Many studies employed methods such as reviewing the literature or conducting interviews with teacher trainers, policy-makers and school leaders. As a result, they often focused on required behaviors and knowledge other than the processes of acquiring such behavior. Other studies

focused on particular teacher competence domains, but studied these not uniquely in multiple competencies contexts. None of these studies have examined the underlying factors that lead to given conduct, practices and behavior among teachers (Brown, 2003; Woolfolk-Hoy & Weinstein, 2006).

Some studies emphasize that integrating pre-entry tests in the teacher training curricular is necessary to ensure that prospective teachers have a certain level of competencies. Conversely, others contend that these tests are unnecessary arguing that they do not sufficiently focus on practical teaching and that basic skills can be tested after the completion of formal preparation teacher training (Porter, Young's, and Odden 2002; Schuler & Hell 2008). Researchers who support integrating pre-teacher training entry examinations in the curricular teacher training assert that they are necessary because a third of students entering teacher education tend to show a low level of motivation for teaching (Lipowsky 2003; Trapmann, Hell & Schuler 2008).

The QIM (Quality Improvement Methodology) as a strategy (design, measure, assess, improve) was used to strengthen the curriculum process and educational outcomes (Dunning 2005). Although satisfaction and usability surveys are important tools to determine that a good learning environment has been created, the main emphasis of the QIM process was on the actual assessment of what students learned. Dunning (2005) observed that assessment items were compared to the instructional materials to see if the content was clearly present. This step addressed the fairness of the assessment and examines whether students had adequate exposure to the content and sufficient opportunities to learn.

Amid growing criticism regarding the utility of traditional undergraduate teacher education, Korthagen, Loughran, and Russell (2006) argued that attention must be given to the design and conception of teacher education programs. Zeichner and Conklin (2008) noted eight consistent

features of teacher education programs, which include the admissions process, curriculum, field experiences, assessment, and data usage. Across these features, scholars advocate that teacher education programs must present a cohesive experience for In-service teachers (Darling-Hammond & Bransford, 2005). Essential to this coherence is the pairing of teacher education curricula and processes with strong clinical field experiences and university–school partnerships (Darling-Hammond, 2006; Grossman, Hammerness, McDonald, & Ronfeldt, 2008; Korthagen et al., 2006; Zeichner, 2010). Darling-Hammond (2006) described three critical components of exemplary programs: coherence and integration among and between coursework and clinical experiences, extensive and intensively supervised clinical work, and proactive relationships with schools.

Darling-Hammond, Hammerness, Grossman, Rust, and Shulman (2005) asserted that successful student teaching experiences are those that provide for cognitive apprenticeships in which the university and school share common goals for the experience, model good practice, make teaching visible, support constructive feedback, and promote opportunities for reflection. Consistent communication between schools and universities forms the necessary foundation for these practices. In their review of research literature on methods coursework and clinical experiences, Clift and Brady (2005) concluded that models such as professional development schools that foster greater dialogue between faculty and school partners ‘can (but do not always) decrease the discrepancy between advocated practice and situated practice, increasing the congruence of messages between the school and university contexts. Grossman et al. (2008) purported that teacher education pathways that feature increased communication between faculty and cooperating teachers also establish greater coherence between what is taught in methods and clinical experiences.

2.2.2 Teaching Methodology and the acquisition of pedagogical Competencies among graduate teachers

Research indicates that success of learning outcomes is attributed to the use of appropriate teaching methods (Bridgstock, 2009; Farrant, 2004). HEI's have increasingly embraced online education, and the number of students enrolled in distance programs is rapidly rising in colleges and universities throughout Africa including Uganda (Bridgstock, 2009; Hoeckel, 2014; Jackson, 2014). Misconceptions and myths related to technologies available to support online instruction and the needs of online students create challenges for online instruction (UKCES, 2008).

Several studies have covered effective pedagogical strategies for online teaching. For instance, Conole (2010) posits that faculty in HEI's gave higher ratings to online instructional strategies that create an environment that supports and encourages inquiry, broaden the learner's experience of the subject matter, and elicit active and critical reflection by learners on their growing experience base.

Although some discussions in the literature relate to effective practices in the use of emerging technologies for online education, empirical evidence to support or refute the effectiveness of such technologies, or, perhaps more importantly, guidance on how to use such tools such technologies, or, perhaps more importantly, guidance on how to use such tools effectively based on empirical evidence, is lacking (Henkel, 2000). Additionally, research evidence confirms that significant gap separated preferred and actual online instructional practices (Gholami&Husu. 2010).

Job-related competencies in Teacher Education are context based, identification of competencies appropriate to the expected employment setting is necessary (Rothwell, 2013). Failure to tie the competency to the context of the work environment or provide sufficient specificity in describing the competency to support validity (Jones & Voorhees, 2002), and selecting competencies that

serve the self-interest of those completing the instructional design are common pitfalls in teacher training (Rothwell, 2013).

The traditional learning is often referred to as teacher-centered learning while the blended learning that offers a mix of traditional learning and use of e-learning technologies is known as student-centered learning (Vonderwell, 2003). Due to the increased range of e-learning technologies, it's now rare for a course or programme not to be supported by one or more e-learning system. The term student-centered learning has now caught the attention of Universities because no University can exist without students and students will be attracted by effective learning and quality of education. Moreover, effective learning has become the main objective in HEI's Teaching, Learning and Assessment Policy and Strategy (Holley & Oliver, 2010).

For centuries, lectures were the most commonly used teaching approach in higher education. However, today lectures or traditional teaching methods are now described as being passive teaching modes because they discourage students from critically filtering the delivered information (Garrison & Vaughan). Garrison & Vaughan (2008) asserts that focusing only on face-to-face interaction does not provide space for collaborative learning, nor does it allow instructors to implement higher-level thinking skills. Such a paradigm shift from traditional teaching to an online environment is considered a challenge for many instructors in higher education.

Having students with different learning preferences and styles necessitates using multiple modalities for teaching (Singh, 2003). The widespread use of digital technology has changed the face of education; therefore, it is time that HEI's comply with the growing expectations to help students survive in a technologically based world. Integrating technology with face-to-face instruction can reinforce both an interactive learning environment and provide meaningful

learning outcomes (Rooney, 2003; Garrison & Kanuka, 2004). Blended learning is versatile, so it depends on the instructor's decision when it comes to selecting from a variety of choices, based on the learning context, and the target skills that students should master by the end of the term.

Using projects in classes equipped with technology tools supports students to be intellectually responsive while providing them with real life experiences and skills (Marsh, 2004). Students can collaborate remotely through digital collaboration which also paves the way to the workplace. Instructors can integrate online chat rooms to encourage students to have a threaded discussion or debate on a topic covered previously in class. Online learning resources and web courses provide easier access to information, knowledge exchange and working on a group task. There are also sites with open learning resources, which give instructors the opportunity to create a student-centered and collaborative learning environment. Attending webinars and live events adds interest and increases students' motivation. Apple iTunes U is another example of integrating up-to-date material to any course. Students can listen and benefit from lectures given by top professors. There are many other ideas that instructors can use in their course to blend technology with face-to-face teaching. The choice of ideas will vary depending on the students' needs, and learning objectives, but most importantly depending on the teacher's choice of methods and resources (Dabbagh & Kitsantas, 2011)

The competency-based teaching requires a systematic approach to instructional design (Rothwell, 2013). The most common suggestions for competency identification are to examine what experienced performers know (Rothwell, 2013). A systematic approach to use of competency-based instructional design should be a formal planning process that allows stakeholders to fully participate and will produce locally derived competencies appropriate to the learners' needs (Jones & Voorhees, 2002). By including stakeholders in the formal planning

process they are more likely to accept the value of the competencies as part of the instructional design (Jones & Voorhees, 2002).

There are a number of reasons for failure to have the right approach to instruction in class among teachers. On the top of the list comes electricity cut-outs. In most countries, educational settings do not have generators as backup; thus it might not be feasible to rely on integrating technology with face-to-face classroom instructions. Another drawback is the lack of immediate response as compared to face to- face classroom interaction. Some students feel that they cannot connect with instructors in a computer-mediated learning setting, which results in the loss of their sense of classroom community (Vonderwell, 2003). Students do not feel they belong nor have group identity. Also, some students might face barriers in terms of accessing online classroom material due to different social economic backgrounds or lack of IT knowledge (Holley & Oliver, 2010).

Similarly, instructors need to be trained and/or have an expert to offer IT support while troubleshooting problems. They need to be flexible in continuously changing their course content due to the changing nature of technology. Besides, there could be cultural and social influences, and unwillingness to be independent learners, which consequently lower the success rate of blended learning. This drawback could be due to their lack of enthusiasm to learn, or unwillingness to take risks or operate outside their comfort zone. Paechter and Maier (2010) conclude that establishing social interaction and socio-emotional relations with peers, and fostering cooperative learning, would fit more in a real classroom than in a blended one. Diversity plays its role in blended learning. Khechine, Lakhal, Pascot, and Bytha (2014) look into factors such as gender and age, which affect the acceptance of integrating webinars in higher education. It is evident that younger students are more technologically equipped than the older ones. Therefore, it is important to learn about students' needs and preferences before planning

lessons. Instructors need to bear in mind factors such as socio-economic background and IT knowledge levels as well as gender and age, before incorporating technology in their courses.

2.2.3 Professional practice and professional practice among graduate teachers

Teaching as a profession requires persons with morally high values (Tirri&Husu 2006). However, the real situation of schools, pupils, their homes, the school community and the teachers' work is probably hazy for these teacher students. The connection of these beliefs to the practices in the school world is something that most beginning teacher student's most likely lack. It is common knowledge that student teachers have had experiences of good and perhaps poor teaching, since as pupils they have observed teaching for countless hours and formed their own views of teaching (Anspal, Eisenschmidt, &Lofstrom, 2012)

In considering teacher resilience, beliefs and values along with vocation play essential roles (Hong 2012). However, strong beliefs may also have a negative effect in terms of remaining in the profession. Hong (2012) established that teachers who strongly believed that they were responsible for their students' learning and did not see the students as responsible left teaching more easily. In contrast, teachers who truly valued their work and recognized their conscious choice of career in education 'derive deep satisfaction in their work and are more likely to have a stronger sense of identity, resilience and commitment (Hong, 2012). Hong (2012) calls teacher educators and school personnel to organize systematic opportunities for teachers to reflect on their internal drive in order to accomplish the process of teachers' identity development.

A number of studies (e.g. Husu&Tirri 2007; Tirri 2011; Hammerness 2003) postulate that there is need for the teacher's vision, which can also be viewed as a concept close to experiences. An institutional philosophy grounded in its foundation informs the institutions culture in terms of vision, mission, motto and core values; and these aspects of the ideal school can tap into

teachers' sense of purpose, and it may provide inspiration and motivation as well as guide them to reflect on their work and outcomes (Husu&Tirri 2007). According to Husu and Tirri (2007), visions guide teachers intuitively. Tirri (2011) in her research on teachers concludes that values and purposes can be identified as important aspects of school pedagogy. Tirri (2011) also noted that one of the most powerful predictors of a teacher's commitment to teaching is the teacher's sense that they are making a positive difference in the lives of the students. Teachers also need to possess a moral ethos in their work. This ethos contains professional know-how; codes of ethics, responsibility and commitment; and justice, caring and truthfulness (Tirri 2011).

These notions concur with Fairbanks, Duffy, Faircloth, He, Levin, Rohr, and Stein, (2010) who identified the differences between teachers who are more thoughtfully adaptive and those that are not. According to them, the differences can be explained by teachers' beliefs and Experiences, vision, sense of belonging and identity. They noted that thoughtful teachers may not only possess declarative and procedural knowledge; they may also have a clearer idea of what they are trying to accomplish and the strength to persist despite difficulties. They know when to apply 'what' and 'how' knowledge and when not to; they know why certain knowledge would be appropriate in one situation but not another; and they proactively look for multiple perspectives and pursue multiple possibilities because they recognize and respond to complex needs of their students (Fairbanks et al. 2010)

Fairbanks et al. (2010) emphasize the importance of a deep understanding of the profession along with a strong sense of commitment. Rodgers and Raider-Roth (2006) argue that a teacher's presence is essential for teaching and learning. They define presence through three aspects, which are self-awareness, connection to students and connection to subject matter and pedagogical knowledge (Rodgers & Raider- Roth 2006).

Teacher values can be understood as ‘extension of self-efficacy relating to individuals’ judgments about their capabilities needed to attain designated teaching outcomes’ (Mergler&Tangen, 2010). Educators with a high sense of teacher values tend to praise student accomplishments, devote time to instructional activities (Fives, Hamman, & Olivarez, 2007), less likely to give up on a challenging student or situation (Siwatu, 2007), and likely to avoid burnout (Ronfeldt, Loeb, & Wyckoff, 2013). According to Tschannen and Woolfolk (2001), a teacher’s efficacy belief is a judgment of capabilities to bring about desired outcomes of student learning. Conversely, educators with a low sense of efficacy tend to focus their energy on control (Chambers & Hardy, 2005), classroom behavior, and maintain a pessimistic opinion of student motivation (Erdem&Demirel, 2007). The low feelings of teacher values can lead to teacher frustration, stress, lack of a sense of accomplishment, and teacher turnover. Feelings of teacher values remain an important indicator of how well Professional practice will help overcome the constraints and challenges of the teaching profession (Brown, Lee, & Collins, 2015).

Typically, Professional practice have the greatest opportunity to develop teacher values during their course (Clift & Brady, 2005; Henson, 2002). Recent research trends highlight the importance of the contexts of the field placement on the development of teacher values (Knoblauch & Chase, 2015; Siwatu, 2007; Tschannen-Moran & Woolfolk Hoy, 2007; Vieluf, Kunter, & van de Vijver, 2013).

2.3 Summary of Literature Reviewed

From the foregone literature reviewed evidence indicates that teaching in Higher education institutions has increasingly become demanding with more pressure exerted on HEI’s to produce competent graduates with requisite skills. The research evidence further points out that the BED curricula in HEI’s influence Teacher’s content mastery in the subject areas positively.

The literature review also affirms that Teaching Methodology in HEI's positively influences the acquisition of pedagogical Competencies among graduate teachers. In the literature reviewed, evidence indicates that Professional practice was a predictor of professional practice among graduate teachers in HEI's.

However, the literature reviewed was from other universities and none of the studies was conducted at KYU or UMU. The units of analysis from whom data were collected were neither from KYU nor UMU and the institutional policies governing the application of the variables under investigation at KYU and UMU in respect to the studies reviewed also differed in context. The findings of the studies reviewed in the literature could not be replicated to the contexts of KYU and UMU holistically due to methodological limitations. The literature reviewed also indicates that there are no recent studies conducted on the variable of interest in this study.

Given the contextual, methodological and temporal gaps cited here, there was need for the current study to be conducted in order to verify the findings from the earlier studies particularly in the contexts of KYU and UMU.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population, sample size, sample selection, data collection methods, data collection instruments, quality of data collection instruments, research procedure, data management and analysis and it concludes with the ethical considerations.

3.1 Research Design

The study used correlation survey design. The study applied both quantitative and qualitative approaches in order to obtain in-depth information through the qualitative information as well as for triangulation to verify findings from either approaches. The correlation survey design is appropriate because the study aimed at assessing the relationship between teaching practices and the acquisition of job related competencies that involved collecting numerical data from a large number of respondents once for all in a short period of time in order to reduce costs (Creswell, 2003). Both numerical and qualitative data was collected from respondents including some alumni graduate teachers from KYU and UMU working in secondary schools in Wakiso District, their head teachers, lecturers from the faculties of education at KYU and UMU and members of top management of the two universities. The quantitative approach involved collection of numerical data on teaching practices in HEI's and acquisition of job related competences that was analyzed using statistical procedures to explain their relationships (Amin, 2005). The study used qualitative approach to obtain in-depth data for triangulation with quantitative data.

3.2 Study Area

The study was conducted using the graduate teachers of KYU and UMU since these two universities are representative of the teacher training HEI's in Uganda that have pioneered in

offering the BED programme for some time. This study considered the faculties of education in each of the two universities. The study targeted all the secondary schools in Wakiso District having graduate teachers who qualified from KYU and UMU within the period 2012 to 2017.

3.3 Sources of data

3.3.1 Primary Source of Data

The primary data sources included data collected using Self-Administered Questionnaires (SAQ's), observation checklists and interviews to supplement the secondary sources.

3.3.2 Secondary Source of Data

Secondary sources included documentary reviews on records such as textbooks, magazines and the websites which helped to provide relevant information. Data collected from secondary sources helped the researcher to triangulate the data from primary sources.

3.4 Target Population

The target population for this study included the top management of KYU and UMU in particular the top management included the Deputy Vice Chancellors in charge of Academics, Academic registrar, Dean Faculty of Education and Course coordinators for Bachelor of Education programs. This study purposely targeted the members of the top management in the two universities since they hold a lot of information about the university practices in relation to acquisition of job related competences among the teachers that their universities train. Other respondents were the lecturers, employed graduate teacher alumni working in secondary schools in Wakiso District who graduated from KYU and UMU between the years 2012 to 2017 and the head teachers of the secondary schools where the alumni are employed within Wakiso District.

3.4.1 Sample Size

This study used a total sample of 92 broken down as 02 members of the top management from each university who were either the deputy vice chancellor Academics because they had a lot of relevant information about the university inputs, throughputs, outputs and feedback in relation to the study variables. The Academic registrar, the dean of the faculty of education, the Program coordinators of the Bed Programs, 10 lecturers from each university, a cross section of 30 graduate teachers from each of the two universities working in 08 secondary schools located in Wakiso District and their head teachers

3.4.2 Sampling Technique

The researcher used purposive sampling for the top management and convenience sampling for the lecturers. Then snowball sampling technique was used to locate the graduate teachers who are alumni of the two universities and employed within Wakiso District. The study was carried out using 8 secondary schools in Wakiso District that were found with alumni graduate teachers from KYU and UMU, namely Trinity College Nabingo, St Marys College Kisubi, Mapeera S.S; Our Lady of Good Council S.S.S, St Thomas S.S, St Edwards College and St Augustine College Galamba. The head teachers of the schools found with the graduate teachers from the two universities was sampled using purposive sampling strategy.

Table 3.1: Distribution of Target Population

POPULATION CATEGORY	STUDY POPULATION	SAMPLE SIZE	SAMPLING TECHNIQUE	INSTRUMENTS USED
University leadership	08	04	Purposive sampling	Interview guide
Lecturers	53	20	Convenience	Interview guide
Head teachers	36	08	Purposive	Interview guide
Alumni graduate Teachers	3079	60	Snowball sampling	Self-Administered questionnaire
Total	3176	92		

Source: Krejcie and Morgan (1970). NCHE, (2014). MOES, (2019), Kira Municipality Education Office (2019).

3.5 Data Collection Methods

The study used the cross sectional survey method, observation method and interview method to collect data.

3.6 Data Collection Instruments

3.6.1 Self-Administered Questionnaires

The self-administered questionnaire (SAQ) had sub sections A – E. Sub-section A has 13 items on the back ground variables. Sub-section B has 11 Items adapted from Rowe and Zegwaard (2017) on curricular; sub-section C has 39 items on methodology adapted from Garrison and Kanuka (2004); subsection D has 11 items on professional practice adapted from Garrison and Kanuka (2004). Subsection E has 43 items on job related competences adapted from Kunta et al (2002) and Kunter et al (2013). All the items in section B – E were measured on a five point

likert scale rated from 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not Sure (NS), 4 = Agree (A) and 5 = Strongly Agree (SA). The self-administered questionnaire was preferred with this likert scale since it could enable collection of numerical data from a large number of respondents within a short period of time and this data could easily be analyzed using statistical procedures.

3.6.2 Observation guide

An observation guide was used to obtain first-hand information about the teachers' application of job related competences in real life teaching situations in their respective schools. The observation checklist had items related to the study variables. The checklist had section A with items on background variables, section B with items soliciting for information about curriculum focus, section C had items about methods applied in teaching, section D had items on professionalism and section E had items about the observable job related competences among the graduate teachers.

3.6.3 Interview Guides

An interview guide was used to obtain some in-depth information from key informants like the deputy vice chancellor in charge of academics, the dean faculty of Education, the course coordinators for the BED programs, the academic registrar and the head teachers of the sampled secondary schools. This method enabled the researcher to collect data which was used to triangulate the data obtained from the SAQs.

3.7 Quality Control

Validity and reliability of the research instrument was ensured as follows:

3.7.1 Validity

Validity ensures the ability of a scale to measure the intended concept or the degree to which results from the analysis of data represent the phenomenon under study (Sekaran, 2005; Mugenda and Mugenda, 2003). The validity of the instruments was determined by the supervisors who gave their personal opinion and necessary guidelines. Experts were given the instruments to judge each item as relevant or irrelevant for the study. After judgment, the researcher computed the content validity index (CVI) for each of the multi item constructs. The instrument was revised until the CVI scale for each of the multi item constructs was greater than 0.7 which is the least CVI recommended in surveys (Amin, 2005). According to Amin (2005), content validity index was computed using the formula below and pertinent statistics were presented in Table 3.2;

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

Table 3.2: The Content Validity Statistics

Variables	Number of items	Cronbach Alphas
Curriculum	11	0.88
Methodology	40	0.83
Professional practice	11	0.79
Acquisition of Job Related Competences	43	0.84

3.7.2 Reliability

Reliability is the consistency of measurement across time and across the various items in the instrument (Sekaran, 2005; Birifaijo, Basheka&Oonyu, 2010). A pilot study was conducted to show the degree of consistency of the instrument to be used. Reliability of the instruments on

multi-item variables were established using the Cronbach Alpha Method () computed using SPSS. The instrument had alpha values that were all above 0.5 for each of the multi-item constructs which is the recommended reliability value for educational researches (Kaplan & Saccuz, 1993). The reliability statistics are presented in Table 3.3 below:

Table 3.3: The reliability Statistics

Variables	Number of items	Cronbach Alphas
Curriculum	11	0.78
Methodology	40	0.82
Professional practice	11	0.68
Acquisition of Job Related Competences	43	0.72

3.8 Data Collection Procedure

After approval of the research proposal by the faculty of Education board, the relevant authorities' at KYU authorized field research to be conducted. The respondents at KYU, UMU and sampled secondary schools in Wakiso district were approached using this letter to enable the researcher collect data where respondents' were assured of confidentiality.

3.9 Data Management

3.9.1 Quantitative Data Analysis

The quantitative data was prepared for analysis by editing, then categorizing and entering it into computer using the Statistical Package for Social Sciences (SPSS) for generation of summary frequency tables and graphics. The actual data analysis at Univariate level was based on relative frequencies from frequency tables and descriptive statistics. At bivariate level, the curricula, methods of teaching in HEIs and the teaching of Professional practice were each correlated with the dependent variable, namely acquisition of job related competencies using Pearson's Linear

Correlation Coefficient (PLCC). At the multi-variate level the data was analyzed using the regression analyses to establish the impact of each of the variables on the dependent variable.

3.9.2 Qualitative Data Analysis

Each interview was summarized under one page contact summary sheet, capturing the main themes, sub themes, major events, and critical information on the objectives. Data was organized and summarized using descriptive statistics in a way that it yields answers to each research question and objective. Data was then interpreted and categorized into broad themes that are suitable for the set objectives. This helped the researcher draw conclusions concerning the relationships and differences that shall be found in the research results.

3.10 Ethical Issues

Permission was sought from the relevant university authorities' at KYU as a pre-requisite for field research to be conducted at KYU and UMU and this letter was used to enable the researcher access the respondents for purposes of collecting information. Foremost the researcher explained to the respondents, the objectives of the study, after introducing himself, then explained why the particular respondents were chosen, the benefits and discomforts were shared with the respondents. They were also assured of confidentiality on information provided and personal names do not appear on research documents for purposes of anonymity, instead numbers of identification were used so as to keep the respondents identity concealed. The respondents privacy was respected and they were kindly requested to take part in the study with due respect with not duress put on them. It was also imperative that the researcher observed COVID-19 Standard operating procedures (SOPs) including social distancing, sanitizing and wearing the face mask during the process of field research and where necessary during the analysis of data and writing of this report.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTREPRETATION OF RESULTS

4.0 Introduction

The fourth chapter presents analyses and interpretation results obtained from the relationship between teaching practices and the acquisition of job related competencies. First the respondents' background information was obtained and explained using descriptive statistics. Then an explanation of teaching practices is given in comparison with acquisition of job related competencies. In addition are qualitative results from interviews and observation checklist for graduate teachers during interactive teaching. Statements describing the three research objectives were also presented and interpreted.

4.1 Background Variables

This section gives the distribution of respondents according to their response rate based on the different data collection methods and instruments used to extract the information and their background characteristics. Response rate is defined as the proportion of individuals selected in a sample who are eligible and ultimately participate in the survey. The response rate findings are presented in Table4.1below:

Table 4.1: Response rate results

Method	Target response	Actual response	Response rate (%)
Questionnaires	60	50	83%
Interviews	65	32	49%
Total	125	82	66%

Source: Primary data

From Table 4.1 above, out of a total of 60 questionnaires that were administered 50 were returned completed making a response rate of 83%. Accordingly, out of the 65 scheduled

interviews, only 32 were actually conducted suggesting a response rate of 49%. The overall response rate of the study was 66%. This response rate was deemed adequate since it was over and above 50% as recommended by Amin (2005).

4.1.2 Bio data of respondents

This sub-section presents the respondent's demographic data which encompassed; the gender of respondents, the age group of the respondents, education level, and lastly their occupation as characteristics. Frequency tables were used to present the distribution, and the analysis of the sample demographic characteristics. The distribution of the respondents by gender was presented in Table 4.2 below:

Table 4.2: Distribution of respondents by Gender

Gender	Frequency	Percent	Cumulative percent
Male	56	68	68
Female	26	32	100
Total	82	100.0	100.0

(Source: Field Research Findings)

The data in the Table 4.2 above indicates that the majority of the respondents (68%) were male while only 32% were female. The findings indicated that both sexes were represented in the investigation thus implying that valid and reliable findings were obtained since they were not gender biased. The high number of male respondents was due to the fact that majority of the teachers in the study area were males.

Table 4.3: Education level of respondents

Designation of respondents		Frequency	Percent	Cumulative Percent
Valid	Diploma	08	10	10
	Degree	41	50	60
	Masters level	30	36	96
	PHD and above	03	4	100.0
	Total	82	100.0	100.0

(Source: Field Research Findings)

According to Table 4.3 above, it was revealed that majority of the respondents had degree level as their academic levels and these were 50% of the respondents, these were followed by those with Master’s degree level and these were 36%, those who had diploma level were 10% and these were followed by those who had PHD level and they were represented 4% as presented in table 3 above. The highest number of respondents with degree level was because majority of the respondents were teachers and these had attained degree

Table 4.4: Age bracket of the respondents

		Frequency	Percent	Cumulative Percent
Valid	18-25	4	05.0	05.0
	26-35	22	26.8	31.8
	36-45	32	39.0	70.8
	46+	24	29.2	100.0
	Total	82	100.0	100.0

(Source: Field Research Findings)

Table 4.4 revealed that the respondents aged 36 - 45 years and above represented 39% and contributed the highest number of respondents who took part in the study followed by 29.2% that were in the age bracket of 46+ years of age, 26.8% followed and they were in the age bracket of 26-35 years and lastly were respondents with the age bracket between 18-25 years and these were represented by 5% as shown in the table above.

Table 4.5: Designation of respondents

Designation of respondents		Frequency	Percent	Cumulative Percent
Valid	Teachers	50	60.1	60.1
	Head teacher	08	9.7	69.8
	Lecturer	20	24.4	94.2
	University management	04	4.8	100.0
	Total	82	100.0	

(Source: Field Research Findings)

According to Table 4.5 above, the majority of the respondents were teachers and these represented 60.1% of the respondents, these were followed by head teachers who represented 9.7%, and these were followed by lecturers who contributed 24.4% of the respondents and finally University to management representatives who contributed 4.8% of the respondents. Majority of the respondents were teachers, this is because the study targeted more of teachers as they were expected to be more affected by the teaching practices and the acquisition of job related competencies and also deemed to provide relevant information about the study variables.

Table 4.6: The years of service by respondents

		Frequency	Percent	Cumulative Percent
Valid	1 – 5 years	32	39.0	39.0
	6 – 10 years	36	43.9	82.9
	11 - 20years	09	11.0	93.9
	21 and above	05	6.1	100.0
	Total	82	100.0	

(Source: Field Research Findings)

According to the findings in Table 4.6 above, it was revealed that 43.9% of the respondents had served for a period of between 6-10 years, 39.0% had served for a period of between 1-5 years, these were followed by 11.0% of the respondents who had served for a period of 11-20 years and finally 6.1% had served for over 21 years. Table 4.6 shows that the majority 61.0% of the respondents had served for a period of at least 6 years, suggesting a low rate of turnover among these graduate teachers and a higher rate of employability in terms of job sustainability.

4.2 Univariate data Presentation

This sub-section presents the distribution of the respondents rating of each of the study variables at the Univariate level. The four variables examined in this sub-section are, namely; BED curricular at KYU and UMU, Teaching Methodology, Professional practice and Teachers Job Related Competences.

4.2.1 Independent Variable one: BED curricula at KYU and UMU

4.2.1.1 Quantitative analysis of data on BED Curricular at KYU and UMU

In order to ascertain influence of the BED curricula at KYU and UMU in relation to acquisition of job related competencies, the researcher examined how the BED curricula at KYU and UMU influences the graduate teachers' content mastery in the subject are as using a five-point Likert scale ranging from 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree to 5 = Strongly agree, and the distribution of the respondents' ratings of the variable were presented in Table 4.7 below:

Table 4.7: Distribution of Respondents rating of BED curricula at KYU and UMU

Statement	Percentage Response (%)					Mean	StedDev
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
Lecturers followed a curriculum while teaching at my former university	18% (9)	58% (29)	8% (04)	14% (07)	2% (01)	3.8	0.9
Lecturers always gave us a course outline and told us that they were following a curriculum	14% (07)	56% (28)	00% (00)	24% (12)	6% (03)	3.5	1.0
The University curriculum enabled me to comprehend and interpret the school curriculum.	24% (12)	50% (25)	20% (10)	04% (02)	04% (01)	3.9	0.9
The University curriculum enabled me to gainfocus on how to assess learners achievement	58% (29)	22% (11)	16% (08)	02% (01)	02% (01)	4.3	1.0
The University curriculum enabled me to gaincompetence to deliver academic knowledge in my area of specialization.	26% (13)	34% (17)	20% (10)	04% (02)	16% (08)	3.5	1.4

The University curriculum enabled me to gain preparation skills and develop talent in teaching as a profession.	72% (38)	18% (09)	02% (01)	00% (00)	04% (02)	4.6	0.9
The University curriculum enabled me to gain Adaptability and flexible thinking strategies in teaching	20% (10)	40% (20)	18% (09)	10% (05)	12% (06)	3.5	1.3
The University curriculum enabled me to gain leadership and supervision strategies.	28% (14)	34% (17)	06% (03)	18% (09)	14% (07)	3.4	1.4
The University curriculums enabled me to understand and serve my clients well.	62% (31)	16% (08)	16% (08)	00% (00)	06% (03)	4.3	1.0
The University curriculum enabled me to gain abilities of influencing negotiation during practice	22% (11)	46% (23)	08% (04)	20% (10)	4% (02)	3.6	1.2
The University curriculum enabled me to gain organizational knowledge and adjustment	30% (15)	52% (26)	12% (06)	00% (00)	06% (03)	4.1	0.8
Average						3.86	0.4

(Source: Field Research Findings)

Findings in Table 4.7 above indicates that 76% (38) respondents agreed on the item that “lecturers followed a curriculum while teaching at my former university, while only 8%(4) respondents’ undecided as compared to 16% (8) of the respondents who disagreed on that item. The high mean value of 3.8 and Std. Dev 0.9 supported the finding that lecturers followed a curriculum while teaching at my former university, though some small number of respondents disagreed and this suggests that there is an influence of curriculum on the graduate teachers’ content mastery. This may be due to some small adjustments made by lecturers while lecturing. According to the findings in Table in 4.7, the majority 35 (70%) of the respondents agreed on the

item that, “lecturers always gave them a course outline and told them that they were following a curriculum”, in comparison to the minority 15 (30%) of them who disagreed with that statement. The average mean value of 3.5 and Std. Dev which was 1.2 also supported this finding. Table 4.7 also revealed that the majority 37 (74%) of the respondents agreed on the item that “the University curriculum enabled them to comprehend and interpret the school curriculum”, as compared to the 10 (20%) who were undecided while 03 (06%) of the respondents who disagreed with the statement. The high mean value of 3.9 and the Std. Dev 0.9 also supported this finding and suggested that the University curricular enabled the graduate teachers to comprehend and interpret the school curriculum that they were using for teaching in their current schools. Table 4.7 also reveals that the 40 (80%) of the respondents at least agreed on the item that the “University curriculum enabled them to gain focus on how to assess learners’ achievement”, while 08 (16%) of the respondents did not decide on that item as compared to the minority which was 02 (04%) of the respondents who disagreed on that item. The high mean value of 4.3 and Std. Dev of 1.0 supported this finding and suggests that the University curriculum enabled the graduate teachers to gain focus on how to assess their own learners. According to Table 4.7, the majority of the respondents 30 (60%) agreed on the item that the “University curriculum enabled them to gain competence to deliver academic knowledge in my area of specialization”, while 10 (20%) of them were undecided on that item as compared to the minority 10 (20%) of the respondents who disagreed with the statement. The good rating of this item was also supported by the high mean value of 3.5 and the Std. Dev of 1.4 which was congruent to most respondents expressing the view that the university curricular enabled them to gain competence to deliver academic knowledge in their respective areas of specialization. Table 4.7 reveals that all of the respondents 47 (94%) of the respondents agreed on the item that “the

University curriculum enabled them to gain preparation skills and develop talent in teaching as a profession” as compared to 01 (02%) who was not sure on this item and 02 (04%) of the respondents who disagreed on this item. This was also supported by the high mean value of 4.6 and the Std. Dev of 0.9 indicating that most respondents benefited from the University curriculum in terms of gaining preparation skills.

As presented in Table 4.7 above, it was revealed that 30 (60%) of the respondents agreed on the item that the “University curriculum enabled them to gain adaptability and flexible thinking strategies in teaching, while 09 (18%) of the respondents were undecided on that item as compared to 11 (22%) of the respondents who disagreed with the statement. This finding was also supported by the high mean value of 3.5 and Std. Dev of 1.3 confirming that the majority of the respondents gained adaptable and flexible thinking strategies in teaching from their university curriculum.

Table 4.7 also shows that 31 (62%) of the respondents agreed on the item that “the University curriculum enabled them to gain leadership and supervision strategies”, while 03 (06%) were undecided as compared 16 (32%) of the respondents who disagreed with the statement. The high mean value of 3.4 and Std. Dev of 1.4 confirmed that most respondents expressed the view that the university curriculum enabled them to gain leadership skills. Table 4.7 also shows that the majority 39 (78%) of the respondents agreed on the item that “the University curriculum enabled them to understand and serve their clients well” while 08 (16%) of them who were undecided on that item as compared to 03 (06%) who disagreed on that item. This finding was confirmed by the high mean value of 4.3 and Std. Dev of 1.0 suggesting that university curriculum enabled respondents to understand and to serve their clients well. Table 4.7 above shows that the majority 34 (68%) of the respondents agreed on the item that “the University curriculum enabled them

gain abilities of influencing negotiation during practice”, while 04 (08%) of the respondents were undecided on that item as compared to 12 (24%) of them who disagreed with the statement. The high mean value of 3.6 and Std. Dev of 1.2 supported this finding confirming that most respondents accepted having acquired abilities of influencing and negotiation during practice.

Finally Table 4.7 shows that the majority 41 (82%) of the respondents agreed on the item that “the University curriculum enabled them to gain organizational knowledge and adjustment”, while 06 (12%) of them were undecided on that item as compared to 03 (06%) of the respondents who disagreed with the statement. The high mean value of 4.1 and Std. Dev of 0.8 also supported this finding confirming that the university curriculum enabled the most of the respondents to gain organizational and adjustment.

However, in order to obtain a general view on how the respondents rated the influence of the BED curriculum on graduate teachers’ content mastery in the subject areas, an average index was computed using the SPSS and the pertinent statistics are presented in Table 4.8 below:

Table 4.8: Rating of BED Curricular at KYU and UMU

	Statistic	Std. Error
Mean	3.8636	.06251
95% Confidence Interval Lower Bound for Mean	3.7380	
Upper Bound	3.9893	
5% Trimmed Mean	3.8828	
Median	3.9545	
Std. Deviation	.44204	
Minimum	2.73	
Maximum	4.55	
Range	1.82	
Kurtosis	-.062	.662

Table 4.8 that the average index was 3.86with Std. Deviation 0.442 and confidence interval of 3.73 to 3.99 and reveals that BED curricular at KYU and UMU was rated well. However, Table

4.8 also shows that some respondents scored disagreement as reflected by the minimum of 2.73 while others scored strong agreement as reflected by the maximum 4.55. This is confirmed by the wide range of 1.82. the disparity in scoring of the BED Curricular at KYU and UMU was further confirmed by the Histogram below:

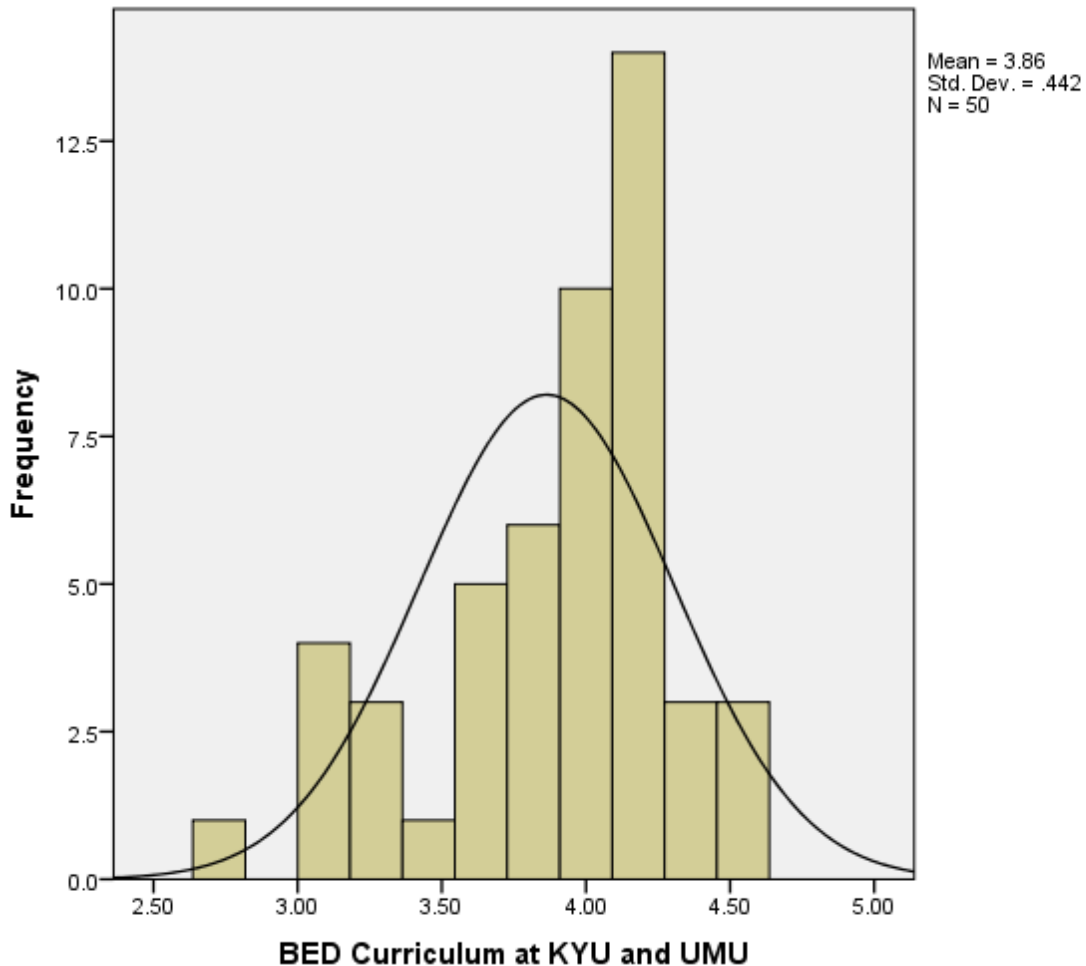


Fig 1: Histogram showing the distribution of the rating of BED Curriculum at KYU and UMU.

The disparity in the rating of the BED curriculum of KYU and UMU was also confirmed by the histogram in Figure 1 above.

4.2.1.2 Qualitative data analysis on BED Curricular

The good rating of the BED curricular at KYU and UMU was also supported by the qualitative views obtained through face- to- face interviews with a cross-section of respondents.

For example, the lecturers from KYU and UMU had the following broad themes emerging from their responses on the item that, “Based on your experience as a lecturer in this university, what practical advice you give your students on your very first days with them in the course unit you teach them”:

“Teaching requires a lot of preparation and commitment”; “Teaching is a difficult profession”; “The students should optimize the use of time to cover the curriculum content; “I encourage my students to use do all the study tasks assigned to them”; “To attend lectures regularly”; “To take responsibility for their leaning”; “To work hard and excel in their studies”.

However, the same item had some negative responses obtained. For example, some respondents reported that:

“Our students need to be pushed so hard to do their studies”; “Hardly do our students follow advice”; “The students often don’t take our advice”; “The university has the guidance and counselling unit to do that”; “We deal with mature students who ought to know what brought them to the university”.

The qualitative data also supported the quantitative data obtained from the respondents where by some of them expressed good aspects bout the item that, “What basics do you give students in your subject as part of the guidance into studying the course in question?” For example some of the positive responses on that item were as follows:

“I encourage them to read widely on the areas of specialization”; “To have focus in their studies”; “Work for good grade”; “Plan for their studies”; “Prioritize their studies”;

“Acquire relevant skills and knowledge for better performance”; “Learn to plan their studies”; “To cooperate with their lecturers”

The emerging themes also indicated some negative responses on the same item from the lecturers about the same item. Some of the negative responses on this item were as follows:

“Some students have inadequate pre-requisite knowledge and skills for university education”; “Students are expected to work hard for their own studies”; “I deliver the content as stipulated in the curriculum and those who are ready to learn do so and those who are not ready to do so will wait until they see the need to do so”; “Mature students need not to be taught everything”; “I simply facilitate students learning and they are expected to do the rest for themselves”; “My work is to teach them to pass their examinations”

On the item qualitative item that, “Considering your experience as a lecturer, could you explain some of the competencies as guided by the Teacher Education curriculum that you seek to enable students acquire during the time they are with you in your course as student teacher trainees”, the emerging themes from the respondents' views were as follows:

“The graduate teachers should have the ability to manage students”; “The teacher trainees should be able to prepare to teach adequately”; “They should have the ability to deliver content to learners; “To interpret the curriculum that they are to handle”; “Have adequate content mastery”; “Ability to use appropriate methods and materials for teaching”; “To be organized as any other teacher”; “To assess learners”.

However, some of the respondents expressed negative views on the same item. For example, some of the negative views were as follows:

“We provide the teacher trainees only 10% of the teaching skills that they need and the rest they should get these in the field after qualification”; “Teacher are borne and not made”; “I emphasize on theory and the practical work is done in the internship”; “Teacher trainees are expected to learn how to teach on their own”.

4.2.2 Independent Variable Two: Teaching Methodology

4.2.2.1 Qualitative data analysis of Teaching Methodology at KYU and UMU

The independent variable two, teaching methodology was measured using a total of 34 items categorized into three sub-scales. The respondents rated the first sub-scale of the variable using nine items using a five-point Likert scale ranging from 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree to 5 = Strongly agree. Table 4.9 shows the pertinent frequencies and means:

Table 4.9: Teaching Methodology and acquisition of pedagogical competencies among graduate teachers

Statements on the Teaching Methodology.	Percentage Response (%)					Mean	Std Dev
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
On- line education	26% (13)	42% (21)	10% (05)	16% (08)	06% (03)	3.7	1.2
E-learning Technologies	20% 10	76% 38	4% 02	00% 00	00% (00)	4.2	0.5
Face to face classes	32% (16)	10% (05)	20% (10)	30% (15)	08% (4)	3.3	1.4
Use of projects	20% (10)	72% (36)	06% (03)	02% (1)	00% (00)	4.1	0.6
Field Attachments	36% (18)	52% (26)	04% (02)	00% (00)	08% (04)	4.1	1.1
Interactive labs	40% (20)	54% (27)	06% (03)	00% (00)	00% (00)	4.3	0.6

Teacher centered learning	28% (14)	58% (29)	14% (07)	00% (00)	00% (00)	4.1	0.6
Use of tutorials	24% (12)	46% (23)	06% (03)	24% (12)	00% (00)	3.7	1.1
Lecture methods	36% (18)	44% (22)	08% (04)	10% (05)	02% (01)	4.0	1.0
Exploratory method	50% (25)	30% (15)	06% (03)	10% (05)	04% (02)	4.1	1.2
Seminar method	32% (16)	52% (26)	08% (04)	08% (04)	0% (0)	4.1	0.9
Other methods	34% 17	64% 32	02% 01	00% 00	00% 00	4.3	0.5
Average						3.84	1.1

(Source: Field Research Findings)

According to Table 4.9, the majority 34 (68%) of the respondents agreed on the item that they “use on-line education”, while 05 (10%) of them were undecided in comparison to 11(22%) of the respondents who disagreed that they were not exposed to on-line instruction as a method of teaching. This was confirmed by the high mean value of 3.7 and Std. Dev of 1.2 confirming that the majority of the respondents were in agreement that they had been exposed to on-line instruction as a method of teaching while studying at their university.

Table 4.8 above, revealed that the majority 48 (96%) of the respondents agreed on the item that “lecturers use e-learning technologies” while the other02 (4%) of the respondents were undecided on that aspect. The high mean value of 4.2 and Std. Dev of 0.5 confirmed that face to face lectures are widely used by lecturers in both Kyambogo and Uganda Martyrs Universities. Table 4.9 indicates that 21 (42%) of the respondents agreed on the item that “they used face-to face classes at their university while studying”, while 10 (20%) of the respondents were

undecided in comparison to 19 (38%) of them who disagreed with the statement. The low mean value of 3.3 and StdDev of 1.4 also confirmed this finding suggesting that majority of the respondents do not use projects as a method of teaching and learning while still studying at their University

Table 4.9 also shows that the majority 46 (92%) of the respondents agreed on the item that “they used project as a method of teaching and learning method while studying at university”, while 03 (06%) of them were undecided on that item as compared to 01 (02%) of them who disagreed. The high mean value of 4.1 and low Std. Dev of 0.6 confirmed that the attachment method of teaching was used to the benefit of most respondents while studying at university.

As presented in Table 4.9, the majority of 44 (88%) of the respondents agreed on the item that “their lecturers used field attachments as method while teaching them at university”, while 02 (04%) of them were undecided on that item as compared to 04 (08%) of them who at least disagreed on that item. The high mean value of 4.1 and Std. Dev of 1.1 confirmed that most respondents agreed that teacher centered methods were the ones majorly used by their lecturers to teach them in the university. Table 4.9 also shows that the majority of 47 (94%) of the respondents agreed on the item that “lecturers used interactive labs for teaching them in university”, while 03 (06%) of them were undecided on this item and none of the respondents who disagreed with the statement. The high mean value of 4.3 and the Std. Dev of 0.6 also supported this findings confirming that most respondents benefitted from tutorials as a method used by their lecturers to promote their learning while at university.

As Table 4.9 above shows, the majority 43 (96%) of the respondents of agreed on the item that “their lecturers used teacher centered methods while teaching them at university, while 07 (14%) of them were undecided as compared to none of them who did not agree on that item. The high

mean value of 4.1 and StdDev of 0.6 confirmed this finding and indicated that most respondents were taught using the lecture method of teaching. Table 4.9 reveals that the majority 35 (70%) of the respondents agreed on the item that “their lecturers used tutorials as a method while teaching them at university” while 03 (06%) of them were undecided on that item as compared to the 12 (24%) of them who did not agree on that item. The high mean value of 3.7 and Std. Dev of 1.1 supported the findings suggesting that most respondents agreed that their lecturers used the seminar method of teaching. Table 4.9 also reveals that the majority 40 (80%) of the respondents agreed on the item that “Our lecturers used lecture method as a teaching method while we were at university” while 04(08%) of them were undecided on that item as compared to 06 (12%) of them who disagreed on that same item. The findings were supported by the high mean value of 4.0 and StdDev of 1.0 indicating that lecture method was one among those commonly used by the lecturers both at Kyambogo and Uganda Martyrs Universities and this helps in acquisition of pedagogical competencies. Table 4.9 also reveals that the majority 40 (80%) of the respondents agreed on that item that “The lecturers used exploratory methods while teaching us at university” while 03 (06%) of them were not sure on this item as compared to 07 (14%) of them who disagreed on that item. The high mean value of 4.1 and StdDev of 1.2 indicate that the item was well rated though with disparity in scoring.

Table 4.9 further reveals that the majority 42 (84%) of the respondents agreed on the item that “The lecturers used seminar as a method of teaching us at university” while 04 (08%) of them were undecided on that item as compared to the 04 (08%) of them who disagreed on that same item. The high mean value of 4.1 and Stddev of 0.9 confirmed the good rating of the item congruent to the majority of the respondents accepting that they used the seminar method of learning while at university. Finally Table 4.9 shows that the majority 49 (98%) of the

respondents agreed on the item that “The lecturers used a variety of other methods while teaching them at university” while 01 (02%) of them was undecided on this item. The high mean value of 4.3 and StdDev of 0.5 confirmed the good rating of the item/

However, an average index was computed using the SPSS in order to as certain how the respondents rated the teaching methodology at KYU and UMU. The pertinent statistics are presented in Table 4.10.

Table 4.10: Rating of teaching methodology

	Statistic	Std. Error
Mean	4.0000	.06696
95% Confidence Interval Lower Bound	3.8654	
for Mean Upper Bound	4.1346	
5% Trimmed Mean	4.0333	
Median	4.1667	
TEME Std. Deviation	.47350	
Minimum	2.75	
Maximum	4.58	
Range	1.83	
Kurtosis	.535	.662

Table 4.10 shows that the average index is 4.0 with Std. Deviation of 0.47 and confidence interval of 3.87 to 4.13 revealing that the teaching methodology at KYU and UMU was rated well. However, Table 4.10 also shows that some respondents scored disagreement as represented by the minimum score of 2.75 while others scored strong agreement as reflected by the maximum 4.58. This is confirmed by the range of 1.83. The disparity in scoring teaching methodology was further confirmed by the Histogram in Figure 2 below:

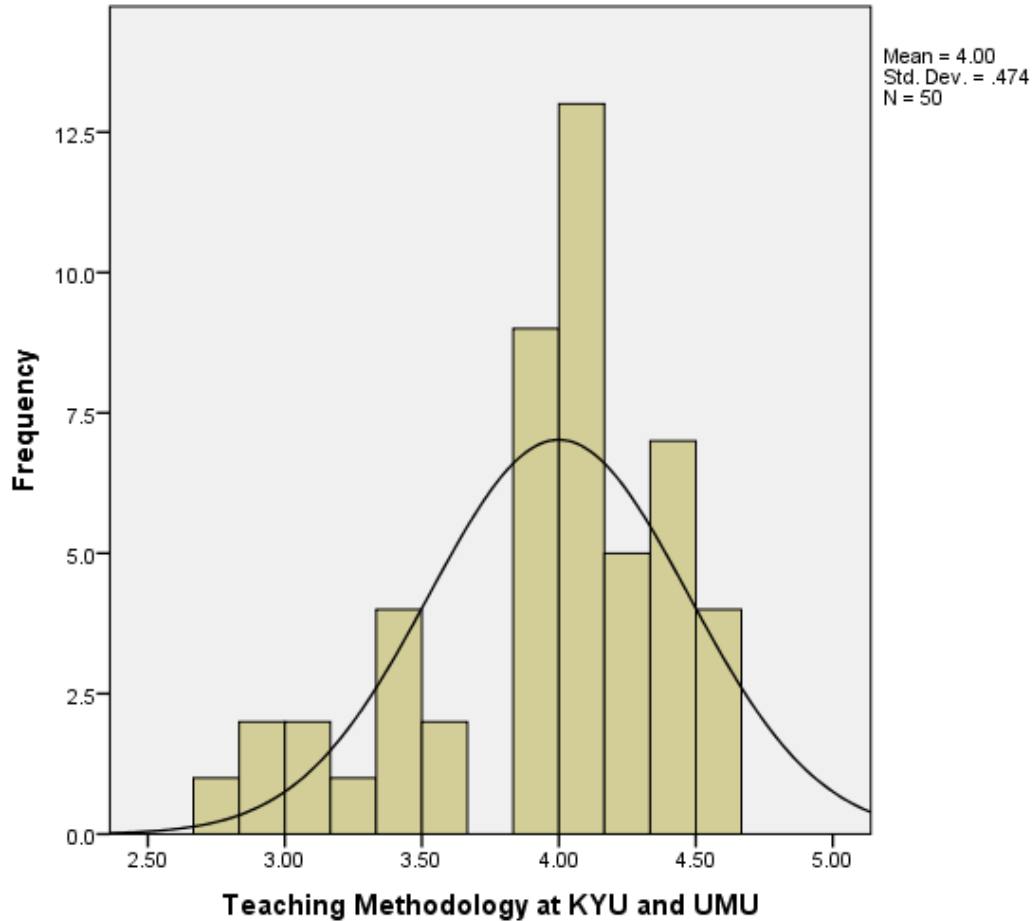


Fig 2: Histogram showing distribution of the rating of Teaching Methodology at KYU and UMU.

The disparity and normal distribution of the rating of teaching methodology at KYU and UMU was also confirmed by the Histogram in Figure 2 above.

4.2.2.2 Qualitative data analysis on Teaching Methodology at KYU and UMU

The good rating of the teaching methodology at KYU and UMU was also supported by the qualitative views obtained through face- to- face interviews with a cross-section of respondents.

For example, the respondents had the following broad themes emerging from their responses on the item that, “Considering your experience as a lecturer, could you explain some of the

competencies as guided by the Teacher Education curriculum that you seek to enable students acquire during the time they are with you in your course as student teacher trainees”

“Content mastery”; “Curriculum interpretation”; “Understanding learners”; “How to manage classrooms”; “Organizing learning experiences”; Structuring the content for teaching”; “Apply relevant methods while teaching”; “Interpersonal skills”; “Interpreting the curriculum”.

However some of the lecturers provided negative responses on this item and these responses were as follows:

“The competences are not necessarily indicated in the BED curricular but they are rather implied”; “I give the students the academic content and the rest of the skills required are left for the students to fish for them”; The teacher trainees get the competences in the field”

Furthermore, the qualitative responses on the item that, “Considering your experience, what are some of the job related competencies in the student teacher that most employers consider important while recruiting your students for work”, were as follows:

“Effective communication skills” “Computer applications for office work”; “Leadership skills”; “Preparation to teach”; “management of teaching and learning processes in the school”; “Comprehension and implementation of the curriculum”; “Assessment of learners”

However, some of the respondents provided negative responses on that item and these were as follows:

“The employers don’t have a clear outline of competences required”; “That is left to the training institutions”; “The competences depend on the different school settings”; “The teachers’ competences differ according to the different subject areas”

On the qualitative item that, “Do you notice any gaps in terms of student teacher competencies and the labour market that have not been catered for by the university curriculum you implement?, though some lecturers responded “No” others responded “Yes” and the gaps they provided and their suggested solutions were as follows:

“On the gap on lack of practical application of methods for teaching the solution suggested was; more practice while at college how many”; “Concerning the gap on monitoring learning achievement the solution provided was training and mentorship how many”; “Management of teaching and learning process was also identified as a gap with the possible solution given as; more hands on task training ”; “The other gap identified was lack of leadership and management which could be solved according to respondents by offering opportunities for practice”; “Developing good teacher conduct was also identified as a gap with the possible solution being more mentorship for the teachers”

4.2.2.3 Lecturers’ emphasis on their teaching methodology at the University during course of study

The second sub-scale of teaching methodology (IV₂), namely, lecturer’s emphasis on their methodology was measured using a total of twelve items. The respondents rated the variable using a five-point Likert scale ranging from 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree to 5 = Strongly agree. Table 4.11 shows the pertinent frequencies and means:

Table 4.11: Distribution of Lecturers' emphasis on their teaching methodology at the University

Lecturers' emphasis on their teaching methodology	Percentage Response (%)					Mean	Std Dev
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
Exposing students to general knowledge	22% (11)	58% (29)	00% (00)	12% (06)	05% (04)	3.7	1.2
Explaining relations between theory and concepts	40% (20)	20% (10)	14% (07)	16% (08)	10% (05)	3.7	1.4
Guiding students on research orientation	36% (18)	34% (17)	14% (07)	16% (08)	00% (00)	3.9	1.4
Independent learning	40% (20)	34% (17)	14% (07)	06% (3)	06% (03)	5.0	7.1
Used problem-based learning	32% (16)	36% (18)	20% (10)	08% (04)	04% (02)	3.8	1.1
Oral presentation	48% (24)	14% (07)	18% (09)	12% (06)	08% (04)	3.8	1.4
Group work	26% (13)	58% (29)	14% (07)	02% (01)	00% (00)	4.1	0.7
Independent tasks	40% (20)	36% (18)	12% (06)	08% (04)	04% (02)	4.0	1.1
Lecturers as source of information	18% (09)	50% (25)	14% (07)	12% (06)	06% (03)	3.6	1.1
Freedom to choose non obligatory courses	22% (11)	52% (26)	10% (05)	14% (07)	02% (01)	3.9	1.0
Presence in classroom	34% (17)	46% (23)	02% (01)	18% (09)	00% (00)	4.0	1.0
Tasks to gain work experience and internship	30% (15)	22% (11)	10% (05)	18% (09)	20% (10)	3.2	1.5

Final paper/project paper	38% 19	28% 14	04% 02	28% 14	02% 01	3.7	1.3
Average						3.74	1.2

(Source: Field Research Findings)

Table 4.11 above shows that the majority 40(80%) of the respondents agreed on the item that “lecturers emphasized exposing students to general knowledge” as compared to 10 (20%) of the respondents who at least disagreed on it. The high mean value of 3.7 and StdDev of 1.2 support this finding confirming that the majority of the respondents were exposed to general knowledge while still at university. Table 4.11 also shows that the majority 30(60%) of the respondents agreed on the item that “lecturers emphasized explaining relations between theory and concepts”, while 07 (14%) of them were undecided in comparison to 13 (26%) of them who disagreed on that item. This finding suggests that most of the respondents benefitted from their lecturers explaining relations between theory and concepts and this was supported by the high mean value of 3.7 and the StdDev of 1.4 indicating good rating of the item.

Table 4.11 also shows that the majority 35(70%) of the respondents agreed on the item that “lecturers emphasized guiding students on research orientation”, while 07 (14%) of the respondents were undecided on that item as compared to 08 (16%) of the respondents who disagreed with statement. The high mean value of 3.9 and StdDev of 1.1 also support that most respondents accepted to have been guided on research orientation during their studies at university. Table 4.11 reveals that the majority 37 (74%) of the respondents agreed on the item that “The lecturers used problem based learning strategies while teaching us at university” while 07 (14%) of them were undecided on that item as compared to the 06 (12%) of them who disagreed on that item. The high mean value of 4.5 and StdDev of 1.3 confirmed the good rating of the item.

Table 4.11 also shows that the majority 34 (68%) of the respondents agreed of item that “lecturers emphasized independent learning during lectures and this helped them acquire job related competencies”, while 07 (14%) of the respondents were undecided as compared to 06(12%) of the respondents who disagreed with the statement. The high mean value of 3.8 and StdDev of 1.1 confirmed that the majority of the respondents were exposed to independent learning strategies which helped them to acquire job-related competences while studying at university.

In addition, Table 4.11 shows that the majority 31 (62%) of the respondents agreed on the item that “lecturers emphasized oral presentation, while 09 (18%) of the respondents were undecided on that item as compared to 10 (20%) of them who disagreed on that item. The high mean value of 3.8 and StdDev of 1.4 also confirmed that most of the respondents expressed their agreement that their lecturers emphasized on use of oral presentations to them during their studies at university. On the item that, “lecturers emphasized on the use of group work”, Table 4.11 revealed that 42 (84%) of the respondents agreed on it while 07 (16%) of them were undecided as compared to 01 (02%) of them who disagreed on that same item. The high mean value of 4.1 and StdDev of 0.7 confirmed that the majority of the respondents were exposed to group work which their lecturers used for teaching them at university.

Findings in Table 4.11 also revealed that the majority 40 (80%) of the respondents agreed on the item that “lecturers emphasized independent tasks during lectures”, while 06 (12%) of them were undecided whereas 06 (12%) of them disagreed with the statement. The high mean value of 4.0 and StdDev of 1.1 indicate that the majority of the respondents were exposed to independent tasks by their lecturers as a strategy for them to acquire job-related competences. In addition, Table 4.11 revealed that the majority 34 (68%) of the respondents agreed on the item that

“lecturers act as a source of information”, while 07 (14%) of them were undecided whereas 09 (18%) of them disagreed on that item. The high mean value of 3.6 and StdDev of 1.1 confirm that the majority of the respondents expressed their agreement to the effect that their lecturers were a source of vital information that improved their learning while at university.

Table 4.11 shows that the majority 37(74%) of the respondents agreed on the item that “I had freedom to choose non obligatory courses”, while 05 (10%) of the respondents were undecided on it as compared to 08 (16%) of the respondents who disagreed on that statement. The high mean value of 3.8 and StdDev of 1.0 confirm that the majority of the respondents in this study had the freedom to choose non-obligatory courses and therefore joined teacher training as their own choice. Furthermore, Table 4.11 shows that the majority 40(80%) of the respondents agreed on the item that “lecturer’s emphasized presence of students in class” while 01 (02%) of them was undecided on that item as compared to as 09 (18%) of the respondents who disagreed on that item. The high mean value of 4.0 and StdDev of 1.0 support the finding that the majority of the respondents had lecturers who emphasized on their attendance regular in class while studying at university. Table 4.11 reveals that the 26 (52%) of the respondents agreed on the item that “lecturers emphasized on tasks to gain work experience and internship”, while 05 (10%) of them were undecided on that item as compared to 19 (38%) of them who disagreed on that item. This finding was also supported by the high mean value of 3.3 and StdDev of 1.5 confirming that the average number of respondents were exposed to tasks that enhanced acquisition of job-related competences including internship by their lecturers. Finally, Table 4.11 indicates that 33 (66%) of the respondents agreed on the item that “their lecturers emphasized final project papers”, while 02 (04%) were undecided on that item as compared to 15 (30%) of the respondents who disagreed on that statement. The high mean value of 3.7 and StdDev of 1.3 confirm that the final

project paper was considered crucial in equipping students with job related competences and skills at university.

In order to get an overall view on how the respondents rated the lecturers' emphasis on their methodology (LEM) at KYU and UMU, and average index was computed with the help of SPSS. The pertinent descriptive statistics were presented in Table 4.12 below:

Table 4.12: Rating of lecturer's emphasis on methodology in KYU and UMU

	Statistic	Std. Error
Mean	3.7147	.07810
95% Confidence Interval		
Lower Bound	3.5577	
for Mean		
Upper Bound	3.8716	
5% Trimmed Mean	3.7452	
Median	4.0000	
LEM		
Std. Deviation	.55222	
Minimum	2.60	
Maximum	4.27	
Range	1.67	
Kurtosis	-.784	.662

Table 4.12 shows that the average index was 3.71 with Std. Deviation of 0.55 and confidence interval of 3.55 to 3.87 and reveals that the lecturers' emphasis on their teaching methodology at KYU and UMU was rated well. However, Table 4.12 also shows that some respondents scored disagreement as represented by the minimum score of 2.60 while others scored strong agreement

as reflected by the maximum 4.27. This is confirmed by the range of 1.67. The disparity in scoring of the item is further confirmed by the Histogram in Figure 3 below:

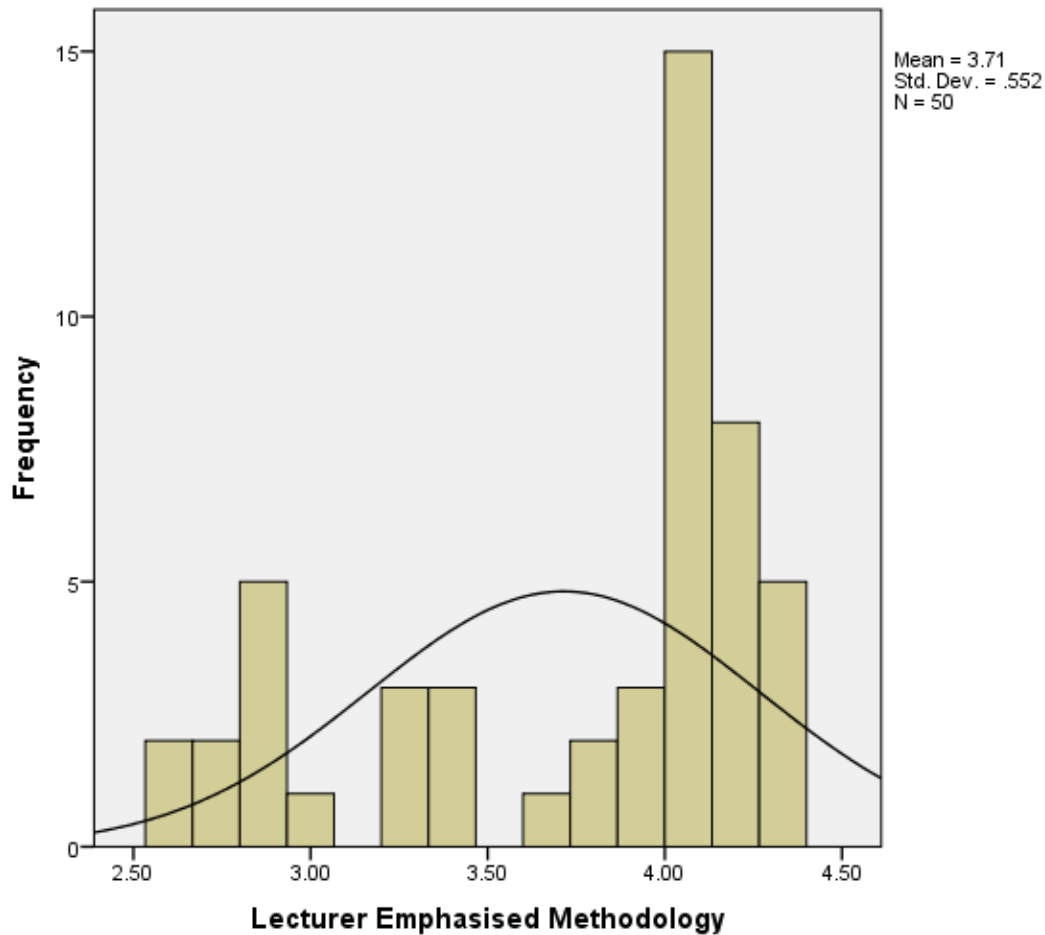


Fig 3: Histogram showing distribution of lecturers' emphasis of methodology at KYU and UMU.

The normal distribution of the distribution of the rating of the lecturers' emphasis on their methodology at KYU and UMU was also confirmed by the Histogram in Figure 3 above.

4.2.2.4 Qualitative data analysis on lecturers' emphasis on their teaching methodology

The good rating of the lecturers' emphasis of their teaching methodology at KYU and UMU was also supported by the qualitative views obtained through face- to- face interviews with a cross-section of respondents.

For example, the broad themes from the responses obtained on the item that, “Considering the classroom process, what methods/techniques do you commonly use during instruction in your classes?, were as follows:

“We always try to put much emphasis on independent learning during lectures and this helps our students to acquire more skills and job related competences which enable to compete with other students from other Universities”; “independent learning is seen to boost the morale of the students and this equips them with job related competences”.

The broad themes from the qualitative data on the item that, “In your opinion, what are some of the methods/techniques that you consider effective in enabling students acquire the Job- related competencies during the Teaching Learning process”, were the following:

“Active teaching and learning”; “Tutorials”; “Project learning”; “Internship”;
“Attachments”; “Assignments”

On the item that, “Considering the Teaching Learning process, what key aspects do you emphasize as a form of guidance to the students as the best avenue for skills and knowledge acquisition meant for a 21st century generation teacher at HEI’s.

“Online learning”; “meetings”; “workshops”; “Participatory learning”; “collaborative learning”; “Interactive laboratories”; “Educational clubs”; “Tutorials”; “regular attendance”

4.2.2.5 Practices at university and development of the job-related competencies

The third sub-scale of teaching methodology (IV₂), namely, practices at the university during my course of study and development of job-related competencies was measured using thirteen items.

The respondents rated the variable using a five-point Likert scale ranging from 1 = Strongly

disagree, 2 = Disagree, 3 = Neutral, 4 = Agree to 5 = Strongly agree. Table 4.13 shows the pertinent frequencies and means:

Table 4.13: Rating of teaching practices at the university and development of job-related competencies

Practices at the university during my course of study enabled me develop the job-related competencies.	Percentage Response (%)					Mean	Std Dev
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
Academic guidance in general with my mentors	40% (20)	26% (13)	12% (6)	12% (06)	10% (05)	3.7	1.4
Project paper advice	48% (24)	20% (10)	06% (06)	06% (03)	20% (10)	3.7	1.6
Grading system	32% (16)	00% (00)	16% (08)	40% (20)	12% (06)	3.0	1.5
The opportunities to choose subjects and specialization	42% (21)	22% (11)	00% (00)	16% (08)	20% (10)	3.5	1.6
Emphasis on teaching and learning	66% (33)	04% (02)	06% (03)	14% (07)	10% (05)	4.0	1.5
Teaching quality	28% (14)	22% (11)	18% (09)	10% (05)	22% (11)	3.2	1.5
Learning modules/booklets	28% (14)	20% (10)	20% (10)	10% (05)	22% (11)	3.2	1.5
Opportunity to participate in	40% (20)	18% (9)	16% (8)	20% (10)	06% (3)	3.7	1.3

research projects	(20)	(09)	(08)	(10)	(03)		
Working opportunity and other work experience	24% (12)	38% (19)	06% (03)	24% (12)	08% (04)	3.5	1.3
The opportunity to interact with other teachers outside teaching schedules	52% (26)	36% (18)	02% (01)	02% (01)	08% (04)	4.2	1.1
The opportunity to interact with other students outside the classrooms	40% (20)	28% (14)	16% (08)	10% (05)	06% (03)	3.9	1.2
Students ‘opportunity to take part in policy making in the university	40% (20)	48% (24)	06% (03)	06% (03)	00% (00)	4.2	0.8
Access to library stocks and collection	30% (15)	44% (22)	22% (11)	05% (01)	00% (00)	4.0	0.8
Use of laboratory facilities	32% (16)	44% (22)	22% (11)	02% (01)	00% (00)	4.1	0.8
Use of IT facilities	24% (12)	48% (24)	14% (7)	10% (5)	04% (2)	3.8	1.1
Average						3.7	0.55

According to Table 4.13, it was found out that 33 (66%) of the respondents agreed on the item that “academic guidance in general with mentors was one of the practices that enabled them develop the job-related competencies they have today”, while 06 (12%) of them were undecided as compared to 11 (22%) of them who disagreed on that item. Academic guidance was mentioned as a major factor that enabled most of the respondents to develop job related

competences and the high mean value of 3.8 and Std. Dev of 1.4 confirmed disparity in scoring of the item.

As presented in Table 4.13 above, it was revealed that 34 (68%) of the respondents agreed on the item that “project paper advice enabled them develop their job related competences”, while 03 (06%) of them were undecided as compared to 13 (26%) of them who disagreed on that item. The high mean value of 3.7 and StdDev of 1.6 supported the finding that most of the respondents benefitted from project paper advice and enabled them to develop the job-related competencies as well as the disparity in rating of the item. Table 4.13 shows that 16 (32%) of the respondents agreed on the item that “grading system enabled them develop the job-related competencies”, while 08 (16%) of them were undecided in comparison to 26 (52%) of the respondents who disagreed on that statement. The low mean value of 3.0 and Std. Dev of 1.5 confirm that the majority of the respondents disagreed on this item indicating that grading system was not so much considered as a major factor to develop job related competences while some disagreed on it. Table 4.13 shows that 33 (66%) of the respondents agreed on the item that “opportunities to choose subjects and specialization were among the major factors considered to have enabled respondents develop their job related competences”, as compared to 18 (36%) of the respondents who disagreed on that statement. The high mean value of 3.5 and Std. Dev of 1.6 support the finding and suggests that though disparity was there in scoring the item most of the respondents expressed that the opportunities given to them to choose subjects and areas of specialization for their training at university enabled them to acquire job-related competences.

Table 4.13 also reveals that 35 (70%) of the respondents agreed on the item that “emphasis on teaching and learning enabled them develop job-related competences”, while only 03 (06%) of them were undecided as compared to 12 (24%) of the respondents who disagreed with the

statement. The high mean value of 4.0 and Std. Dev of 1.5 confirmed the finding that there was disparity in scoring the item though the majority of the respondents were in agreement that the practices of teaching and learning were emphasized in the university training and this could have contributed to their acquisition of job-related competences. Table 4.13 above also indicates that 25 (50%) of the respondents agreed on the item that “teaching quality enabled the respondents develop job related competences”, while 09 (18%) of them were undecided as compared to 16 (32%) of the respondents who disagreed on that statement. The mean value of 3.2 and Std Dev. Of 1.5 confirmed that there was disparity in the rating of the items though the majority of the respondents agreed that teaching quality enabled them develop the job-related competencies.

Table 4.13 above revealed that 24 (48%) of the respondents agreed on the item that “Learning modules at university enabled them to develop the job-related competencies”, while 10 (10%) of them were undecided on this item as compared to 16 (32%) of the respondents who disagreed with the statement. The mean value of 3.2 and StdDev of 1.5 support that there was disparity in scoring of the item though the majority of the respondents agreed that opportunity to participate in research enabled them develop the job-related competencies. **Table 4.13 shows that 29 (58%) of the respondents agreed on the item that “opportunity to participate in research projects at university enabled me to acquire job related competences”** while 08 (16%) of them was undecided on that item as compared to 13 (26%) of them who disagreed on that item. The mean value of 3.7 and StdDev of 1.3 confirm that there was disparity in rating of the item though the majority of the respondents were positive that research opportunities at university contributed to their acquisition of job related competences. Table 4.13 also shows that 31 (62%) of the respondents agreed on the item that “working opportunity and other work experience enabled them develop the job-related competencies”, while 03 (06%) of them were undecided whereas 16

(32%) of the respondents disagreed on that same item. The good rating of the item was also supported by the mean value of 3.5 and the StdDev of 1.3 confirming that there was disparity in rating of this item though the majority of respondents accepted that the working opportunity that they got and working experience enabled them to get job-related competences. Table 4.13 above further presents that 44 (88%) of the respondents agreed on the item that “the opportunity to interact with other teachers outside teaching schedules enabled them develop the job-related competencies”, while 01 (02%) of them was undecided whereas the other 05 (10%) of them also disagreed on that item. The high mean value of 4.2 and the StdDev of 1.1 also supported that there was disparity in scoring of the item though the majority of the respondents agreed that the opportunities they had to interact with their teachers outside the teaching schedules enabled them to develop job-related competences. Table 4.13 shows that 34 (68%) of the respondents agreed on the item that “the opportunity to interact with other students outside the classrooms enabled them develop the job-related competencies”, while 08(16%) of them were undecided as compared to 08 (16%) of them who disagreed with the statement. The high mean value of 3.9 and the StdDev of 1.2 confirm that though most of the respondents indicated that they acquired job-related competences through their interaction with other students at university others disagreed on the same. Table 4.13 reveals that 44 (88%) respondents agreed on the item that “students opportunity to take part in policy making in the university enabled them develop job related competences” while 03 (06%) of them were undecided on that item as compared to 03 (06%) of them who disagreed on that item. The high mean value of 4.2 and the StdDev of 0.8 supported the disparity in scoring of the item indicating that though the majority of the respondents were in agreement to the effect that they acquired job-related competences through student participation in policy making at university some disagreed on that statement. According

to Table 4.13 all the 37 (74%) of the respondents agreed on the item that “access to library stock and collection enabled them to acquire job-related competences” while 11 (22%) of them were undecided on that item as compared to 01 (02%) of them who disagreed on that statement. This good rating of the item was also supported by the high mean value of 4.0 and the Std. Dev of 0.8 indicating that though the majority of the respondents accepted that they acquired job-related competences through access to library stock and collection while at university some of them disagreed on that item. Finally on the item that, “use of IT enabled me to acquire job-related competences”, Table 4.13 shows that 38 (76%) of the respondents agreed on that item, while 07 (14%) of them were undecided as compared to 07 (14%) of them who disagreed on that item. The high mean value of 3.8 and StdDev of 0.8 confirmed that the disparity in scoring of this item whereby most of the respondents expressed that they acquired job-related competences partly due to the use of IT at university while some respondents disagreed on that statement. However, an average index was computed in order to get an overall view on how the respondents had rated the teaching practices at KYU and UMU. The pertinent descriptive statistics were presented in Table 4.14 below:

Table 4.14: Rating of teaching practices in KYU and UMU

	Statistic	Std. Error
Mean	3.7147	.07810
95% Confidence Interval		
Lower Bound	3.5577	
for Mean		
Upper Bound	3.8716	
5% Trimmed Mean	3.7452	
Median	4.0000	
PRAC Std. Deviation	.55222	
Minimum	2.60	
Maximum	4.27	
Range	1.67	
Kurtosis	-.784	.662

From Table 4.14 the computed average index was 3.71 with Std. Deviation of 0.55 and confidence interval from 3.56 which confirmed that most of the respondents accepted that the teaching practices at KYU and UMU contributed to acquisition of job related competences among the graduate teachers. This suggests that the items on teaching practices at KYU and UMU were rated well. However, Table 4.14 also shows that some respondents scored disagreement as represented by the minimum score of 2.60 while others scored strong agreement as reflected by the maximum 4.27. This is confirmed by the range of 1.67. The disparity in scoring of the teaching practices at KYU and UMU was confirmed by the Histogram in Figure 4 below:

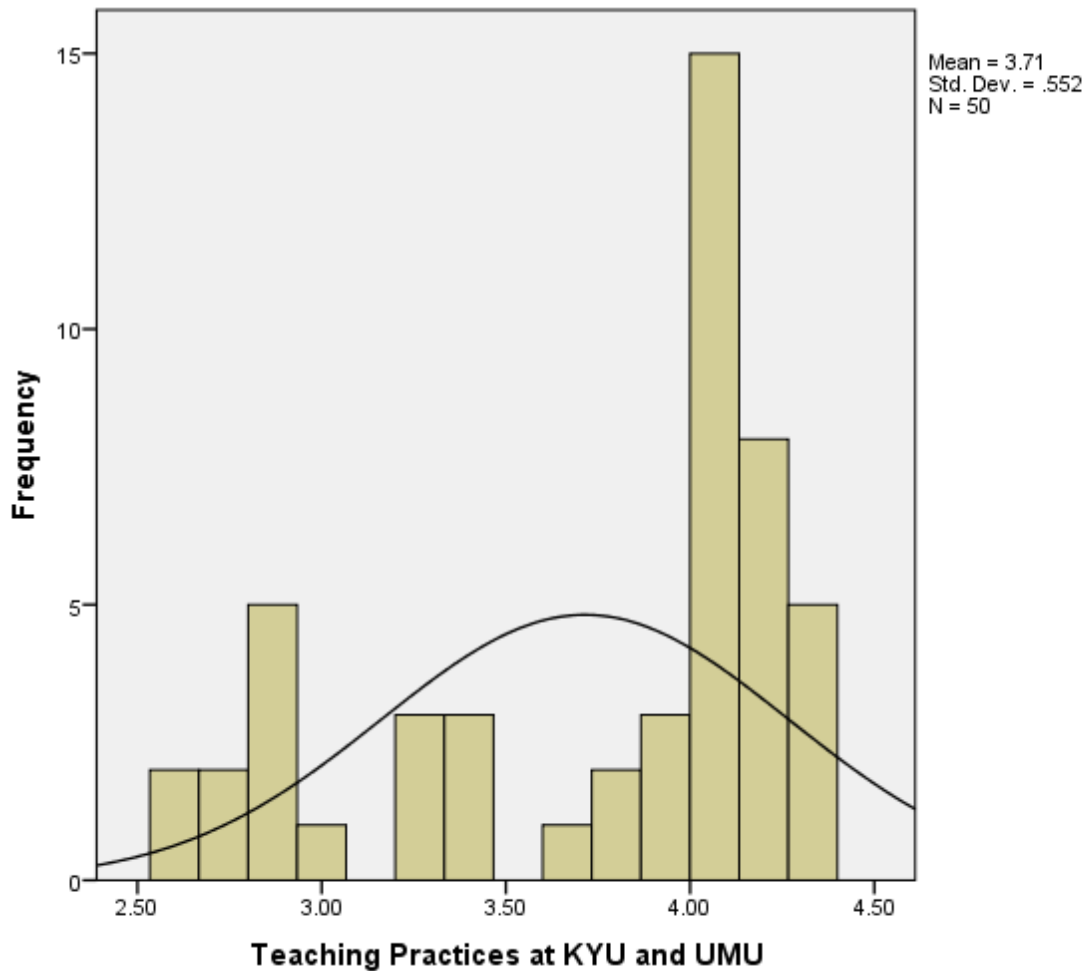


Fig 4: Histogram showing the distribution of the rating of teaching practices at KYU and UMU

The Histogram (Fig 4) above confirms the disparity of the rating of teaching practices as shown on the normal distribution.

4.2.2.6 Qualitative data analysis on teaching practices at KYU and UMU

The good rating of the teaching practices at KYU and UMU was also supported by the qualitative views obtained through face- to- face interviews with a cross-section of respondents. The emerging broad themes from the qualitative data also supported the quantitative

findings on the practices at KYU and UMU to the effect that the respondents expressed the views that the practices at KYU and UMU enabled the graduate teachers to acquire job related competences.

Some of the extracts from the qualitative data were as follows:One respondent stated that,

“When students are given an opportunity to interact with other students outside the classrooms it helps them to improve on their decision making and also helps to equip them with work related competences”.

To further confirm the findings another interviewee stated that:

“Our study system encourages students to interact with teachers outside teaching schedules and this helps them to get different ideas which significantly equip them with job related competences and skills”.

4.3 Professional practice Curricular

4.3.1 Quantitative data analysis on Professional practice curricular at KYU and UMU

The third independent variable (IV₃), namely, Professional practice curricular at KYU and UMU was measured using ten items. The respondents rated the variable using a five-point Likert scale ranging from 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree to 5 = Strongly agree.

Table 4.15 shows the pertinent frequencies and means:

Table 4.15: Professional practice curricula and inculcation of virtues for professional practice among graduate teachers

Professional practice curricula and inculcation of virtues for professional practice	Percentage Response (%)					Mean	Std Dev
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
During my stay at the University I studied Professional practice	64% (32)	18% (09)	08% (4)	06% (3)	04% (02)	4.3	1.5
Professional practice courses were relevant to my course	30% (15)	38% (19)	08% (04)	12% (06)	12% (6)	3.6	1.4
Professional practice training equipped me with virtues such as concern, resilience, commitment, honesty, prudence, responsibility, temperance and integrity	10% (05)	40% (20)	00% (00)	28% (14)	22% (11)	2.9	1.4
My training as a teacher has enabled me to develop more commitment to the teaching profession	36% (18)	18% (09)	10% (5)	06% (03)	30% (15)	3.2	1.7
I have developed a personal vision and philosophy as a teacher	18% (09)	24% (12)	02% (01)	40% (20)	16% (08)	2.9	1.4
Training as a teacher has inculcated in me the desire for life-long learning	40% (20)	22% (11)	08% (04)	10% (05)	20% (10)	3.5	1.6
My training as teacher has made me an effective communicator	10% (05)	54% (27)	10% (05)	22% (11)	4% (2)	3.4	1.1
I have earned more respect as a teacher	18% (09)	54% (27)	02% (04)	20% (10)	06% (03)	3.6	1.2
Professional practice have enabled me to build necessary cognitive, behavioral and self-regulatory tools	56% (28)	22% (11)	10% (05)	4% (2)	06% (03)	4.8	1.1

for practice during the teaching and learning process.							
See people similar to one's self as a successful teacher.	30% (15)	22% (11)	00% (00)	38% (19)	10% (05)	3.2	1.5
Develop verbal and social persuasion in practice	14% (07)	20% (10)	30% (15)	22% (11)	14% (7)	3.0	1.3
Average						3.5	1.0

Source: primary data

Table 4.15 shows that 41 (82%) of the respondents agreed on the item that “during their stay at the University they studied Professional practice”, while 04 (08%) of the respondents were undecided as compared to 05 (10%) of them who disagreed on that item. The good rating of this item was supported by the high mean value of 4.3 and the StdDev of 1.1 indicating that there was disparity in scoring of the item most respondents accepted that they studied Professional practice while at university. On the item that “Professional practice courses were relevant to their course”, Table 4.15 shows that 60% agreed on that item, while 18% of them were undecided as compared to 22% of them who disagreed with the statement. The good rating of the item was confirmed by the high mean value of 3.6 indicating that the majority of the students studied Professional practice and considered it very vital to their acquisition of job related competences.

Table 4.15 shows that 36% of the respondents agreed on the item that “Professional practice training equipped them with virtues such as concern, resilience, commitment, honesty, prudence, responsibility, temperance and integrity”, while 20% of them were undecided on that item as compared to 44% of them who disagreed with the statement. The poor rating of the item was also confirmed by the low mean value of 3.0 indicating that most of the respondents did not accept that Professional practice was significant in enabling them to acquire virtues such as concern,

resilience, commitment, honesty, prudence, responsibility, temperance and integrity among others.

Similarly, Table 4.15 indicates that 58% of the respondents disagreed on the item that “my training as a teacher has enabled them to develop more commitment to the teaching profession”, while 10% of them were undecided on that item as compared to 32% of them who agreed on that item. The poor rating of the item was also confirmed by the low mean value which was 2.6 indicating that most of the respondents expressed that their training as teachers did not enable them to develop more commitment to the teaching profession.

Concerning the item that, “I have developed a personal vision and philosophy as a teacher”, Table 4.15 reveals that 60% of the respondents agreed on that item as compared to 40% of them who disagreed on that item. The good fair rating of the item was also supported by the mean value of 3.3 indicating that an average number of respondent accepted that they had developed a personal vision and philosophy as a teachers.

For the item on “training as a teacher has inculcated in me the desire for life-long learning”, Table 4.15 shows that 62% of the respondents agreed on that item, while 08% were undecided on that same item as compared to 30% of the respondents who disagreed with the statement. The fair rating of the item was supported by the mean value of 3.4 indicating that Professional practice curricula had inculcated the desire for life-leaning among the majority of the respondents.

Concerning the item that, “my training as teacher has made me an effective communicator”, Table 4.15 shows that 64% of the respondents agreed on that item, while 10% of them were undecided on that item as compared to the 26% of them who disagreed on that item. The item

had good rating which was confirmed by the high mean value of 3.6 indicating that the majority of the respondents expressed that their training at university has made them effective communicators. Table 4.15 shows that 36 (72%) of the respondents agreed on the item that “I have earned respect as a teacher” while 01 (02%) of them was undecided on that item as compared to 13 (26%) of them who disagreed on that item. The good rating of this item was also supported by the high mean value of 3.6 and the StdDev 1.2 indicated the disparity in scoring of this item.

Table 4.15 reveals that 39 (78%) of the respondents agreed on the item that “Professional practice have enabled me to build necessary cognitive, behavioral and self-regulatory tools for practice during the teaching and learning process”, while 05 (10%) of them were undecided on that item as compared to 05 (10%) of them who disagreed on that item. The good rating of the item was also confirmed by the high mean value of 4.8 indicating that though the majority of the respondents believed that Professional practice enabled them to build necessary cognitive, behavioral and self-regulatory tools for practice as teachers other respondents disagreed on that statement. Regarding the item on whether Professional practice enabled teachers to “see people similar to one’s self as a successful teacher”, Table 4.15 shows that 26 (52%) of the respondents agreed on this item as compared to the 24 (48%) of them who disagreed on this item. The fair rating of the item was confirmed by the mean value of 3.2 and the StdDev of 1.5 indicating that there was disparity in scoring the item whereby though the majority of the respondents expressed that they did not see similar people to one as successful teachers, others saw it. Finally, Table 4.15 shows that 17 (34%) of the respondents agreed on the item that, “Professional practice enabled me to develop verbal and social persuasion in practice”, while 15 (30%) of them were undecided on this item as compared to 18 (36%) of them who disagreed on that same item.

The poor rating of the item was also confirmed by the low mean value of 3.0 and the StdDev of 1.3 indicating that there was disparity in scoring of the item whereby though the majority of the respondents expressed that they did not acquire verbal and social persuasion skills in practice from their training at university some of them agreed on that item.

However, an average index was computed in order to establish the overall rating of Professional practice at KYU and UMU and how it influences acquisition of job related competences. The pertinent statistics were presented in Table 4.16 below:

Table 4.16: Rating of Professional practice curricular in KYU and UMU

	Statistic	Std. Error
Mean	3.4964	.13616
95% Confidence Interval Lower Bound	3.2227	
for Mean Upper Bound	3.7700	
5% Trimmed Mean	3.5566	
Median	3.9091	
PESC Std. Deviation	.96283	
Minimum	1.18	
Maximum	4.82	
Range	3.64	
Kurtosis	-.280	.662

From Table 4.16 the computed average index was 3.49 with Std. Deviation of 0.91 and confidence interval of 3.22 to 3.77 which confirmed that most of the respondents accepted that

the Professional practice at KYU and UMU had a significant contribution to acquisition of job related competences among the graduate teachers. This suggests that the Professional practice curricular at KYU and UMU were rated well. However, Table 4.16 also shows that some respondents scored disagreement as represented by the minimum score 1.18 while others scored strong agreement as reflected by the maximum 4.82. The disparity of the rating was confirmed by the wide range of 3.64. The disparity in rating of the Professional practice curricular at KYU and UMU was also confirmed by the Histogram in Figure 5 below:

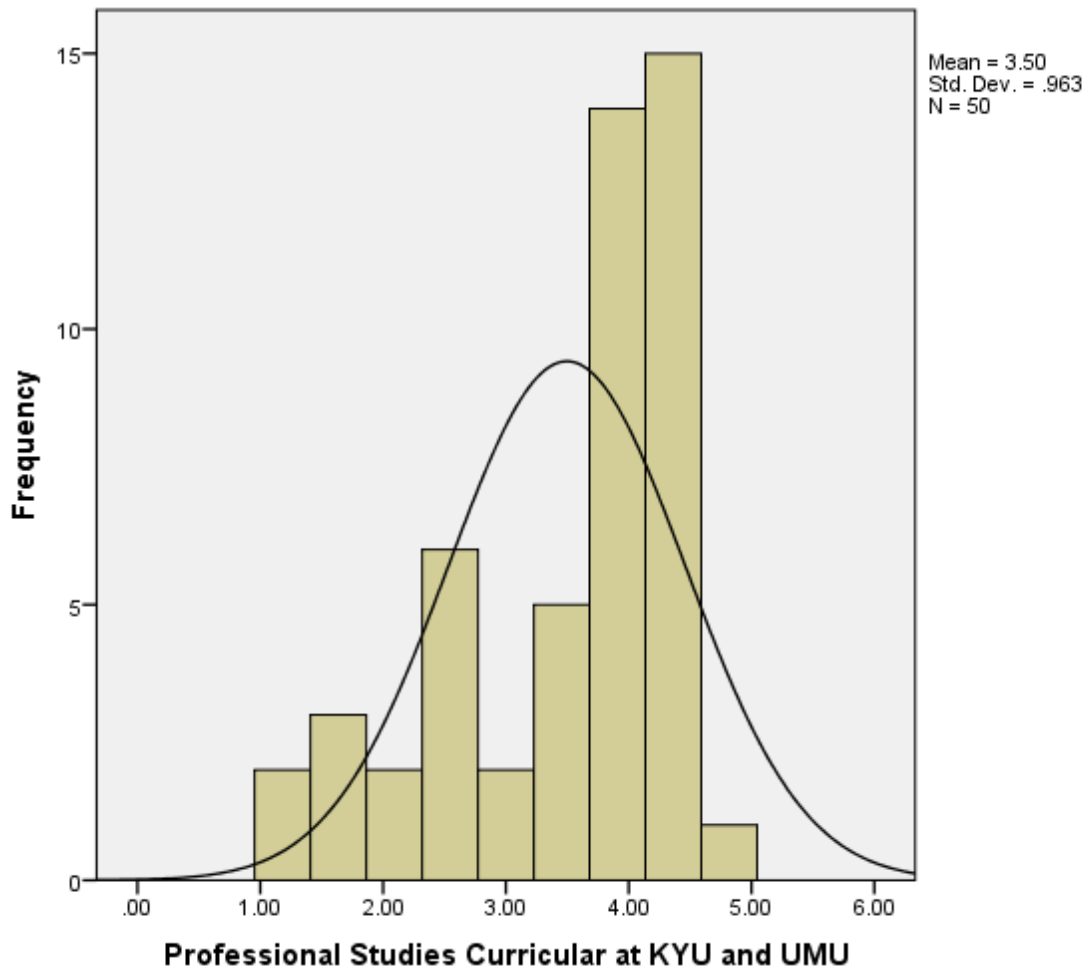


Fig 5: Histogram showing distribution of the rating of Professional curricular at KYU and UMU

4.3.2 Qualitative data analysis on the Professional practice curricular at KYU and UMU

The good rating of Professional practice was also supported by the qualitative data obtained from the key interview informants. For example some of the responses to the qualitative item “In your view does the teacher professional curriculum at either KYU or UMU enforce the acquisition of acceptable virtues that are related to the Jobs, and if so do you think it is a practically relevant paper?”, were as follows:

“The Professional practice curriculum helps the teacher trainees and makes them appreciate the teaching profession”; “It is so practical and evident among the teacher trainers”; “It inculcates desirable values”; “Develops a balanced and self-determined individual”; “Enables the individual to relate successfully with others and the world in general in order to perform their tasks at a given time”; “Helps individuals to recognize and assess risky situations”; “Avoids unhealthy and unbecoming behavior by promoting healthy ones”; “Encourages people to be role models or exemplary”; “Avoids bad practices amongst individuals” “To provide knowledge and information about human relationships and life styles”; “To promote positive attitudes towards cultural, ethnic and religions diversity, gender equality and people with special education needs”; “To promote a individuals' self-confidence, self-esteem and self worth”; “To explore feelings and emotions in order to create a greater self-awareness and to develop the skills to manage them”; “To provide equal opportunities for each learner to fulfil their personal, social and academic potential”; “To make learners aware of the school, economic and political influence on their behaviour”; “To teach learners how to behave”; “To create a basis on which self-discipline and respect for others are important values”

On the qualitative item asking “What are some of the key virtues that are evident among the newly qualified graduate teachers from either KYU or UMU that are desired by employers?”, the responses obtained were the following”

“High hopes in what they do”; “Teachers have develop integrity”; “They acquire sense of sensibility”; “Fortitude under difficult situations”; “they acquire the virtue of justice and fairness”; “Most teachers have faith in according to their religions”; “Compassion”; patience”; Tolerance”; “Kindness”; “Respect”; Temperance”; “being proactive”; “having the sense of humor”.

On the item that “Do you notice any gaps in development of these virtues that arise from between KYU and UMU and the labor market?”, the responses obtained were as follows:

“There is a gap on the aspect of reflective practice which is lacking at training yet required at the work place”; “Humility in respect to duty is lacking”; “Versatility is not emphasized during training”; “Prudence is not much pronounced”; “Zeal is not often inculcated”

On the item asking that “What suggestion do you recommend as a measure to close the gaps”, the responses obtained were as follows:

“The lecturers should be more practical and exemplary”; “Developing a positive school culture with ideals of the teaching profession”; “Review of the teachers code of conduct”; “Reward good conduct among teacher trainees”; “More appraisal on teachers on their conduct”; “Strengthen the reward system in schools”; “Improve the remuneration and teachers conditions of service”; “Review of the university curricular on professional studies”

4.4 Graduate Teachers Job-Related Competences

4.4.1 Quantitative data analysis on graduate teachers' job related competences

The dependent variable (DV), namely, graduate teachers job-related competences had two sub scales. The first sub-scale of the graduate teachers' job-related competences was measured using 32 items. The respondents rated the variable using a five-point Likert scale ranging from 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree to 5 = Strongly agree. Table 4.17 shows the pertinent frequencies and means:

Table 4.17: Distribution of respondents rating of the graduate teachers' job related competences

Indicators of job related competences	Acquired Competences							Required Competences						
	SA	A	NS	D	SD	Mean	SDev	Rq	Rq	Rq	Rq	Rq	Mean	SDev
General knowledge	30% 25	36% 18	08% 04	04% 02	02% 01	4.3	0.9	52% 26	26% 13	12% 06	08% 04	02% 01	4.18	1.1
Knowledge of your field or discipline	52% 26	30% 15	04% 04	04% 02	06% 03	4.2	1.1	60% 30	04% 02	18% 09	08% 04	10% 05	3.96	1.4
Knowledge of other fields or disciplines	56% 28	32% 16	4% 02	0% 00	08% 04	4.3	1.1	42% 21	30% 15	6% 03	02% 01	20% 10	3.72	1.5
Computer operating (for office)	30% 15	08% 04	02% 01	36% 18	24% 12	2.9	1.6	50% 25	30% 15	06% 03	08% 04	06% 03	4.10	1.2
Communication skills	02% 01	26% 13	08% 04	12% 06	52% 26	2.1	1.6	60% 30	26% 13	06% 03	8% 04	02% 00	4.38	0.9
Internet	66% 33	10% 05	8% 04	06% 03	10% 05	4.2	1.4	52% 26	20% 10	4% 02	20% 10	4% 02	4.96	1.3
Creativity	28% 14	04% 02	02% 01	42% 21	24% 12	2.7	1.6	58% 29	20% 10	2% 01	6% 03	14% 07	4.02	1.5
Problem solving Ability	46% 23	22% 11	20% 10	10% 05	02% 01	4.0	1.1	08% 04	34% 17	02% 01	8% 04	48% 24	2.46	1.6
Learning ability	40% 20	6% 03	16% 08	34% 17	4% 02	3.4	1.4	48% 24	20% 10	10% 05	06% 03	16% 08	3.78	1.5

Working under pressure	34% 17	08% 04	30% 15	22% 11	06% 03	3.4	1.3	44% 24	28% 14	12% 06	08% 04	4% 02	4.08	1.1
Time management	46% 23	30% 15	08% 04	04% 04	08% 04	4.0	1.3	44% 22	26% 13	12% 06	12% 06	06% 03	3.90	1.3
Fitness to work	52% 26	28% 14	12% 06	00% 00	08% 04	4.1	1.2	52% 27	24% 12	8% 04	10% 05	4% 02	4.14	1.2
Working independently	44% 22	32% 16	14% 07	08% 04	2% 01	4.1	1.0	70% 35	20% 10	4% 02	04% 02	2% 01	4.52	0.9
Working with other people/team working	46% 23	40% 20	10% 05	02% 01	2% 01	4.2	0.9	66% 33	28% 14	4% 02	02% 01	00% 00	4.58	0.6
Negotiation	48% 24	26% 13	10% 05	06% 03	10% 05	4.0	1.3	56% 28	30% 15	6% 03	08% 04	00% 00	4.34	0.9
Analytical ability	52% 26	26% 13	10% 05	08% 04	02% 01	4.2	1.0	70% 35	24% 12	02% 01	04% 02	00% 00	4.60	0.7
Tolerance	48% 24	28% 14	16% 08	04% 02	04% 02	4.2	1.2	68% 34	24% 12	06% 03	2% 01	02% 00	4.56	0.8
Adaptability	42% 21	30% 15	16% 08	02% 01	10% 05	3.9	1.3	62% 31	32% 16	2% 01	02% 01	02% 01	4.50	0.8
Assertiveness	48% 24	06% 03	4% 02	32% 16	10% 05	3.5	1.6	59% 29	10% 05	10% 05	18% 09	4% 02	4.00	1.3
Persistence	32% 16	06% 03	00% 00	10% 05	52% 26	2.2	1.4	64% 32	26% 13	02% 01	08% 04	00% 00	4.5	0.9
Appreciating different points of view	46% 23	30% 15	8% 04	4% 02	12% 06	4.0	1.3	70% 35	26% 13	00% 00	04% 02	00% 00	4.62	0.7
Understanding of the system, values in the society	48% 24	32% 16	4% 02	02% 01	14% 07	4.0	1.4	66% 33	26% 13	06% 03	00% 00	2% 01	4.54	0.8
Leadership	42% 21	04% 02	06% 03	40% 20	08% 4	3.3	1.5	56% 28	24% 12	06% 03	12% 06	02% 01	4.20	0.1
Ability to take responsibility	54% 27	40% 20	02% 01	02% 01	02% 01	4.4	0.8	60% 30	18% 09	8% 04	14% 07	00% 00	4.24	1.2
Initiative	48% 24	34% 17	16% 08	02% 01	00% 00	4.3	0.8	62% 31	24% 12	10% 05	02% 01	2% 01	4.42	0.9

Loyalty and Integrity	48%	32%	06%	02%	12%	4.2	1.3	50%	38%	08%	0%	4%	4.30	0.9
	24	16	03	01	06			25	19	04	00	02		
Communication skills	10%	38%	20%	04%	30%	3.0	1.4	54%	22%	18%	4%	2%	4.22	1.0
	05	19	10	02	15			27	11	09	02	01		
Ability to present ideas/product/report	46%	34%	06%	10%	4%	4.1	1.1	52%	38%	4%	6%	00%	4.36	0.8
	23	17	03	05	02			26	19	02	03	00		
Planning, coordinating, and execution	50%	26%	18%	02%	04%	4.2	1.1	64%	30%	02%	00%	4%	4.50	0.9
	25	13	09	01	02			32	15	01	00	02		
Ability to document ideas and information	54%	34%	04%	2%	06%	4.3	1.2	48%	28%	14%	6%	4%	4.10	1.1
	27	17	02	01	03			24	14	07	03	02		
Ability to write reports, memos, documents	54%	34%	06%	04%	06%	4.3	1.2	72%	26%	00%	00%	2%	4.66	0.7
	27	17	03	02	03			36	13	00	00	01		
Continuous learning ability	54%	26%	16%	02%	02%	4.3	0.9	70%	26%	02%	00%	02%	4.62	0.7
	27	13	08	01	01			35	13	01	00	01		
Average index						4.21	0.45						4.2	0.45

Table 4.17 shows that 43 (86%) of the respondents agreed on the item that the item that “they acquired general knowledge while studying at university as jobs competence”, while 04 (08%) of them were neutral on that item as compared to 04 (08%) of them who disagreed on that item. The mean value of 4.3 and StdDev of 0.9 confirms the good rating of the item. Table 4.12 reveals that 39 (78%) of the respondents also agreed that general knowledge was required as a competence for graduate teachers while at their work place while 06 (12%) of them were undecided about it as a required competence as compared to 05 (10%) of them who disagreed on that item. The good rating of this item was confirmed by the high mean value of 4.18 and the Stddev of 1.06 suggesting that there was disparity on scoring of the item as a requirement.

Table 4.17 indicates that the majority 41 (82%) of the respondents agreed on the item that, “I acquired knowledge of my field or discipline while studying in university”, while 04 (08%) of them were neutral on that item as compared to 5 (10%) of them who disagreed on that same

item. The high mean value of 4.2 and StdDev of 1.1 support the good rating of the item. Table 4.17 also confirms that 32 (64%) of the respondents expressed that knowledge of one's field was required as a competence for them as graduate teachers compared to 09 (18%) of them who were neutral on that statement as compared to 09 (18%) of them who disagreed on that item. The good rating of the item was supported by the high mean value of 3.96 and the StdDev of 1.42 indicates the disparity in scoring of this item

From table 4.17 the majority 44 (88%) of the respondents agreed on the item that, "they acquired knowledge of other fields or discipline while at university", while 02 (04%) of them were neutral on that item as compared to the 04 (08%) of them who disagreed with that statement. The high mean value of 4.3 and StdDev of 1.1 confirm that the item was rated well. Table 4.17 also indicates that 36 (72%) of the respondents confirmed that acquiring knowledge from other fields or disciplines was a required of graduate teachers as a job related competence while 03 (06%) of them were undecided on that item as compared to 11 (22%) of them who disagreed on that statement. The good rating of this item was supported by the high mean value of 3.72 and the StdDev of 1.52 indicates that there was disparity in scoring this item

On the item that, "I acquired computer operating skills (for office)", table 4.17 shows that the minority 19 (38%) of the respondents agreed on that item, while 01 (02%) of them was neutral on that item as compared to the majority 30 (60%) of them who disagreed on that item. The low mean value of 2.8 and Stddev of 1.6 confirmed the poor rating of the item indicating that most respondents expressed the view that they did not acquire computer skills needed for their work as teachers while studying at university. However, Table 4.17 reveals that the majority 40 (80%) of the respondents expressed that they required the computer skills for office use in their current jobs while 03 (06%) were neutral on that statement as compared to 07 (14%) of them who

disagreed on the item that they required computer skills in their current jobs. The good rating of this item was confirmed by the high mean value of 4.10 and the stdDev of 1.19 indicates that there was disparity in scoring this item.

Concerning the item that, "I acquired communication skills while studying at university", Table 4.17 indicates that 42 (84%) of them disagreed on that item while 04 (08%) of them were neutral on that item as compared to 14 (28%) of them who agreed on that item. on the same item. The poor rating of the item was also confirmed by the low mean value of 2.1 and the StdDev of 1.4 which also indicated disparity in scores. Table 4.17 revealed that 43 (96%) of the respondents agreed that communication skills was among the job related competences that they required in their current jobs while 03 (02%) of them were neutral on that item as compared to the 04 (08%) of them who disagreed on that same statement. The good rating of this item was also supported by the high mean value of 4.38 and the StdDev of 0.92 is congruent to disparity in scoring of the item.

For the item on "The acquisition of internet skills", Table 4.17 shows that the minority 38 (76%) Of the respondents agreed on that item while 04 (08%) of them were neutral on that item as compared to 08 (16%) of them who disagreed on having acquired internet skills while at university. The good rating of the item was also supported by the high mean value of 4.2 and the StdDev of 1.4 indicates that there was disparity in scores. Though the majority 36 (72%) of them agreed that the use of internet was required as a job related competence for their current jobs while 02 (04%) of them were neutral internet skills as a required skill for their current jobs as compared to 12 (24%) of them who expressed disagreement on that same item. The good rating of the item was confirmed by the high mean value of 3.96 and the StdDev of 1.32 indicates the disparity in scoring of the item.

On the item that, "I acquired creativity as a job related competence while at university", Table 4.17 indicates that the majority 16 (32%) of the respondents agreed on that item of the respondents agreed on that item while 01 (02%) of them who were neutral on that item as compared to 33 (66%) of them who disagreed on this item. The low mean value of 2.7 and the StdDev of 1.6 confirm that the item was poorly rated suggesting low levels of acquiring creativity among respondents while studying at university. On the same item, Table 4.17 shows that 39 (78%) Of the respondents agreed that creativity was a required competence in the teaching profession while 01 (02%) was neutral on this item as compared to 10 (20%) of them who disagreed on that item. This item was rated well and the high mean value of 4.02 and the StdDev 1.46 indicates that there was disparity in scoring the item.

Table 4.17 also revealed that 34 (68%) of the respondents agreed on the item that, "I acquired problem solving ability through my training at university", while 10 (20%) of them were neutral on that statement as compared to the 06 (12%) of them disagreed on that same item. The high mean value and StdDev of 1.1 confirm the good rating of the item congruent to acquisition of problem solving skills among most respondents while at university. Table 4.12 also revealed that 21 (42%) of the respondents agreed that problem solving skills were required in their current jobs while 01 (02%) of them was neutral on that item as compared to the 28 (56%) of them disagreed on that same item. The low mean value of 2.46 confirmed the poor rating of this item and the high StdDev of 1.55 indicates that there was disparity in scoring the item.

From Table 4.17 the majority 23 (46%) of the respondents agreed on that, "I acquired learning ability", while 08 (16%) of them were neutral on that statement as compared to 19 (38%) of them who were neutral on that same item. The average mean value of 3.44 and Stddev of 1.32 and the StdDev of 1.4 confirm that the item was poorly rated suggesting low levels of acquiring learning

ability among respondents while at university. Table 4.17 also reveals that 34 (68%) of the respondents agreed that ability to learning was required for them as teachers in their current jobs while 05 (10%) of them were neutral about it as compared to 11 (22%) of them who disagreed on that item. The good rating of the item was also supported by the high mean value of 3.78 and the StdDev of 1.5 indicate that the item was scored with disparity

On the item that, “I acquired the ability to work under pressure”, Table 4.17 shows that 21 (42%) of the respondents agreed on that item 15 (30%) were neutral on that item as compared to 14 (28%) of them who disagreed on that item. This was poor rating of the item also confirmed by the low mean value of 3.42 and StdDev of 1.3 which also indicated disparity in scoring of the item. Table 4.17 also reveals that 38 (76%) of the students agreed that they required more ability to work under pressure in their current jobs while 06 (12%) of them were neutral on that item as compared to 06 (12%) of them who disagreed on that item. The good rating of this item was confirmed by the high mean value of 4.08 and the StdDev of 1.14 indicated that there was disparity in scoring of the item.

Table 4.17 reveals that 38 (76%) of the respondents expressed agreement on the item that, “I acquired time management skills” while 04 (08%) were neutral on that item as compared to 08 (16%) of them who disagreed on that item. The high mean value of 3.98 and StdDev of 1.26 confirm that the item was well rated and with disparity in scoring. Table 4.17 further revealed that 35 (70%) of the respondents agreed that they required time management skills at their current job while 06 (12%) of them were neutral on that item as compared to 09 (18%) who disagreed on that item.

Table 4.17 shows that 40 (80%) of the respondents agreed on the item that “I acquired fitness to do work” while 06 (12%) of the respondents were neutral on that item as compared to 04 (08%)

of them who disagreed on that same statement. This was good rating of the item also supported by the high mean value of 4.16 and the StdDev of 1.16 indicating disparity in scoring of that item. From Table 4.17, the majority 39 (78%) of the respondents also expressed agreement on this item that “fitness” was a required as a competence at their current jobs while 04 (08%) of them were neutral about that statement whereas 07 (14%) of them disagreed on that item. This item rating was good also supported by the high mean value of 4.14 and the StdDev of 1.17 indicated that there was disparity in scoring the item.

About the item that “I acquired the ability to work independently”, Table 4.17 indicates that 38 (76%) of the respondents agreed on that statement while 07 (14%) of them were neutral about that statement as compared to 05 (10%) of them who disagreed on that item. This was good rating of the item also confirmed by the high mean value of 4.08 and StdDev of 1.04 indicating the disparity in scoring of the item. Table 4.12 also indicates that 45 (90%) of the respondents expressed agreement on the item that the ability to work independently was required of them as teachers at their current jobs while 02 (04%) of them were neutral on that item as compared to 02 (04%) of them who disagreed on that same statement. This was good rating of the item also confirmed by the high mean value of 4.52 and the StdDev of 0.9 implying that there was disparity in scoring of the item

Concerning the item that, “I acquired the ability to work with others as a team”, Table 4.17 shows that 43 (86%) of the respondents agreed on that item while 05 (10%) of them were neutral on that item as compared to the 02 (04%) of them who disagreed on that item. This was good rating of the item also supported by the high mean value of 4.25 and the StdDev of 0.87 indicating that there was disparity in scoring of the item. Table 4.17 also shows that 47 (94%) of the respondents agreed that the skill of working with others was required as a competence for

them at their current jobs while 02 (04%) were neutral on that item as compared to the 01 (02%) of them who disagreed on that item. This was very good rating of the item also supported by high mean value of 4.58 and the StdDev of 0.67.

Concerning the item on “Negotiation skills”, Table 4.17 shows that 37 (74%) of the respondents agreed on that item while 05 (10%) of them were neutral about the same item as compared to the 08 (16%) of them who disagreed on that item. The high mean value of 3.96 and the StdDev of 1.32 supported the good rating of the item which also had disparity. Table 4.12 further reveals that 43 (86%) of the respondents agreed on the item that negotiation skills were required at their current jobs while 03 (06%) of them were neutral on that same item as compared to as compared to 04 (08%) who disagreed on the need to have negotiation skills as a requirement at their current jobs. The good rating of the item was confirmed by the high mean value of 4.34 and the StdDev of 0.91 indicate disparity in scoring of the item.

For the item that “I acquired analytical skills” Table 4.17 shows that 40 (80%) of the respondents agreed on having acquired analytical skills during their studies at university while 05 (10%) of them who were neutral on that item as compared to the 05 (10%) of them who disagreed on that item. This item rating was good as confirmed by the high mean value of 4.20 and the StdDev of 1.04 confirming the disparity in scoring of the item. Table 4.17 also indicates that 47 (94%) of the respondents expressed the view that analytical skills were required at their current jobs while 01 (02%) of them were neutral on that item as compared to the 02 (04%) of them who disagree on that statement. The high mean value of 4.60 and the StdDev of 0.72 confirm that this item rating was good.

Table 4.17 shows that 38 (76%) of the respondents agreed on the item that, “I acquired the ability to be tolerant with others at my current work while at university”, while 08 (16%) of them

were neutral on that item as compared to the 04 (06%) of them who disagreed on that same item. This item was rated well as confirmed by the high mean value of 4.12 and the StdDev of 1.08 indicating that there was disparity in scores. Table 4.17 also revealed that 47 (94%) of the respondents expressed agreement that tolerance was indeed required of them as teachers in their current jobs while only 03 (06%) of them were undecided on that item as compared to 01 (02%) of them who disagreed on that item.

On the item that “I acquired adaptability”, Table 4.17 shows that 36 (72%) of the respondents agreed on that item while 08 (16%) of them were neutral on that item as compared to 06 (12%) of them who disagreed on that item. This item rating was good also supported by the high mean value of 3.92 and StdDev of 1.25 congruent to disparity in scores. Table 4.17 also shows that 47 (94%) of the respondents agreed that adaptability was required for them as teachers competence at their current jobs while 01 (2%) of them was neutral on that statement as compared to 02 (04%) who also disagreed on that same statement. The good rating of the item was supported by the high mean value of 4.5 and the StdDev of 0.81.

From Table 4.17, the majority 27 (56%) of the respondents agreed on the item that, “I acquired assertiveness while studying at university”, while 02 (04%) of them were neutral on that statement as compared to 21 (42%) of them who disagreed on that item. This item rating was good also confirmed by the mean value of 3.5 and the StdDev of 1.58 indicating that there was disparity in scores. Table 4.17 also shows that 34 (68%) of the respondents agreed on the statement that assertiveness was one of the required competences that a teacher should have while 05 (10) of them disagreed on that statement as compared to the 11 (22%) of them who disagreed on that same statement. The high mean value of 4.00 and the StdDev of 1.34 confirm the good rating of the item and the disparity in scoring of the item.

On the item that, “I acquired persistence to work”, Table 4.17 shows that the minority 19 (38%) of the respondents agreed on that item while the majority 31 (62%) of them disagreed on that item. This was poor rating of the item also confirmed by the low mean value of 2.18 and StdDev of 1.36 indicated that there was disparity in scoring of that item. Table 4.17 also reveals that 45 (90%) of the respondents agreed that persistence was required at their current jobs while 01 (02%) of them was neutral about that statement as compared to 04(08%) of them who disagreed on that statement. The good rating of this item was supported by the high mean value of 4.46 and the StdDev of 0.88 which indicated disparity in scoring of the item.

Table 4.17 also reveals that 38 (76%) of the respondents agreed on the item that “I acquired the ability to appreciate different viewpoints” while 04 (08%) of them were neutral about that item as compared to 08 (16%) of them who disagreed on that item. This item was rated well as confirmed by the high mean value of 3.94 and the StdDev of 1.34 indicated that there was disparity in scoring of that item. Table 4.17 also reveals that 48 (96%) of the respondents agreed that the ability to appreciate different viewpoints was required at their current jobs as teachers while only 02 (04%) of them disagreed on that statement. The high mean value of 4.62 and StdDev of 0.69 confirmed the good rating of this item.

Table 4.17 shows that 40 (80%) of the respondents agreed on the item that, “I understand systems and values in society” while 02 (04%) of them were neutral on that item as compared to 08 (16%) of them who disagreed on that same item. This was good rating of the item also confirmed by the high mean value of 3.98 while the StdDev of 1.37 indicates that there was disparity in scoring of the item. Table 4.12 similarly shows that 46 (92%) of the respondents agreed that understanding systems and values in society was required for them to do their current jobs as teachers while 03 (06%) of them were neutral on that statement as compared to 01 (02%)

of them who disagreed on that same item. The good rating of this item was confirmed by the high mean value of 4.54 and the StdDev of 0.78.

For the item that, “I acquired leadership skills during my studies at university” table 4.17 shows that 23 (46%) of the respondents agreed on that item while 03 (06%) of them was neutral on that item as compared to 24 (48%) of them who disagreed on that same item. This was poor rating of the item also confirmed by the low mean value of 3.32 and the StdDev of 1.54 indicates disparity in scores. Table 4.17 also shows that 40 (80%) of the respondents agreed that leadership skills were required for them as teachers to do their work while 03 (06%) of them were neutral on that item as compared to 07 (14%) of them who disagreed on that item. This item was rated well and this was also confirmed by the high mean value of 4.20 and the StdDev of 1.12 indicated disparity in scoring of the item.

On the item that, “I acquired that ability to take responsibility”, Table 4.17 shows that 47 (94%) of the respondents agreed on that statement while 01 (02%) of them was neutral on that item as compared to 02 (04%) of them who disagreed on that same item. This was ver good rating of the item also confirmed by the high mean value of 4.42 and the StdDev of 0.84 indicated that there was disparity in scoring of the item. Table 4.17 also shows that 39 (78%) of the respondents agreed on the statement that the ability to take responsibility was required for them as teachers while 04 (08%) of them who were neutral on that statement as compared to 07 (14%) of them who disagreed on that item. The good rating of this item was also confirmed by the high mean value of 4.24 and the StdDev of 1.09 congruent to disparity in scoring this item

About the item on “I acquired the ability to have initiative”, Table 4.17 shows that 41 (82%) of the respondents agreed that they had acquired more ability to have initiative during their studies at university while 08 (16%) of them were neutral on that statement as compared to 01 (02%) of

them who disagreed on that item. This was very good rating of the item also supported by the high mean value of 4.28 and the StdDev of 0.80 indicated that there was disparity in scoring the item. Table 4.17 also shows that 43 (96%) of the respondents agreed that they required to have initiative as teachers in their current jobs while 05 (10%) of them were neutral about that item as compared to 02 (04%) of them who disagreed on that statement. The high mean value of 4.42 and the StdDev of 0.90 confirmed the good rating of this item.

Concerning the item on 'loyalty and integrity', Table 4.17 shows that 40 (80%) of the respondents agreed that they acquired loyalty and integrity during their studies at university while 03 (06%) of them were neutral on that item as compared to 07 (14%) of them who disagreed on that same item. The good rating of this item was confirmed by the high mean value of 4.02 and the StdDev of 1.31 indicated that there was disparity in scoring the item. Table 4.17 also reveals that 44 (88%) of the respondents agreed that they required to have loyalty and integrity as teachers in their current jobs while 04 (08%) of them was neutral on that statement as compared to 02 (04%) of them who disagreed on that item. The high mean value of 4.30 and the StdDev 0.93 confirmed the good rating of the item.

For the item about "Ability to present ideas, products or reports", Table 4.17 shows that 40 (80%) of the respondents agreed on that item while 03 (06%) of them were neutral about that item as compared to 07 (14%) of them who disagreed on that item. This was good rating of that item also supported by the high mean value of 4.08 and the StdDev of 1.14 confirmed the disparity in scoring this item. Table 4.17 also shows that 45 (90%) of the respondents agreed that they required to have the ability to present ideas, products and reports as teachers in their current jobs while 02 (04%) of them were neutral on that statement as compared to 03 (06%) of them

who disagreed on that statement. The good rating of the item was also confirmed by the high mean value of 4.50 and StdDev of 0.82.

Table 4.17 shows that 38 (76%) of the respondents agreed on the item about “planning, coordination and execution of duties while 09 (18%) of them were neutral about that item as compared to 03 (06%) of them who disagreed on that item. The good rating of this item was also supported by the high mean value of 4.16 and the StdDev of 1.05 indicates that there was disparity in scoring of the item. Table 4.17 also reveals that 47 (94%) of the respondents agreed that they required to have the ability to plan, coordinate and execute duties as teachers in their current jobs while 01 (02%) of them were neutral on that statement as compared to 02 (04%) of them who disagreed on that statement. The good rating of this item was confirmed by the high mean value of 4.50 and StdDev of 0.88.

For the item about “The ability to document ideas and information”, Table 4.17 shows that 44 (88%) of the respondents agreed on that item while 02 (04%) of them were neutral on that item as compared to 04 (08%) of them who disagreed on that item. The good rating of this item was supported by the high mean value of 4.28 and the StdDev of 1.06 indicates the disparity in scoring of the item. Table 4.17 shows that 38 (76%) of the respondents agreed on the statement that the ability to document ideas and information was required for them as teachers while 07 (14%) of them was neutral about that item as compared to 05 (10%) of them who disagreed on that same statement. The high mean value of 4.10 and StdDev of 1.11 confirm the good rating of the item and the disparity in scoring of the item respectively.

Table 4.17 shows that 42 (84%) of the respondents agreed on the item concerning ‘ability to write reports, memos and documents’ while 03 (06%) of them were neutral on that item as compared to 05 (10%) of them disagreed on that item. This item was rated well and this was

confirmed by the high mean value of 4.32 and the StdDev of 1.15 indicates that there was disparity in scoring of this item. Table 4.17 also shows that 49 (98%) of the respondents agreed that they required to have the ability to write reports, memos and documents in their current jobs as teachers while only 01 (02%) of them who disagreed on that item. This was very good rating of the item also supported by the high mean value of 4.66 and the StdDev of 0.68.

Finally, Table 4.17 shows that 40 (80%) of the respondents agreed on the item about “Continuous learning ability”, while 08 (16%) of them were neutral on that item as compared to 02 (04%) of them who disagreed on that item. The good rating of this item was also confirmed by the high mean value of 4.28 and the StdDev of 0.94 indicates that there was disparity in scoring this item. Table 4.17 also reveals that 48 (96%) of them agreed that they required to have the ability to continuously learn while 02 (04%) of them were neutral on that item as compared to 01 (02%) of them who disagreed on that item. The high mean value of 4.62 and the StdDev of 0.72 confirm the good rating of this item

However, the average index was computed in order to establish the overall view on how the respondents rated acquisition of job-related competences among graduate teachers from KYU and UMU and on the required job related competences by the employers of the graduate teachers. The pertinent descriptive statistics were presented in Tables 4.18 and 4.19 below respectively:

Table 4.18: Rating of Acquisition of job related competences

		Statistic	Std. Error
JRCA	Mean	3.8075	.08654
	95% Confidence Interval Lower Bound	3.6336	
	for Mean		
	Upper Bound	3.9814	
	5% Trimmed Mean	3.8302	
	Median	3.6250	
	Variance	.374	
	Std. Deviation	.61190	
	Minimum	2.50	
	Maximum	4.59	
	Range	2.09	
Kurtosis	-.959	.662	

Table 4.18 shows that average index of 3.80 and StdDev 0.61 confirm that the overall rating of acquisition of job related competences was good. The high mean value of 3.80 and StdDev 0.61 imply that most respondents expresses agreement on acquisition of most of the job related competences. Table 4.18 also confirms that there was disparity in scoring of the items on acquisition of the job related competences and the disparity is confirmed by the minimum of 2.50 and the maximum scores of 4.59. The disparity in scoring of the acquisition of job related competences was also confirmed by the Histogram in Figure below:

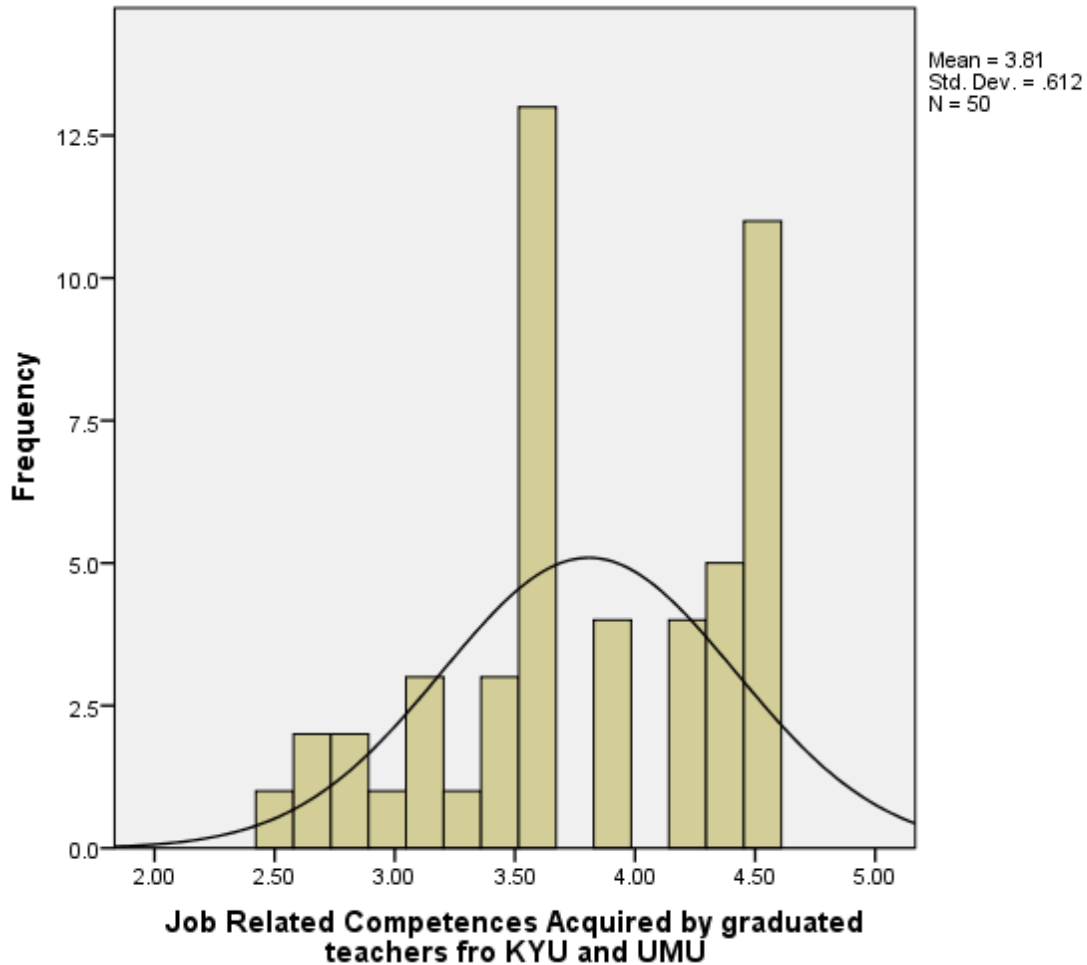


Fig 6: Histogram showing the distribution of the rating of acquired job related competences among graduate teachers from KYU and UMU

4.4.2 Qualitative data analysis on acquired job related competences among graduate teachers

The qualitative data obtained on the job related competences acquired by the graduate teachers from KYU and UMU also supported the normal distribution of the rating of the variable. For example, the responses on the item that "In your view are all the acquired competences relevant for the teachers' jobs in your school?", were as follows:

"They are applicable in different school activities and situations"; "The competences apply in different settings"; "Good schools exploit all that teachers have in terms of

competences”; “They may not apply in one teachers role but relevant in another setting and role”

However, there were no negative responses obtained on this item which affirms that all the competences that the graduate teachers had acquired were relevant in school settings

In order to get an overall view on how the respondents rated required job related competences among graduate teachers from KU and UMU, and average index was computed using all the items used to measure the variable with the help of SPSS. The pertinent statistics on the average index was presented in Table 4.19 below:

Table 4.19 Rating of required job related competences

	Statistic	Std. Error
Mean	4.2065	.06347
95% Confidence Interval		
Lower Bound	4.0789	
for Mean		
Upper Bound	4.3340	
5% Trimmed Mean	4.2251	
Median	4.3710	
Std. Deviation	.44883	
Minimum	3.19	
Maximum	4.77	
Range	1.58	
Kurtosis	-.852	.662

Table 4.19 shows that average index of 4.20 and StdDev 0.45 confirm that the overall rating of acquisition of job related competences was good. The high mean value of 4.20 and StdDev0.45 imply that most respondents expresses agreement on acquisition of most of the job related competences. Table 4.19 also confirms that there was disparity in scoring of the items on

acquisition of the job related competences and the disparity is confirmed by the minimum of 3.19 and the maximum scores of 4.77. The disparity in scoring of the acquisition of job related competences was also confirmed by the Histogram in Figure below:

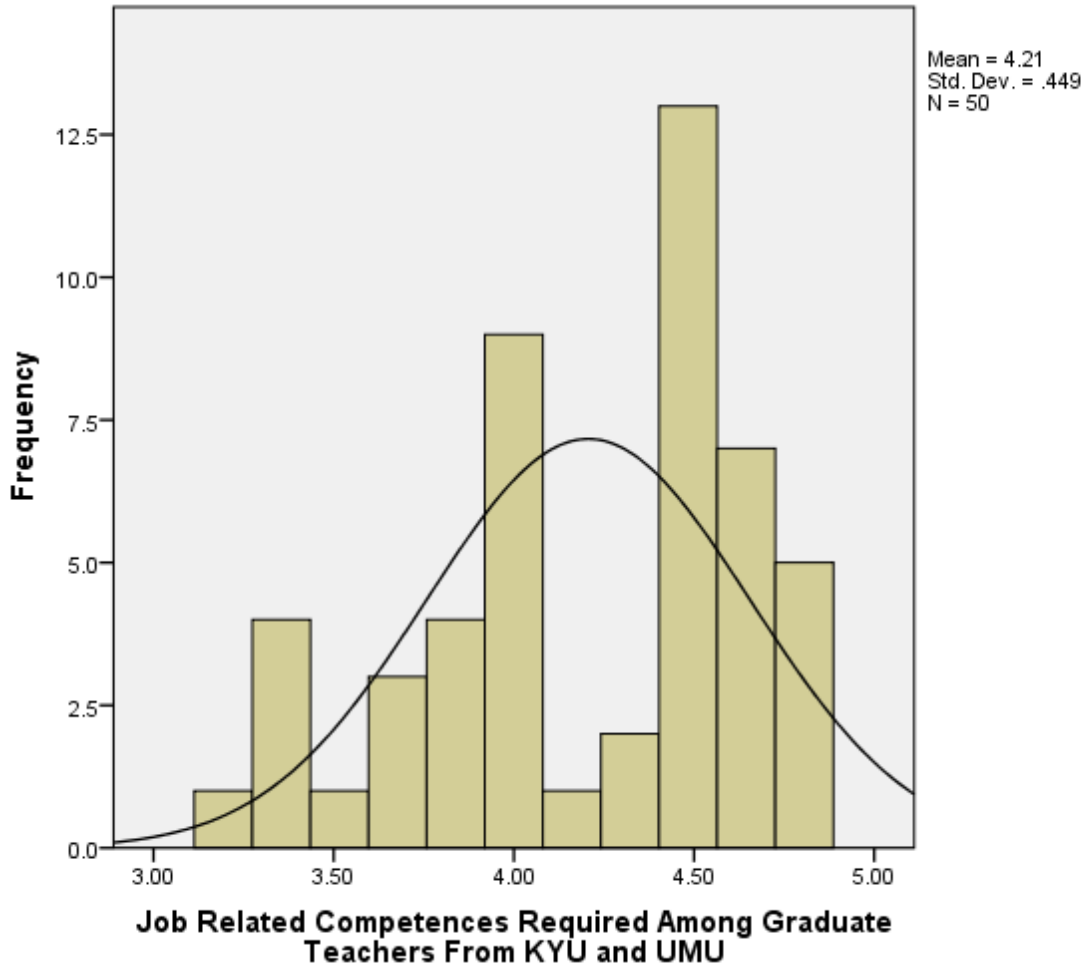


Fig 7: Histogram showing the distribution of the rating of required job related competences among graduate teachers from KYU and UMU.

4.4.3 Qualitative data analysis on required job related competences

The qualitative data obtained from the key informants during the interviews also supported the normal distribution of respondents rating of requires competences among graduate teachers from KYU and UMU. For instance, the responses to the item that “In your view what are the key aspects that you would recommend to be considered when teachers are being recruited”, were as follows:

“They should have the competence in delivery strategies in their areas of specialization”;
“Selecting instructional content”; “Setting criteria for success”; “demonstration of practical application of knowledge being taught”; Evaluation of learners”; “provision of remedial opportunities for learners”; “Classroom management”; “Setting rules and procedures”; “Proactive classroom management”; “Effective classroom instruction”; “Behaviour reduction”; “Personal competences or soft skills”; “Encouraging love for learning”; “effective communication”; “interpersonal skills”; “Adaptability”; “Cultural sensitivity”; “Embedding and encouraging higher order thinking along with teaching foundation skills”; “Having a positive regard for students”

4.4.4.: Important aspects employers considered when recruiting teachers

The dependent variable (DV), namely, graduate teachers job-related competences had two sub scales. The second sub-scale of the graduate teachers’ job-related competences was measured using 11 items. The respondents rated the variable using a five-point Likert scale ranging from 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree to 5 = Strongly agree. Table 4.20 shows the pertinent frequencies and means:

Table 4.20: Distribution of respondents rating of the graduate teachers' job related competence

important aspects my employer considered in recruiting me	Percentage Response (%)					Mean	Std Dev
	SA (5)	A (4)	NS (3)	D (2)	SD (1)		
Study program	36% (18)	20% (10)	20% (10)	16% (8)	08% (4)	3.6	1.3
Area or subject of Specialization	16% (08)	22% (11)	16% (08)	22% (11)	24% (12)	2.8	1.4
GPA/grades	04% (02)	18% (09)	02% (01)	26% (13)	50% (25)	2.0	1.3
Work experience while studying	22% (11)	30% (15)	08% (04)	24% (12)	16% (8)	3.2	1.4
Reputation of HEI	14% (07)	12% (06)	08% (04)	34% (17)	32% (16)	2.4	1.4
Attachment experience (for work or internship)	08% (4)	16% (08)	32% (16)	42% (21)	02% (01)	2.7	1.0
Effective communication	38% (19)	26% (13)	10% (5)	18% (9)	08% (4)	3.7	1.4
Proficiency in other international languages	22% (11)	22% (11)	10% (05)	28% (14)	18% (09)	3.0	1.5
Computer literacy	38% (19)	20% (10)	08% (04)	20% (10)	14% (07)	3.5	1.5
Third party's recommendation	22% (11)	40% (20)	14% (07)	20% (10)	04% (02)	3.6	1.2
Personality	32% (16)	28% (14)	10% (05)	20% (10)	10% (05)	3.5	1.4
Average						3.1	0.61

Source: primary data

Results from Table 4.20 above revealed that 38 (76%) of the respondents agreed on the item that “their study program was one of the major factors their employers considered while recruiting them for the job”, while 10 (20%) of the respondents were undecided on that item as compared to 12 (24%) of the respondents disagreed with the statement. The high mean value of 3.6 and StdDev of 1.3 support the finding that though the majority of the respondents expressed the view that their employers considered their study program as one of the key factors when recruiting them some did not agree on that statement. Table 4.20 also shows that 19 (38%) of the respondents agreed on the item that “their area of specialization was much considered while recruiting them at their current jobs”, while 08 (16%) of the respondents were undecided on that same item in comparison to 23 (46%) of them who disagreed on that item. The average mean value of 2.8 and the StdDev of 1.4 confirmed that an average number of the respondents accepted that their area or subject of specialization was much considered while recruiting them at their current jobs, while the rest disagreed.

Table 4.20 shows that the majority 11 (22%) of the respondents agreed on the item that “their GPA/grades were considered as a major factor during their recruitment for their current jobs, while 01 (02%) of them was undecided as compared to 38 (76%) of respondents who disagreed that GPA was not considered while recruiting them at their current jobs. The mean value of 3.2 and StdDev of 1.3 also confirmed that the an average number of respondents accepted that their GPA were among factors considered when they were recruited in their current jobs while the rest did not.

Table 4.20 reveals that 26 (52%) respondents agreed on the item that “work experience while studying was considered when they were being recruited to their current jobs, while 04 (08%) respondents were undecided on that item as compared to 30 (60%) of them who disagreed with

that statement. The average mean value of 3.2 and StdDev of 1.4 support the finding indicating that most of the respondents disagreed on the item that their work experience was one of the factors considered when recruiting them in their current jobs though some of them were positive about this statement..

Concerning the item that “Reputation of HEI was considered while recruiting them at their current jobs”, Table 4.20 shows that the majority 13 (26%) of the respondents disagreed on that item, while 04 (08%) of them were undecided on that statement as compared to 33 (66%) of them who disagreed with that item. The low mean value of 2.4 and StdDev of 1.4 corresponds to most respondents expressing that the reputation of the HEI they trained for was not considered as a factor when recruiting them to their current jobs though some of them agreed on that item.

Table 4.20 shows that 33 (66%) of the respondents disagreed on the item that “attachment for experience during internship was considered while recruiting them at their current jobs, while 16 (32%) of them were undecided on that item as compared 12 (24%) of them who agreed with the statement. The low mean value of 2.9 and StdDev of 1.0 confirmed that most of the respondents did not find attachment during internship for experience as one of the factors considered while recruiting them to their current jobs while the minority agreed on that statement.

Furthermore, Table 4.20 above shows that majority 32 (64%) of the respondents agreed on the item that “effective communication was considered while recruiting them at their current jobs”, while 05 (10%) of them were undecided on that item as compared to 13 (26%) of them who disagreed with the statement. The high mean value of 3.7 and StdDev of 1.4 confirm the finding congruent to the majority of the respondents accepting that effective communication was one of the factors considered while recruiting them at their current jobs though there was a minority that disagreed on the same statement.

Additionally Table 4.20 reveals that 22 (44%) of the respondents agreed on the item that “proficiency in other international languages was considered while recruiting them at their current jobs”, while 05 (10%) of the respondents were undecided on that item as compared to 23 (46%) of them who disagreed on that item. The mean value of 3.0 and the StdDev of 1.5 indicate that there was disparity in scoring the item whereby an average number of respondents accepted that proficiency in other international language was considered while recruiting them in their current jobs while the others disagreed on that item.

Table 4.20 also indicates that the 29 (58%) of the respondents agreed on the item that “computer literacy was among the factors that were considered while recruiting them at their current jobs”, while the minority 04 (08%) of them were undecided on that item as compared to the 17 (34%) of them who disagreed with the statement. The mean value of 3.5 and StdDev of 1.5 confirmed that the item had good rating though with disparity whereby some respondents agreed on it while others disagreed.

Furthermore, Table 4.20 reveals that 31 (62%) respondents agreed that third party’s recommendation was among the factors that were considered while recruiting them at their current jobs, 07 (14%) were undecided and 12 (24%) of them disagreed with that statement. The high mean value of 3.6 and StdDev of 1.2 confirm the good rating of the item and the disparity in scoring of the item. Finally, Table 4.20 shows that 30 (60%) of the respondents agreed that their personality was considered when being recruited at their jobs, 05 (10%) were undecided and 15 (30%) of them disagreed on that item. The high mean value of 3.6 and StdDev 1.4 support to the good rating of the item imply that third party’s recommendation and personality are key factors considered while recruiting them as employees.

In order to get an overall view on how the respondents rated the acquisition of job related competences among graduate teachers, an average index was computed with the help of SPSS.

The descriptive statistics were presented in Table 4.21 below:

Table 4.21: Rating of perceived job related competences in KYU and UMU

	Statistic	Std. Error
Mean	3.1055	.08639
95% Confidence Interval Lower Bound for Mean	2.9318	
Upper Bound	3.2791	
5% Trimmed Mean	3.1091	
Median	3.2273	
Std. Deviation	.61090	
Minimum	1.82	
Maximum	4.09	
Range	2.27	
Kurtosis	-1.188	.662

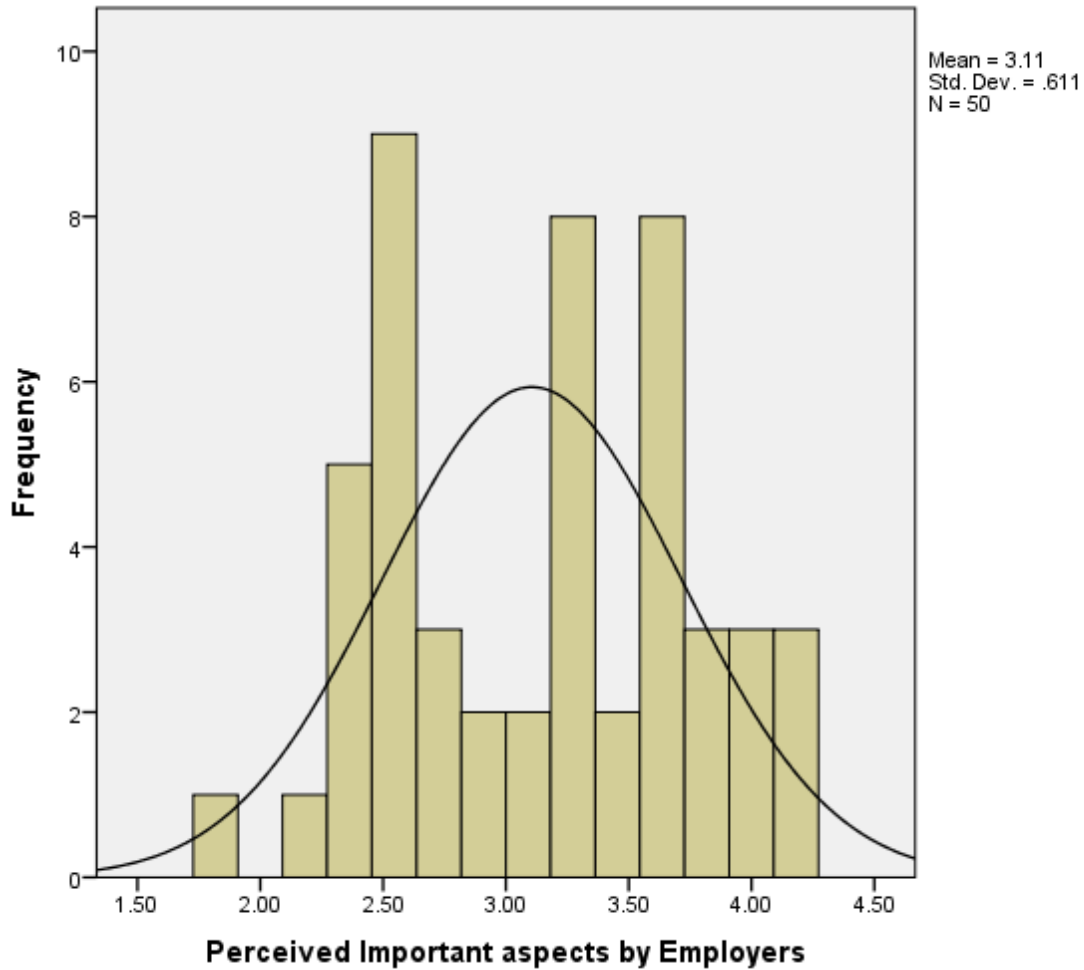


Fig 8: Histogram showing the distribution of the rating of perceived important aspects

4.4.5 Qualitative findings on the most important aspects my employer considered in recruiting me for the job I do today.

The statement given below provide the qualitative highlights on the most important aspects my employer considered in recruiting me for the job they do today as were presented by some of the respondents interviewed during the study for instance, one key informant said;

“we so much consider Study program when we are recruiting because we recruit people with relevant academic qualifications to our company”.

To further affirm the findings was an interviewee who observed that:

“Effective communication is also a major consideration; we need someone who can easily communicate to our customers”.

4.4.6 Observation on teachers’ job related competences

In order to compare the findings obtained from the quantitative data obtained from the graduate teachers, the results from the observation checklists were also based on. The findings from the observation checklist were summarized and presented in Table 4.22 below:

Table 4.22: Summary of findings from observation checklists on teachers’ job related competences

Instructional Planning		Frequencies/ Percents	
S/no	Item	Yes	No
OB.1.1	Class is started quickly and effectively.	17 (34%)	33 (66%)
OB.1.2	Objectives are well defined and stated.	36 (78%)	11 (22%)
OB.1.3	Equipment is ready and sufficient for maximized learning.	23 (46%)	27 (54%)
OB.1.4	Lesson is sequential and developmentally appropriate.	31(62%)	19 (38%)
OB.1.5	Environment is safe and conducive to learning.	42 (84%)	08 (16%)
OB.1.6	Written and well developed lesson plans are provided.	27 (54%)	23 (46%)
OB.1.7	Materials are ready	26 (52%)	24 (48%)
Instructional presentation			
OB.2.1	Clear and straight forward directions are given.	44 (88%)	06 (12%)

OB.2.2	Critical thinking and problem solving are encouraged.	36 (72%)	14 (28%)
OB.2.3	Relevant examples and brief demonstrations are offered.	39 (78%)	11 (22%)
OB.2.4	Practical time is provided; assistance offered as needed	26 (52%)	24 (48%)
OB.2.5	Appropriate lesson pace and smooth transitions are evident.	43 (86%)	07 (14%)
OB.2.6	Skill correction, as well as encouraging feedback offered.	32 (64%)	18 (36%)
OB.2.7	Students are actively learning and participating.	23 (46%)	27 (54%)
OB.2.8	Assessment occurs and is based on lesson objectives	26 (52%)	24 (48%)
OB.2.9	Lesson closure occurs and relates to class objectives.	41 (82%)	09 (18%)
	Student Management		
OB.3.1	Rules of conduct and routine procedures are evident.	36 (72%)	14 (28%)
OB.3.2	Instructional opportunities are adapted to diverse learners.	23 (46%)	27 (54%)
OB.3.3	All students are treated in a fair and equitable manner	42 (84%)	08 (16%)
OB.3.4	Social skills are developed through the physical activities.	08 (16%)	42 (84%)
OB.3.5	Student behavior is monitored and corrected as necessary	37 (74%)	13 (26%)
	Assessment of students' work		
OB.4.1	Students' understanding is assessed throughout the lesson using teacher questions	47 (94%)	03 (06%)
OB.4.2	Mistakes and misconceptions are recognized and used	38 (76%)	12 (24%)

	constructively to facilitate learning		
OB.4.3	Students work is assessed regularly and accurately	44 (88%)	06 (12%)
	Homework follow-up		
OB.5.1	Homework is appropriate	24 (48%)	26 (52%)
OB.5.2	Homework is followed up if it set previously	27 (54%)	23 (46%)
	Medium of instruction		
OB.6.1	The teacher integrated ICT device in the lesson	04 (08%)	46(92%)
OB.6.2	The instructional materials used to capture interest of the students	39 (78%)	11 (22%)

4.4.6.1 Instructional planning

On the item that “Class is started quickly and effectively”, Table 4.22 shows that 17 (34%) of the respondents agreed on it while the majority 33 (66%) disagreed on that same item. Concerning the item about “Objectives are well defined and stated”, Table 4.22 reveals that 36 (78%) of the respondents agreed on it as compared to 11 (22%) of them who disagreed.

Regarding the item that “Equipment is ready and sufficient for maximized learning”, Table 4.22 indicates that 23 (46%) of the respondents disagreed on that agreed on that item as compared to 27 (54%) of them who disagreed on it.

For the item that “Lesson is sequential and developmentally appropriate”, table 4.22 shows that 31(62%) of the respondents agreed on it while 19 (38%) of them disagreed on that item. From Table 4.22 on the item that, “Environment is safe and conducive to learning”, 42 (84%) of

the respondents accepted on it by expressing yes as compared to 08 (16%) of them who expressed no to that item. In respect to the item “Written and well developed lesson plans are provided”, Table 4.22 shows that 27 (54%) of the respondents agreed on it and expressed yes while 23 (46%) of them expressed no on that item. On the item that “Materials are ready, Table 4.22 reveals that 26 (52%) of the teachers expressed yes as compared to 24 (48%) of them who indicated no on that item.

4.4.6.2 Instructional presentation

Table 4.22 reveals that 44 (88%) of the respondents agreed on the item that “Clear and straight forward directions are given as compared to 6 (12%) of them who expressed disagreement on that same item. On the item that “Critical thinking and problem solving are encourage”, table 4.22 shows that 36 (72%) of the respondents expressed yes in agreement on that item as compared to 14 (28%) of them who expressed no on that item.

Table 4.22 reveals that 39 (78%) of the respondents expressed yes in agreement on the item that “Relevant examples and brief demonstrations are offered”, while 11 (22%) of them expressed no in disagreement on that statement. Concerning the item that “Practical time is provided; assistance offered as needed”, table 4.22 shows that 26 (52%) of the respondents expressed yes in agreement with that item while 24 (48%) of them expressed no in disagreement on that item.

Table 4.22 shows that 43 (46%) of the respondents expressed yes in agreement on the item that “Appropriate lesson pace and smooth transitions are evident”, whereas 7 (14%) of them expressed no in disagreement on that same item.

On the item that, “Skill correction, as well as encouraging feedback is offered”, Table 4.22 reveals that 32 (64%) of the respondents expressed yes in agreement on it as compared to 18 (36%) of them who expressed no on that item in disagreement.

For the item that “Students are often actively learn and participating”, Table 4.22 indicates that 23 (46%) of the respondents expressed yes in agreement on that item as compared to 27 (54%) of them who expressed no in disagreement with that item.

On the item that “Assessment occurs and is based on lesson objectives”, Table 4.22 shows that 26 (52%) of the respondents expressed yes in agreement on that item as compared to 24 (48%) of them who expressed no in disagreement on that statement.

For the item that “Lesson closure occurs and relates to class objectives”, Table 4.1 (82%) of them expressed yes in agreement on that item as compared to 9 (18%) of them who expressed no in disagreement with that statement.

4.4.6.3 Student’s management

On the item that “Rules of conduct and routine procedures are evident”, Table 4.22 reveals that 36 (72%) of the respondents were observed to be compliant on this item as compared to 14 (28%) who were observed not to be compliant on this item.

In respect to “Instructional opportunities are adapted to diverse learners”, Table 4.22 shows that 23 (46%) of the respondents were observed to be use instructional opportunities adapted to diverse learners as compared to 27 (54%) of them who were observed not to use them.

About the observation that “All students are treated in a fair and equitable manner”, Table 4.22 shows that 42 (84%) of the respondents were observed to be doing so while 8 (16%) were observed not to do so

In respect to the item that “Social skills are developed through the physical activities 2 Table 4.22 indicates that 8 (16%) of the respondents were observed to be doing it while 42 (82%) were observed not to do it. Table 4.22 shows that 37 (74%) of the respondents were observed to be

compliant on the item that “Student behavior is monitored and corrected as necessary”, while 13 (26%) of them were found not to be compliant on that observation.

4.4.6.4 Assessment of students of students work

In respect to “Students’ understanding is assessed throughout the lesson using teacher questions”, Table 4.22 shows that 47 (94%) of the respondents were observed to be doing it while 3 (6%) of them were observed not to be doing it.

For the item that “Mistakes and misconceptions are recognized and used constructively to facilitate learning”, Table 4.22 shows that 38 (76%) of the respondents were observed and found to be compliant on that item as compared to 12 (24%) of them who were observed not to be compliant on that item. On the item that “Students work is assessed regularly and accurately”, Table 4.22 shows that 44 (88%) of the respondents were observed to be consistently doing it while 6 (12%) of them were observed not to be doing it.

4.4.6.5 Homework follow-up is made

On the item that “Homework is appropriate”, Table 4.22 shows that 24 (48%) of the respondents were observed to have done so while 26 (52%) of them were observed not to have done so. For the item that “Homework is followed up if it set previously”, Table 4.22 shows that 27 (54%) of them were observed to be compliant with this item as compared to 23 (46%) of them who were observed not to be compliant on that item

4.4.6.6 Medium of instruction

Table 4.22 shows that 04 (8%) of the respondents were observed to be compliant on the item that “The teacher integrated ICT device in the lesson”, as compared to 46 (92%) of them who were observed not to be compliant on that item at all.

Finally, Table 4.22 shows that 39 (78%) of the respondents were observed to be compliant on the item that “The instructional materials used to capture interest of the students”, as compared to 11 (22%) of them who were observed not to be compliant on that item.

4.5 Testing Hypotheses: Bivariate Level

The three hypotheses were tested to find out whether the graduate teachers job-related competences (TJC) correlated with each of the three independent variables, namely; BED Curricular (BEDC), Teaching Methodology (TM) and Professional Practice (PP) using SPSS. The pertinent correlation matrices were generated and the statistics presented in them:

BED curricula at KYU and UMU and the graduate teachers’ content mastery in the subject areas.

To establish whether there was a correlation between BED Curricular KYU and UMU and the graduate teachers’ content mastery, a correlation analysis was carried out. The results were presented in Table 4.23 below:

Table 4.23: Correlation between BED Curricular and graduate teachers content mastery

		BEDC	GTCM
	Pearson’s Correlation	1	0.074
BEDC	Sig. (2-tailed)		0.453
	N	50	50

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

Table 4.23 reveals that PLCC ($r = - 0.074$) between BED Curricular and graduate teachers content mastery suggested a positive linear correlation between BED curricular and content mastery in the areas of specialization among graduate teachers of KYU and UMU. However, it’s observed significance value ($p = 0.453$) was greater than the popular significance value ($p = 0.05$), indicating an insignificant positive correlation at the 5% level. However, this hypothesis

has only been tested at the preliminary level pending the more powerful confirmatory test at the multivariate level using regression analysis, handled in the proceeding section.

Linear Regression Model for Prediction of content mastery among graduate teachers

At the confirmatory level, to ascertain whether the BED Curricular predicted content mastery among the graduate teachers of KYU and UMU, the dependent variable namely, content mastery in the areas of specialization among graduate teachers of KYU and UMU was regressed on the independent variable, the BED Curricular. The results are represented Table 4.24.

Table 4.24: Regression of content mastery on BED Curricular of KYU and UMU

Model	Standardized (β)	Significance (p)
Talent retention strategies	-.072	.506

Adjusted $R^2 = 0.011$

$F = .513, p = 0.477$

a. Dependent Variable: Content mastery in areas of specialization among graduate teachers

The study findings in Table 4.24 show that, the BED curricular accounted for 11% of the variation in content mastery in the areas of specialization among the graduate teachers of KYU and UMU (adjusted $R^2 = 0.011$). This means that 89% was accounted for by other factors not considered in this model. The regression model was significant ($F = .513, p = 0.477 > 0.05$). These results showed that the BED curricular of KYU and UMU ($\beta = -.072, p = .506$) were insignificant in predicting the mastery of content in the areas of specialization among graduate teachers of KYU and UMU. Therefore the hypothesis that the BED Curricular of KYU and UMU had a significant relationship with content mastery in the areas of specialization among graduate teachers of KYU and UMU was rejected.

Correlation between Teachings Methodology and acquisition of pedagogical competencies among graduate teachers

To establish whether there was a correlation between Teaching Methodology at KYU and UMU and acquisition of pedagogical competences among graduate teachers, a correlation analysis was conducted and the pertinent statistics were presented in Table 4.25 below:

Table 4.25: Correlation between Teachings Methodology and acquisition of pedagogical competencies among graduate teachers

		TM	PC
TM	Pearson's Correlation	1	0.484**
	Sig. (2-tailed)		.000
	N	243	243

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

The results in Table 4.25 show that the PLCC ($r = 0.484$) between teaching methodology and graduate teachers acquisition of pedagogical competences suggested a positive linear correlation between teaching methodology and the acquisition of job-related competences. The observed significance value ($p = 0.000$) was less than the popular significance value ($p = 0.05$) confirming a significant positive correlation at the 5% level. However, this hypothesis has only been tested at the preliminary level pending the more powerful confirmatory test at the multivariate level using regression analysis, handled in the proceeding section.

Linear Regression Model for Prediction of acquisition of pedagogical competences

At the confirmatory level, to ascertain whether teaching methodology predicted the acquisition of pedagogical competences among graduate teachers of KYU and UMU, the dependent variable

namely, acquisition of pedagogical competences was regressed on the independent variable, teaching methodology. The results are represented in Table 4.26 below:

Table 4.26: Regression of acquisition of pedagogical competence on teaching methodology

Model	Standardized (β)	Significance (p)
Talent retention strategies	.940	.000
Adjusted $R^2 = 0.381$		
$F = 29.538, p = 0.000$		

a. Dependent Variable: Pedagogical competences

The study findings in Table 4.26 show that, teaching methodology accounted for 38.1% of the variation in lecture room management (adjusted $R^2 = 0.381$). This means that 61.9% was accounted for by other factors not considered in this model. The regression model was significant ($F = 29.538, p = 0.000 < 0.05$). These results showed that teaching methodology at KYU and UMU ($\beta = .940, p = .000$) was significant in predicting the pedagogical competences among the graduate teachers of KYU and UMU. Therefore the hypothesis that teaching methodology at KYU and UMU had a positive relationship with the acquisition of pedagogical competences among the graduate teachers of KYU and UMU was accepted.

Professional practice and acquisition of virtues

To establish whether there was a relationship between professional practice at KYU and UMU and the acquisition of virtues among the graduate teachers of KYU and UMU, a correlation analysis was carried out and the results presented in Table 4.27 below:

Table 4.27: Correlation between professional practice and acquisition of virtues

		PP	VIR
	Pearson's Correlation	1	0.506**
PP	Sig. (2-tailed)		0.000
	N	243	243

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

Table 4.27 further reveals that PLCC ($r = 0.506$) between professional practice and acquisition of virtues among graduate teachers from KYU and UMU suggested a positive linear correlation between the two variables. The observed significance value ($p = 0.000$) was far lower than the popular significance value ($p = 0.05$) confirming a significant positive correlation at the 5% level. However, this hypothesis has only been tested at the preliminary level pending the more powerful confirmatory test at the multivariate level using regression analysis, handled in the proceeding section.

Linear Regression Model for Prediction of acquisition of virtues among graduate teachers

At the confirmatory level, to ascertain whether professional practice at KYU and UMU predicted the dependent variable namely, acquisition of virtues among graduate teachers of KYU and UMU was regressed on the independent variable, professional practice. The results are presented Table 4.28.

Table 4.28: Regression of acquisition of virtues on professional practices at KYU and UMU

Model	Standardized (β)	Significance (p)
Talent retention strategies	.139	.142
Adjusted $R^2 = 0.476$		
$F = 43.550, p = 0.000$		

a. Dependent Variable: Acquisition of virtues among graduate teachers of KYU and UMU

The study findings in Table 4.28 show that, professional practice at KYU and UMU accounted for 47.6% of the variation in instructional strategies (adjusted $R^2 = 0.476$). This means that 52.4% was accounted for by other factors not considered in this model. The regression model was significant ($F = 43.55$, $p = 0.00 > 0.05$). These results showed that professional practice ($\beta = .139$, $p = .142$) was insignificant in predicting the acquisition of virtues among the graduate teachers of KYU and UMU. Therefore the hypothesis that professional practice at KYU and UMU had a positive relationship was rejected.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, discussion, conclusions and recommendation based on the specific objectives of the study. The chapter is divided into five sections. The first section is introduction, the second section presents the summary of the findings and the third section presents the respective discussions, fourth and fifth section presents the conclusions and recommendations respectively

5.1 Summary of the findings

The purpose of the study was to establish the influence of teaching practices on the acquisition of job related competencies among graduate teachers from KYU and UMU. Presented here is the summary of the findings according to the objectives of the research. This was based on the findings from both questionnaires and face to face interviews with key informants from Kyambogo and Uganda Martyrs Universities.

The results from the regression analysis establish that the BED curricular and Professional practice at KYU and UMU had insignificant relationships with the acquisition of job related competences among graduate teachers from KYU and UMU. According to the regression analysis, the BED curricular and Professional practice were not predictors of acquisition of job related competences among graduate teachers from KYU and UMU and therefore had insignificant influence on the acquisition of job related competences. The results from the regression analysis further revealed that teaching methodology at KYU and UMU had a significant relationship with acquisition of job related competences among graduate teachers from KYU and UMU.

The results from the qualitative data obtained through the interviews with key informants and the observation guide were consistent with the results from the quantitative data. The broad themes emerging on the BED curricular at KYU and UMU, teaching methodology and Professional practice in relation to acquisition of job related competences, were both positive and negative. This implied that some of the respondents indicated agreement that the BED curricular, teaching Methodology and Professional practice respectively accounted for acquisition of job related competences among graduate teachers while others disagreed on some items about that. The key informants provided mixed responses indicating that each of the independent variables, namely BED curricular, teaching methodology and Professional practice had both negative and positive impact in the acquisition of job related competences among the graduate teachers.

However, the discussions in this study will majorly rely on the quantitative findings for purposes of generalizability and the overall conclusions and recommendations will be guided by the findings established in this study using quantitative methods.

5.2 Discussion of findings

The purpose of this study was to examine the influence of teaching practices on the acquisition of job related competencies among graduate teachers from Kyambogo and Uganda Martyrs Universities, working in secondary schools in Wakiso District. The study had three research objectives and three research questions were framed and three corresponding hypotheses tested to answer the research objectives.

5.2.1 BED curricula at KYU and UMU and graduate teachers' content mastery in the subject areas

The first hypothesis in this study which stated that “The BED curricula at KYU and UMU significantly influence the graduate teachers' content mastery in the subject areas” was rejected. This is explained by the insignificant negative relationship between BED Curricular and acquisition of job related competences that was established according to the multi regression analysis. This finding was consistent with some earlier studies on these variables. For example, Rust, and Shulman (2005) established that successful student teaching experiences are those that provide for cognitive apprenticeships in which the university and school share common goals for the experience, model good practice, make teaching visible, support constructive feedback, and promote opportunities for reflection. In most cases little or no emphasis is put on consistent communication between schools and universities as it is expected to form and create the necessary foundation for good practices.

This interesting context is supported by Clift and Brady (2005) who argued that models such as professional development schools that foster greater dialogue between faculty and school partners can (but do not always) decrease the discrepancy between advocated practice and situated practice, increasing the congruence of messages between the school and university contexts and gain preparation skills and develop talent are often lacking in teacher training curricular.

The findings revealed that BED curricula enabled teachers become effective communicator the findings is also in agreement with Clift and Brady (2005) who noted that purported that teacher education pathways that feature increased communication between faculty and cooperating teachers also establish greater coherence between what is taught in methods and clinical experiences.

Similarly McAllister and Irvine (2000) established that limited teacher preparation can be partially explained by the lack of empirical knowledge on teacher education for multiple competencies settings, and this could be attributed to the inadequacies in curriculum design and development.

Equally some studies found that the efficiency of universities is not outputs evaluated within, but outcomes evaluated in the labour market as influenced by the curriculum of instruction (Rodman et al., 2013; Sum and Jessop, 2013; Martini and Fabbris, 2015). Similar findings indicate that, employers' expectations of graduates are often ignored when curricular are designed (Turhan and Akman, 2013; Cheng, 2014). Employability depends on both academic competencies got from them mastering content in their areas of specialization, e.g. literacy and numeracy, and transferable skills, e.g. Problem-solving and critical thinking (Winthrop, Bulloch, Bhatt and Wood, 2013).

García (2014) provided a detailed description of non-cognitive skills and suggested integrating these skills in education policy and curricula as an explicit pillar. Some studies established that employers emphasize the value of non-cognitive, generic skills such as creative thinking, decision-making, problem-solving and reasoning because they are more needed in the workplace for a lifetime of success in the knowledge economy (Tremblay et al., 2012; Kautz et al., 2014; Sum and Jessop, 2013; Velasco, 2014). For example, employers in the UK value generic skills higher than disciplinary or content mastery -based skills (Knight and Yorke, 2002).

Some studies emphasize that integrating pre-entry tests in the teacher training curricular is necessary to ensure that prospective teachers have a certain level of competencies, while others contend that these tests are unnecessary arguing that they do not sufficiently focus on practical teaching and that basic skills can be tested after the completion of formal preparation teacher

training (Porter, Young's, and Odden 2002; Schuler and Hell 2008). Researchers who support integrating pre-teacher training entry examinations in the curricular teacher training assert that they are necessary because a third of students entering teacher education tend to show a low level of motivation for teaching (Lipowsky 2003; Trapmann, Hell, and Schuler 2008).

Amid growing criticism regarding the utility of traditional undergraduate teacher education, Korthagen, Loughran, and Russell (2006) argued that attention must be given to the design and conception of teacher education programs. Zeichner and Conklin (2008) noted eight consistent features of teacher education programs, which include the admissions process, curriculum, field experiences, assessment, and data usage were not adequately articulated in some educational contexts with poor teacher training outcomes. Across these features, scholars advocate that teacher education programs must present a cohesive experience for In-service teachers (Darling-Hammond & Bransford, 2005). Essential to this coherence is the pairing of teacher education curricula and processes with strong clinical field experiences and university–school partnerships (Darling-Hammond, 2006; Grossman, Hammerness, McDonald, & Ronfeldt, 2008; Korthagen et al., 2006; Zeichner, 2010). Darling-Hammond (2006) described three critical components of exemplary programs: coherence and integration among and between coursework and clinical experiences, extensive and intensively supervised clinical work, and proactive relationships with schools.

Darling-Hammond, Hammerness, Grossman, Rust, and Shulman (2005) asserted that successful student teaching experiences are those that provide for cognitive apprenticeships in which the university and school share common goals for the experience, model good practice, make teaching visible, support constructive feedback, and promote opportunities for reflection. Consistent communication between schools and universities forms the necessary foundation for

these practices. In their of research on methods coursework and clinical experiences, Clift and Brady (2005) concluded that models such as professional development schools that foster greater dialogue between faculty and school partners ‘can (but do not always) decrease the discrepancy between advocated practice and situated practice, increasing the congruence of messages between the school and university contexts. Grossman et al. (2008) purported that teacher education pathways that feature increased communication between faculty and cooperating teachers also establish greater coherence between what is taught in methods and clinical experiences.

5.2.2 Teaching Methodology and the acquisition of pedagogical Competencies among graduate teachers

The second hypothesis in this study which stated that “There is a significant relationship between Teaching Methodology and acquisition of pedagogical competencies among graduates from KYU and UMU Universities” was accepted according to the multi regression analysis. This finding is consistent with other studies. For instance this finding is consistent with Bridgstock, (2009) who established that success of learning outcomes is attributed to the use of appropriate teaching methods. Research has found that HEI’s have increasingly embraced online education, and the number of students enrolled in distance programs is rapidly rising in colleges and universities with better learning outcomes (Bridgstock, 2009;Hoeckel, 2014; Jackson, 2014). Similarly, Conole (2010) found out that faculty in HEI’s gave higher ratings to online instructional strategies that create an environment that supports and encourages inquiry, broaden the learner’s experience of the subject matter, and elicit active and critical reflection by learners on their growing experience base.

However, research evidence confirms that significant gap separated preferred and actual online instructional practices (Gholami and Husu. 2010).

Job-related competencies in Teacher Education are context based, identification of competencies appropriate to the expected employment setting is necessary (Rothwell, 2013). Failure to tie the competency to the context of the work environment or provide sufficient specificity in describing the competency to support validity (Jones & Voorhees, 2002), and selecting competencies that serve the self-interest of those completing the instructional design are common pitfalls in teacher training (Rothwell, 2013).

Traditional learning is often referred to as teacher-centered learning while the blended learning that offers a mix of traditional learning and use of e-learning technologies is known as student-centered learning (Vonderwell, 2003). Due to the increased range of e-learning technologies, it's now rare for a course or programme not to be supported by one or more e-learning system. Student-centered learning has now caught the attention of Universities because no University can exist without students and students will be attracted by effective learning and quality of education. Moreover, effective learning has become the main objective in HEI's Teaching, Learning and Assessment Policy and Strategy (Holley and Oliver, 2010).

Lectures or traditional teaching methods are now described as passive because they discourage students from critically filtering information (Garrison & Vaughan). Having students with different learning preferences and styles necessitates using multiple modalities for teaching (Singh, 2003). The widespread use of digital technology has changed the face of education; HEI's have to comply with the growing expectations to help students survive in a technologically based world. Integrating technology with face-to-face instruction can reinforce both an interactive learning environment and provide meaningful learning outcomes (Rooney, 2003;

Garrison & Kanuka, 2004). Blended learning is versatile, so it depends on the instructor's decision when it comes to selecting from a variety of choices, based on the learning context, and the target skills that students should master by the end of the term.

Using projects in classes equipped with technology tools has been found to support students to be intellectually responsive while providing them with real life experiences and skills (Marsh, 2004). Students collaborate remotely through digital collaboration which also paves the way to the workplace. Instructors integrate online chat rooms to encourage students to have a threaded discussion or debate on a topic covered previously in class. Online learning resources and web courses provide easier access to information, knowledge exchange and working on a group task. There are also sites with open learning resources, which give instructors the opportunity to create a student-centered and collaborative learning environment. Attending webinars and live events adds interest and increases students' motivation. Apple iTunes U is another example of integrating up-to-date material to any course. Students can listen and benefit from lectures given by top professors. There are many other ideas that instructors can use in their course to blend technology with face-to-face teaching. The choice of ideas will vary depending on the students' needs, and learning objectives, but most importantly depending on the teacher's choice of methods and resources (Dabbagh & Kitsantas, 2011)

The competency-based teaching requires a systematic approach to instructional design (Rothwell, 2013). The most common suggestions for competency identification are to examine what experienced performers know (Rothwell, 2013). A systematic approach to use of competency-based instructional design is a formal planning process that allows stakeholders to fully participate and will produce locally derived competencies appropriate to the learners' needs (Jones & Voorhees, 2002). By including stakeholders in the formal planning process they are

more likely to accept the value of the competencies as part of the instructional design (Jones & Voorhees, 2002).

5.2.3 Professional practice and professional practice among graduate teachers

The third hypothesis in this study which stated that “The Universities of KYU and UMU inculcate virtues required in professional practice”, was rejected according to the results from the multi regression analysis. This finding was supported by some studies. For example research indicates that it is common knowledge that student teachers have experiences of good and perhaps poor teaching, since they have observed teaching for countless hours and formed their own views of teaching (Anspal, Eisenschmidt and Lofstrom, 2012)

Research also indicates that teacher’s personal resilience, beliefs and values along with vocation play essential roles as far as virtue development (Hong 2012). However, strong beliefs may also have a negative effect in terms of remaining in the profession. Hong, (2012) established that teachers who strongly believed that they were responsible for their students’ learning and did not see the students as responsible left teaching more easily. In contrast, teachers who truly valued their work and recognized their conscious choice of career in education ‘derive deep satisfaction in their work and are more likely to have a stronger sense of identity, resilience and commitment (Hong, 2012). Hong (2012) calls teacher educators and school personnel to organize systematic opportunities for teachers to reflect on their internal drive in order to accomplish the process of teachers’ identity development.

A number of studies (e.g. Husu and Tirri 2007; Tirri 2011; Hammerness 2003) indicate that there is need for the teacher’s vision, which can also be viewed as a concept close to experiences. An institutional philosophy grounded in its foundation informs the institutions culture in terms of vision, mission, motto and core values; and these aspects of the ideal school can tap into

teachers' sense of purpose, and it may provide inspiration and motivation as well as guide them to reflect on their work and outcomes (Husu and Tirri 2007). According to Husu and Tirri (2007), they found that visions guide teachers intuitively though they are often not emphasized in teacher training. Tirri (2011) in her research on teachers concludes that values and purposes can be identified as important aspects of school pedagogy. Tirri (2011) also noted that one of the most powerful predictors of a teacher's commitment to teaching is the teacher's sense that they are making a positive difference in the lives of the students. Teachers also need to possess a moral ethos in their work. This ethos contains professional know-how; codes of ethics, responsibility and commitment; and justice, caring and truthfulness (Tirri, 2011).

These notions concur with Fairbanks, Duffy, Faircloth, He, Levin, Rohr, and Stein, (2010) who identified the differences between teachers who are more thoughtfully adaptive and those that are not. According to them, the differences can be explained by teachers' beliefs and Experiences, vision, sense of belonging and identity. They noted that thoughtful teachers may not only possess declarative and procedural knowledge; they may also have a clearer idea of what they are trying to accomplish and the strength to persist despite difficulties. They know when to apply 'what' and 'how' knowledge and when not to; they know why certain knowledge would be appropriate in one situation but not another; and they proactively look for multiple perspectives and pursue multiple possibilities because they recognize and respond to complex needs of their students (Fairbanks et al. 2010)

Fairbanks et al. (2010) emphasize the importance of a deep understanding of the profession along with a strong sense of commitment. Rodgers and Raider-Roth (2006) argue that a teacher's presence is essential for teaching and learning. They define presence through three aspects,

which are self-awareness, connection to students and connection to subject matter and pedagogical knowledge (Rodgers and Raider- Roth 2006).

Teacher values can be understood as ‘extension of self-efficacy relating to individuals’ judgments about their capabilities needed to attain designated teaching outcomes’ (Mergler&Tangen, 2010). Educators with a high sense of teacher values tend to praise student accomplishments, devote time to instructional activities (Fives, Hamman, & Olivarez, 2007), less likely to give up on a challenging student or situation (Siwatu, 2007), and likely to avoid burnout (Ronfeldt, Loeb, & Wyckoff, 2013). According to Tschannen and Woolfolk (2001), a teacher’s efficacy belief is a judgment of capabilities to bring about desired outcomes of student learning. Conversely, educators with a low sense of efficacy tend to focus their energy on control (Chambers & Hardy, 2005), classroom behavior, and maintain a pessimistic opinion of student motivation (Erdem&Demirel, 2007). The low feelings of teacher values can lead to teacher frustration, stress, lack of a sense of accomplishment, and teacher turnover. Feelings of teacher values remain an important indicator of how well Professional practice will help overcome the constraints and challenges of the teaching profession (Brown, Lee, & Collins, 2015).

Typically, Professional practice have the greatest opportunity to develop teacher values during their course (Clift & Brady, 2005; Henson, 2002). Recent research trends highlight the importance of the contexts of the field placement on the development of teacher values (Knoblauch & Chase, 2015; Siwatu, 2007; Tschannen-Moran & Woolfolk Hoy, 2007; Vieluf, Kunter, & van de Vijver, 2013).

5.3 Conclusions

The following conclusions were derived from the findings based on the three hypotheses:

1. The BED curricular at KYU and UMU do not significant influence the Graduate teachers' content mastery in their subject areas. The BED Curricula of KYU and UMU in their current state have no influence on the content mastery among the graduate teachers and this means the poor performance of some graduate teachers could be attributed to the poor quality BED curricular at KYU and UMU which need to be realigned if the curricular have to make any influence on the graduate teachers competence in content mastery.
2. Teaching methodology has a significant and positive influence on the acquisition of the pedagogical competencies among the graduate teachers of UMU and KYU. The underlying meaning of this is that the lecturers of KYU and UMU use appropriate teaching methodology that enables the graduate teachers to adopt them for their own teaching.
3. To a smaller extent KYU and UMU inculcate virtues required in the professional practice among BED graduates. The virtues among the graduate teachers have to be enabled through improved professional practice within the teacher training contexts at KYU and UMU, otherwise there is still a gap in the area of professional practice at KYU and UMU.

5.4 Recommendations

The following recommendations are suggested basing on findings of the study.

1. KYU and UMU administrators, staff and other stakeholders should embark on a review of the BED curricula to meet the demands of the labour market.

2. Both universities should ensure the active involvement of the key stake-holders in the curriculum review process.
3. KYU and UMU administration should invest more time and resources in retooling the academic staff in the area of the teaching methodology and related pedagogical aspects.
4. KYU and UMU leadership should also invest more in the promotion of appropriate technologies to facilitate effective teaching and learning.
5. District Education Officers in collaboration with other stake holders, should organise refresher courses for practicing teachers to sharpen their knowledge and competencies in their subject areas.
6. The MOE's should strengthen the agencies responsible for monitoring, inspecting and support supervision of the sector in the district and country at large.
7. Graduate teachers should be encouraged to embrace continuous professional development courses

5.5 Recommendations for Further Research

This study recommends that further research into the influence of the BED curricular and Professional practice respectively on the acquisition of job related competences in order to ascertain and resolve the controversial findings obtained in this study. The researcher also proposes that further research on the same topic be conducted on the other programs like Bachelor of Arts with education. Also a comparative study could also be conducted on the Professional Teacher effectiveness among the graduates of the BED program and the Bachelor of Arts with Education programs. It is also still crucial to isolate other factors that could be influencing the acquisition of job related competences among graduate teachers. This will

provide the basis for explaining and addressing the critical issues surrounding acquisition of job related competences among graduate teachers from KYU and UMU. Besides this, the study was carried out using graduate teachers from KYU and UMU, which makes it necessary to conduct such other similar studies using graduate teachers from other universities for comparison of findings.

REFERENCES

- Altbach (2012) (ed.), *International Handbook of Higher Education*. Dordrecht, The Netherlands: Kluwer
- Amagoh, F. (2008). Perspectives on Organizational Change: Systems and Complexity Theories. *The Innovation Journal: The Public Sector Innovation Journal*, 13(3), 1-14.
- Amin, M. E. (2005). *Foundation of statistical inference for social science research*. Kampala. Makerere University Printerly
- Anspal, T., E. Eisenschmidt, and E. Lofstrom.(2012). “Finding Myself as a Teacher: Exploring the Shaping of Teacher Identities through Student Teachers’ Narratives.” *Teachers and Teaching 18* (2): 197–216. doi:10.1080/13540602.2012.632268
- Barifaijo, K. M., Basheka, B. C., Oonu, J. (2010). *How to write a good dissertation/ Thesis. A guide to graduate studies* Uganda management Institute Kampala.
- Behling, O. & Law, K. (2006). *Translating questionnaires and other research instruments. Thousand Oaks: Sage Publications.*
- Bertalanffy, L. von, (1934). *Untersuchungen über die Gesetzlichkeit des Wachstums*. I. Allgemeine Grundlagen der Theorie; mathematische und physiologische Gesetzlichkeiten des Wachstums bei Wassertieren. *Arch. Entwicklungsmech.*, 131:613-652
- Boateng, K., and Sarpong, E. (2002). *An Analytical Study of the Labour Market for Graduates in Ghana*. World Bank/ National Council for Tertiary Education Project. Accra
- Boden, R. and Nedeva, M. (2010). Employing discourse: Universities and Graduate ‘Employability’. *Journal of Education Policy*, 25(1), 37-54.
- Bridgstock, R. (2009). The graduate attributes we’ve overlooked: Enhancing graduate

- employability through career management skills. *Higher Education Research & Development*, 28(1), 31–44
- Broecke, S. (2013). Tackling graduate unemployment in North Africa through employment subsidies: A look at the SIVP program in Tunisia. *Journal of Labor Policy*, 2(9), 1-19. <http://dx.doi.org/10.1186/2193-9004-2-9>
- Brophy, J. (1988). Educating teachers about managing classrooms and students. *Teaching and Teacher Education*, 4, 1–18.
- Brophy, J.E., & Good, T.L. (1986). Teacher behaviour and student achievement. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 328–375). New York: Macmillan.
- Brown, A. L., Lee, J., & Collins, D. (2015). Does student teaching matter? Investigating pre-service teachers' sense of efficacy and preparedness. *Teaching Education*, 26(1), 77–93.
- Brown, P., A. Hesketh, and S. Williams. 2003. Employability in a knowledge-driven economy. *Journal of Education and Work* 16(2): 107–26.
- Bunoti, S. (2010). The quality of university education in developing countries needs professional support, Kyambogo University, Kampala.
- Chambers, S. M., & Hardy, J. C. (2005). Length of time in student teaching: Effects on classroom control orientation and self-efficacy beliefs. *Educational Research Quarterly*, 28(3), 3–9.
- Cheng, S. (2014), “Executive compensation in public higher education: does performance matter?”, *Research in Higher Education*, 55(6), 581-600.
- Chikere, C. C. and Nwoka, J. (2015). The systems Theory of Management in Mordern Day

- organizations – A study of Adgate Congress Resort Limited Port Harcourt. *International Journal of Scientific Research* 5(9), 1-7.
- Clift, R. T., & Brady, P. (2005). Research on methods courses and field experiences. In M. Cochran-Smith & K. M. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 309–424). Mahwah, NJ: Lawrence Erlbaum
- Conole, G. (2010). Review of Pedagogical Models and their use in eLearning. Retrieved August 2020, from <http://cloudworks.ac.uk/cloud/view/2982>.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). London: Sage.
- Cronbach, L. J. 1951. “Coefficient Alpha and the Internal Structure of Tests.” *Psychometrika* 16(3): 297–334. doi:10.1007/BF02310555.
- Cussler, E. L. 2015. “The Future of the Lecture.” *American Institute of Chemical Engineers* 61 (5):1472–1477. doi:10.1002/aic.14807.
- Deci, E. L., and R. M. Ryan. 1994. “.
- Dabbagh, N., & Kitsantas, A. (2011). Personal learning environments, social media and self regulated learning: A natural formula for connecting formal and informal learning. Internet and higher Education. Retrieved August 31st 2020, from doi: 10.1016/j.iheduc.2011.06.002.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3), 300–314.
- Darling-Hammond, L., and J. Bransford. (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do*. San Francisco: Jossey-Bass
- Davis, N. (2002). *Leadership of information technology for teacher education: A discussion of*

- complex system with dynamic models to inform shared leadership. *Journal of Information Technology for Teacher Education*, 11, 253–272.
- Dhanani, S. (2004). *Unemployment and Underemployment in Indonesia, 1976-2000: Paradoxes and Issues*. International Labour Office Geneva, Switzerland. Accessed from: <https://www.ilo.org/ses>. (Tuesday 26th August 2020).
- Dunning, D. 2005. *Self-insight: Roadblocks and detours on the path to knowing thyself*. New York: Psychological Press.
- ENQA (2015), *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*, Brussels, available at: www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf (accessed 15 February 2016).
- Erdem, E., & Demirel, O. (2007). Teacher self-efficacy belief. *Social Behavior and Personality*, 35(5), 573– 586.
- Fairbanks, C. M., Duffy, G. G., Faircloth, B. S., He, Y, Levin, B., Rohr, J. and Stein, C. (2010). “Beyond Knowledge: Exploring Why Some Teachers Are More Thoughtfully Adaptive than others.” *Journal of Teacher Education* 61 (1–2): 161–171.
- Farrant, J. S. (2004). *Principles and Practices of Education*. London, England. English language Book Society
- Fives, H., Hamman, D., & Olivarez, A. (2007). Does burnout begin with student-teaching? Analyzing efficacy, burnout, and support during the student-teaching semester. *Teaching and Teacher Education*, 23, 916–934
- García, E. (2014), “The Need to Address Noncognitive skills in the education policy agenda”, ERI Briefing Paper, Briefing Paper No 386, Economic Policy Institute, WA, DC

- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7, 95–105.
- Garrison, D., & Vaughan, N. (2008). *Blended Learning in Higher Education: Framework, Principles and Guidelines*. John Wiley and Sons. NY.
- Gholami, K., and J. Husu. 2010. “How do Teachers reason about Their Practice? representing the Epistemic nature of Teachers’ Practical Knowledge.” *Teaching and Teacher Education* 26: 1520–1529
- Government White Paper (1992). *Education for national development and integration*. Kampala: Ministry of Education and Sports. H
- Grossman, P., Hammerness, K. M., McDonald, M., & Ronfeldt, M. (2008). Constructing coherence: Structural predictors of perceptions of coherence in NYC teacher education programs. *Journal of Teacher Education*, 59(4), 273–287.
- Hammerness, K. 2003. “Learning to Hope, or Hoping to Learn? The Role of Vision in the Early Professional Lives of Teachers.” *Journal of Teacher Education* 54 (1): 43–56.
- HEFCE. 2004. *Widening participation and fairer access research strategy*. Bristol: HEFCE.
- HEFCE. 2008. *Strategic Plan 2006-11*. Higher Education Funding Council for England. http://www.hefce.ac.uk/pubs/hefce/2008/08_15/08_15.pdf (accessed June 26, 2009).
- Henkel, M. (2000). *Academic identities and policy change in higher education*. London: Jessica Kingsley.
- Henson, R. K. (2002). From adolescent angst to adulthood: Substantive implications and measurement dilemmas in the development of teacher efficacy research. *Educational Psychologist*, 37(3), 137–150
- Hoeckel, K. (2014). Youth labour markets in the early twenty-first century. In A. Mann, J.

- Stanley, & L. Archer (Eds.), *Understanding employer engagement in education: Theories and evidence* (pp. 66–76). Abingdon, Oxon: Routledge
- Holley, D. & Oliver, M. (2010). Student engagement and blended learning: Portraits of risk. *Computers & Education*, 54, 693–700
- Hong, J. Y. (2012). “Why Do Some Beginning Teachers Leave the School, and Others Stay? Understanding Teacher Resilience through Psychological Lenses”. *Teachers and Teaching* 18 (4): 417–440.
- Hong, J. Y. (2012), J. Y. & Alahmad, A. (2014). Investigating the reasons institutions of higher Teacher Resilience through Psychological Lenses. *Teachers and Teaching* 18 (4): 417d
- Tea
- Husu, J., and Tirri, K. (2007). “Developing Whole School Pedagogical Values – A Case of Going through the Ethos of “Good Schooling”.” *Teaching and Teacher Education* 23 (4): 390–401.
- Jackson, D. (2014). Business graduate employability – where are we going wrong? *Higher Education Research & Development*, 32(5), 776–790. doi:10.1080/07294360.2012.709832.
- JICA. (2001). JICA Annual Reports. Accessed from:
<https://www.jica.go.jp/english/publications/reports/annual/2001/index.html>.
- Jimoyiannisa, A., & Komisb, V. (2007). Examining teachers’ beliefs about ICT education: Implications of a teacher preparation program. *Teacher Development*, 11, 149–173.
- Jones, E., Voorhees, R., & Paulson, K. (2002). *Defining and assessing learning: Exploring competency-based initiatives*. Washington, DC: Council of the National Postsecondary Education Cooperative. Retrieved from <http://nces.ed.gov/pubs2002/2002159.pdf>

- Kaplan, R. M., and Saccuzzo, O. D. P. (1993). *Psychological testing principles, Applications and Issues*. Brooks/ Cole: Belmont.
- Kasule, G. W. (2015). *Professional Development on Innovational Competence of Teaching Staff in Ugandan Universities*. Thesis, Wageningen University, Netherlands
- Kautz, T., Heckman, J.J., Diris, R., terWeel, B. and Borghans, L. (2014), "Fostering and measuring skills: improving cognitive and non-cognitive skills to promote lifetime success", Working Paper No.20749, NBER, Cambridge, MA.
- Khechine, H., Lakhali, S., Pascot, D., & Bytha, A (2014) UTAUT model for blended learning: the role of gender and age in the intention to use 1920.2001.tb00496.
- Knight, P.T. and Yorke, M. (2002), "Employability through the curriculum", *Tertiary Education and Management*, Vol.8No.4, pp.261-276.
- Knoblauch, D., & Chase, M. A. (2015). Rural, suburban, and urban schools: The impact of school setting on the efficacy beliefs and attributions of student teachers. *Teaching and Teacher Education*, 45, 104–114.
- Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and Teacher Education*, 22, 1020–1041
- Krejcie, V. & Morgan, D. V. (1970). Determining sample size for research activities. *Education and Psychological Measurement*, 30, 607-610.
- Kunter, M., Kleickmann, T, Klusmann, U and Richter D, (2013). Cognitive activation in the mathematics classroom and professional competence of teachers, *Mathematics teacher Education*, 8 DOI:10.1007/978-4614-5149_4, © Springer Science+Business Media New York 2013.

- Kunter, M., U. Klusmann, T. Dubberke, J. Baumert, W. Blum, M. Brunner, A. Jordan, S. Krauss, K. Löwen, M. Neubrand, and Y.-M. Tsai.(2007). Linking aspects of teacher competence to their instruction: Results from the COACTIV project. In *Studies on the educational quality of schools: The final report on the DFG Priority Programme*, ed. M. Prenzel, 39–60. Münster: Waxmann.
- Lipowsky, F. (2003). *Wege von der Hochschule in den Beruf. Seine empirics StudiedzumzoomberuflichenErfolg von Lehramtsabsolventen in der Berufseinstiegsphase*. Bad Heilbrunn: Klinkhardt.
- Malunda, P. (2018). *Teacher Professional Development and Qulaity of Pedagogical Practices in Public Secondary Schools in Uganda*. Uganda management Institute.
- Marsh, J. (2004). The primary canon: A critical Review. *British Journal of Educational studies*, 52(3).
- Martin, W. B. (2000). *Learning from the Colwell school: An ethnographic case study of an educational technology culture* (Unpublished PhD). Ithaca, NY: Cornell University.
- Martini, M.C. and Fabbris, L. (2015), “Beyond employment rate: a multidimensional indicator of higher educational effectiveness”. *SocialIndicators Research*, 130(1),351-370.
- McAllister, G., & Irvine, J.J. (2000). Cross cultural competency and multicultural teacher education. *Review of Educational Research*, 70, 3–24.
- McShane S. L. And Von Glinow M (2003) *Emerging Realities for the workplace revolution*, second edition, McGraw-Hill, New York.
- Mergler, A., and Tangen, D. J. (2010).Using micro teaching to enhance teacher efficacy in pre-service teachers. *Teaching Education 21*(2), 199-210.Doi 10. 1080/10476210998466
- Ministry of Education and Sports. (2018). *The Education and Sports Sector Annual*

- Performances Report (ESAPR) (FY 2017/18). Kampala, the Government of Uganda
- Moreau, M.P., and Leathwood, C. (2006). Graduates' employment and the discourse of employability: A critical analysis. *Journal of Education and Work* 19, no. 4: 305–24.
- Mullin, L. J. (2005). *Management and organizational Behaviour (Seventh Edition)*. Prentice Hall, England.
- Mugenda, O. M. and Mugenda, O. G. (2003). *Research Methods, Quantitative and Qualitative Approaches*. ACT, Nairobi.
- Musaazi, JCS. (2014). *Educational Planning, Principles, Tools and Applications in The Developing World*. Makerere University Printery, Kampala Uganda.
- Nabayego, C. (2011). Adoption of informal education training in management of formal education in Uganda. Makerere University: Unpublished PhD Dissertation.
- Nabayego, C. and Itaaga, N. (2014). How university education in Uganda can be improved to prepare economically productive graduates. *Asian Journal of Social Sciences and Management Studies*, 1(2), 62-70
- NCHE (2018) The state of Higher Education and training Report 2018, NCHE Kampala Uganda.
- NCHE, (2010). *The State of Higher Education and Training Uganda Report 2010*, NCHE Kampala Uganda.
- NCHE, (2019). *Tracer study for the 2014 Graduates from seven universities and Seven colleges*. NCHE Kampala.
- Northcote, M. (2010). *Lighting Up and Transforming Online Courses: Letting the Teachers*

- personality Shine. Education papers and Journal Articles, Paper 33. Accessed from: <http://research.avondale.edu.au/edu-papers/33> (Tuesday 25th August 2020).
- Paechter, M. & Maier, B. (2010). Online or face-to-face? Students' experiences and preferences in e-learning. *Internet and Higher Education*. 13, 292–297
- Pajares, M. F. 1992. “Teachers’ Beliefs and Educational Research: Cleaning up a Messy Construct.” *Review of Educational Research* 62 (3): 307–332.
- Phelps, P. H., and T. R. Benson. 2012. “Teachers with a Passion for the Profession.” *Action in Teacher Education* 34: 65–76.
- Porter, A.C., P. Youngs, and A. Odden. 2002. Advances in teacher assessments and their uses. In *Handbook of research on teaching*, ed. V. Richardson, 4th ed., 259–97. Washington, DC: American Educational Research Association
- Pugsley, L. 2004. *University challenge: Higher education, markets and social stratification*. Aldershot: Ashgate.
- Rodgers, C. R., and M. B. Raider-Roth. 2006. “Presence in Teaching.” *Teachers and Teaching: Theory and Practice* 12 (3): 265–287
- Rodman, K., Biloslavo, R. and Bratož, S. (2013), “Institutional quality of a higher education institution From the perspective of employers”, *Minerva*, Vol. 51 No. 1, pp. 71-92.
- Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4–36. doi:10.3102/0002831212463813
- Rothwell, A. (2013). International volunteering: Employability, leadership and more. *Education*

& Training, 55(2), 159–173.

Rowe, A. D and Zegwaard, K. E. (2017). Developing graduate employability skills and attributes: Curriculum enhancement through work-integrated learning, *Asia-Pacific Journal of Cooperative Education, Special Issue, 2017, 18(2)*, 87-99.

Schuler H., and B. Hell. (2008). *Studierendenauswahl und Studienentscheidung*.Göttingen: Hogrefe.

Sekaran, U. (2009). *Research Methods for Business: A Skill Building Approach*. (5th Edition)

Singh, H. (2003). Building effective blended learning programs. *Educational Technology*, 43, 51–54

Siwatu, K. O. (2007). Preservice teachers’ culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education*, 23, 1086–1101.

Nabayego, C. (2011). Adoption of informal education training in management of formal education in Uganda. Makerere University: Unpublished PhD Dissertation.

Ssembatya, A. &Ngobi, R. K. (2015).Employability of graduates: Makerere University Tracer Study of the 2012 Geaduates. Makerere University Kampala

Stones, E. 1984. *Supervision in teacher education: A counseling and pedagogical approach*. London: Methuen.

Sullivan, P. H. (2000) *Value drive intellectual capital: How to convert intangible corporate asset into market value*. (S. I.): Wiley, 276p. ISBN 9780471351047.

Sum, N.L. and Jessop, B. (2013), “Competitiveness, the knowledge-based economy and higher education”, *Journal of the Knowledge Economy*, Vol. 4 No. 1, pp. 24-44. Reading, UK: Centre for Career Management Skills. Retrieved March 3, 2015, from

[https://www.reading.ac.uk/web/FILES/ccms/B02056_Employment_Engagment
AS_V6.pdf](https://www.reading.ac.uk/web/FILES/ccms/B02056_Employment_Engagment_AS_V6.pdf)

- Tirri, K. (2011). "Holistic School Pedagogy and Values: Finnish Teachers' and Students' Perspectives." *International Journal of Educational Research* 50 (3): 159–165.
- Tirri, K. (2014). "The Last 40 Years in Finnish Teacher Education." *Journal of Education for Teaching* 40 (5): 600–609. doi:10.1080/02607476.2014.956545.
- Tirri, K., and J. Husu. (2006). "The Pedagogical Values behind Teachers' Reflection on School Ethos." In *New Teaching and Teacher Issues*, edited by M. B. Klein, 163–182. New York: Nova.
- TISSA (2013). *Teacher Professional Development And Quality Of Pedagogical Practices In Public Secondary Schools In Uganda*
- Trapmann, S., B. Hell, and H. Schuler. 2008. Konstruktion und Evaluation eines mehrstufigen Auswahlverfahrens für Lehramtsstudierende im Fach Biologie an der Universität Hohenheim. In *Studierendenauswahl und Studienentscheidung*, ed. H. Schuler and B. Hell, 181–92. Göttingen: Hogref
- Tremblay, K., Lalancette, D. and Roseveare, D. (2012), AHELO Feasibility Study Report, Volume 1 – Design and Implementation, OECD, available at: www.oecd.org/education/skills-beyond-school/AHELOFSReportVolume1.pdf (accessed 21 November 2015).
- Trow, M. (2005) Reflections on the transition from elite to mass to universal access: Forms and phases of higher education in modern societies since WWII. In *P. Uganda – Universities and other Tertiary Institutions Act, 2001*.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive

- construct. *Teaching and Teacher Education*, 17, 783–805.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23, 944–956. doi:10.1016/j.tate.2006.05.003
- Turhan, C. and Akman, I. (2013), “Employability of IT graduates from the industry’s perspective: a case study in Turkey”, *Asia Pacific Education Review*, Vol. 14 No. 4, pp. 523-536.
- UKCES (2008), *Review of Evidence on Best Practice in Teaching and Assessing Employability Skills*, UK Commission for Employment and Skills – Employability Skills Project, available at:
<http://webarchive.nationalarchives.gov.uk/20140108090250/http://www.ukces.org.uk/assets/ukces/docs/publications/employability-skills-project.pdf> (accessed 29 March 2016).
- Uwezo. (2019) *Are our children learning? UWEZO Uganda Sixth. Learning Assessment Report* Dec. 2015.
- Velasco, M.S. (2014), “Do higher education institutions make a difference in competence development? A model of competence production at university”, *Higher Education*, Vol. 68, pp. 503-523.
- Vieluf, S., Kunter, M., & van de Vijver, F. J. R. (2013). Teacher self-efficacy in cross-national perspective. *Teaching and Teacher Education*, 35, 92–103.
- Von Bertalanfy, Ludwig. (1973). *General Systems Theory (Revised Edition)*. George Brazillier, New York
- Vonderwell, S. (2003). *An examination of asynchronous communication experiences and*

- perspectives of students in an online course: A case study. *Internet and Higher Education*, 6, 77–90
- Allardt, E. 1976. “Dimensions of Welfare in a Comparative Scandinavian Study.” *Acta Sociologica* 19 (3): 227–239.
- Wehrich, H. et al. (2008). *Management. A global and entrepreneurial perspective*. Twelfth Edition., McGraw-Hill, New Delhi
- Winthrop, R. Bulloch, G. Bhatt, P. and Wood, A. (2013), “Investment in global education: A strategic imperative for Business”, available at: [www.brookings.edu/ /media/research/files/reports/2013/09/investment-in-global-education/investment-in-global-education-final-web.pdf](http://www.brookings.edu/media/research/files/reports/2013/09/investment-in-global-education/investment-in-global-education-final-web.pdf) (accessed 19 February 2016).
- Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers’ sense of efficacy and beliefs about control. *Journal of Educational Psychology*, 82(1), 81–91
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1), 88–99.
- Zeichner, K., & Conklin, H. G. (2008). Teacher education programs as sites for teacher preparation. In M. Cochran-Smith, S. Feiman-Nemser, & J. McIntyre (Eds.), *Handbook of research on teacher education* (3rd ed.) (pp. 269–289). Mahwah, NJ: Lawrence Erlbaum.

APPENDIX: ONE

QUESTIONNAIRE FOR TEACHERS

Dear respondent.

You have been selected to voluntarily participate in this study and kindly requested to freely and objectively respond to the listed questions. Be assured that your responses will be completely anonymous and therefore the information you provide in here will be treated with strict confidentiality,

Yours

.....

Mugoya Dan Denson

SECTION A: BACKGROUND INFORMATION

Section A: Demographic data,

A1. Age of respondent at last birthday in years.....

A2. Sex of the respondent a) Female b)Male

A3. What is your designation?

- a) Head Master b) Classroom teacher c) DEO

A4. Years of service

- a) 1 – 5 years (b) 6 – 10 years c) 11 - 20years d)21 and above

A5. I completed my course of study in ;,

- a) Kyambogo University b) Uganda Martyrs University

A6. Having some experience in the classroom practice was considered as part of the entry requirements for the course ;,

- a) Yes B) No

A7. My subjects of study in my former course before joining the bachelors' program were;

.....

A8 My former Institution of study was

A9. My recent subjects of study at the Bachelor's degree course were;

.....

A10. Tick the year you joined the course (2010 2011 2012 2013 2014 2015)

A11. Tick the year you completed the course (2012 2013 2014 2015 2016 2017)

SECTION B: BED curricula and Content mastery in subject areas.

Key: SD=Strongly Disagree, D= Disagree, N S= Not Sure , A=Agree, SA=Strongly Agree

S/ No	Item	SD	D	NS	A	SA
B.1	Lecturers followed a curriculum while teaching at my former university					
B.2	Lecturers always gave us a course outline and told us that they were following a curriculum					
B.3	The University curriculum enabled me to comprehend and interpret the school curriculum.					
B.4	The University curriculum enabled me to gainfocus on how to assess learners achievement					
B.5	The University curriculum enabled me to gaincompetence to deliver academic knowledge in my area of specialisation.					
B.6	The University curriculum enabled me to gain preparation skills and develop talent in teaching as a profession.					
B.7	The University curriculum enabled me to gainAdaptability and flexible thinking strategies in teaching					

B.8	The University curriculum enabled me to gain leadership and supervision strategies.					
B.9	The University curriculum enabled me to understand and serve my clients well.					
B.10	The University curriculum enabled me to gain abilities of influencing negotiation during practice					
B.11	The University curriculum enabled me to gain organizational knowledge and adjustment					

SECTION C: Teaching Methodology and the acquisition of pedagogical competencies among graduate teachers

C1. My lecturers used the teaching methods below to enable me acquire the pedagogical competencies desired at your work place.

Key: SD=Strongly Disagree, D= Disagree, N S= Not Sure , A=Agree, SA=Strongly Agree

CODE	Teaching Methodology	SD	D	NS	A	SA
C1.1	On- line education					
C1.2	E- learning Technologies					
C1.3	Face to face classes					
C1.4	Use of projects					
C1.5	Field Attachments					
C1.6	Interactive labs					
C1.7	Teacher centred learning					
C1.8	Use of tutorials					
C1.9	Lecture methods					
C1.10	Exploratory method					

C1.11	Seminar method					
C1.12	Other methods					

C 2. My Lecturers often emphasized the following in their methodology at the University during my course of study

SN.	ASPECT	SD	D	NS	A	SA
C2.1	Exposing students to general knowledge					
C2.2	Explaining relations between theory and concepts					
C2.3	Guiding students on research orientation					
C2.4	Used Problem-based learning					
C2.5	Independent learning					
C2.6	Oral presentation					
C2.7	Group work					
C2.8	Independent tasks					
C2.9	Lecturers as source of information					
C2.10	Freedom to choose non obligatory courses					
C2.11	Presence in classroom					
C2.12	Tasks to gain work experience and internship					
C2.13	Final paper/project paper					

C3. The following practices at the university during my course of study enabled me develop the job-related competencies I have today;

CODE	PRACTICE	SD	D	NS	A	SA
C3.1	Academic guidance in general with my mentors					
C3.2	Project paper advice					
C3.3	Grading system					

C3.4	The opportunities to choose subjects and specialization					
C3.5	Emphasis on teaching and learning					
C3.6	Teaching quality					
C3.7	Learning modules/booklets					
C3.8	Opportunity to participate in research projects					
C3.9	Working opportunity and other work experience					
C3.10	The opportunity to interact with other teachers outside teaching schedules					
C3.11	The opportunity to interact with other students outside the classrooms					
C3.12	Students 'opportunity to take part in policy making in the university					
C3.13	Access to library stocks and collection					
C3.14	Use of laboratory facilities					
C3.15	Use of IT facilities					

SECTION D: Professional practice curricula and inculcation of virtues for professional practice among graduate teachers

Code	Item	SD	D	NS	A	SA
D.1	During my stay at the University I studied Professional practice					
D.2	Professional practice courses were relevant to my course					
D.3	Professional practice training equipped me with virtues such as concern, resilience, commitment, honesty, prudence, responsibility, temperance and integrity					
D.4	My training as a teacher has enabled me to develop more commitment to the teaching profession					
D.5	I have developed a personal vision and philosophy as a					

	teacher					
D.6	Training as a teacher has inculcated in me the desire for life-long learning					
D.7	My training as teacher has made me an effective communicator					
D.8	I have earned more respect as a teacher					
D.9	Build necessary cognitive, behavioural and self-regulatory tools for practice during the teaching and learning process.					
D.10	See people similar to one's self as a successful teacher.					
D.11	Develop verbal and social persuasion in practice					

SECTION E: COMPETENCIES

E. Besides the key competencies, the university curriculum enabled me acquire the following other competencies by the time of graduation and yet were also very important for my current practice.

CODE	A Competencies Acquired.					Knowledge , skills and Competencies	B Competencies required.				
	SD	D	NS	A	SA		SD	D	NS	A	SA
E 1.1						General knowledge					
E 1.2						Knowledge of your field or discipline					
E1.3						Knowledge of other fields or disciplines					
E1.4						Computer operating (for office)					
E1.5						Communication skills					
E1.6						Internet					

E1.7						Creativity						
E1.8						Problem solving Ability						
E1.9						Learning ability						
E1.10						Working under pressure						
E1.11						Time management						
E1.12						Fitness to work						
E1.13						Working independently						
E1.14						Working with other people/team working						
E1.15						Negotiation						
E1.16						Analytical ability						
E1.17						Tolerance						
E1.18						Adaptability						
E1.19						Assertiveness						
E1.20						Persistence						
E1.21						Appreciating different points of view						
E1.22						Understanding of the system, values in the society						
E1.23						Leadership						
E1.24						Ability to take responsibility						
E1.25						Initiative						

E1.26						Loyalty and Integrity					
E1.27						Communication skills					
E1.28						Ability to present ideas/product/report					
E1.29						Planning, coordinating, and execution					
E1.30						Ability to document ideas and information					
E1.31						Ability to write reports, memos, documents					
E1.32						Continuous learning ability					

E.2 .According to my perception, the following were the most important aspects my employer considered in recruiting me for the job I do today.

CODE	ITEM	SD	D	NS	A	SA
E2 .1	Study program					
E2 .2	Area or subject of Specialization					
E2 .3	GPA/grades					
E2.4	Work experience while studying					
E2 .5	Reputation of HEI					

E2 .6	Attachment experience (for work or internship)					
E2 .7	Effective communication					
E2 .8	Proficiency in other international languages					
E2.9	Computer literacy					
E2.10	Third party's recommendation					
E2.11	Personality					

Others specify;.....

APPENDIX TWO:

INTERVIEW GUIDE TO THE DEPUTY VICE CHANCELOR INCHARGE OF ACADEMICS, DEAN FACULTY OF EDUCATION, COURSE CORDINATORS OF THE BED PROGRAMS AND THE ACADEMIC REGISTRA OF KYU AND UMU.

I am Mugoya Dan Denson,a student of Kyambogo University. I am currently conducting a study on “Teaching Practices and the Acquisition of Job Related Competencies: A Case of Graduate Teachers of Kyambogo and Uganda Martyrs Universities in Wakiso District, Uganda. The study is purely for academic purposes and the information given will be treated with utmost confidentiality. I therefore, humbly request you to spare some time and answer the following questions.

SECTION A

: University curriculum and Teachers content mastery in the subject areas .

A1. Based on your experience as strategic manager in this (KYU/UMU), what is your guidance on the implementation of the Teacher Education curriculum by lecturers in a typical classroom process.

.....
.....
.....

A2. In your view are the students’ given the basics by their subject lecturers as part of the guidance into their teacher training in respective course units and if so what are the basic elements or indicators

.....
.....
..

A3. Considering your experience as a strategic manager, could you guide me on some of the competencies the Teacher Education curriculum seeks to enable students acquire during two or three year period they are with you as student teacher trainees.

.....
.....
.....

A4. Considering your experience and information got from your baseline studies what are some of the aspects in the student teacher that most employers consider while recruiting your students for work.

.....
.....
.....

A5. Do you notice any gaps in in terms of student teacher competencies and the labor market, and if so what are the gaps and how do you intend to close them ?

.....
.....

SECTION B: Teaching Methodology and the acquisition of Pedagogical competencies.

B1. Considering the classroom process, what are some of the commonly used method for instruction in your classes?

.....
.....
.....

B2. In your opinion, what are some of the methods your consider effective in enabling students acquire the Job- related competencies during instruction during the Teaching Learning process.

.....
.....
.....

B3. Considering the Teaching Learning process, what are some of the key aspects you emphasize as a form of guidance to the lectures as the best avenue for skills and knowledge acquisition meant for a 21stCentury generation teachers at HEI,s.

.....
.....
.....

B4. What classroom methodological practices do you consider effective in acquisition of the job related competencies.

.....
.....
.....

B5. Do you notice any gaps between the methodological practices in the classroom process and the acquisition of the Job related competencies and if so what are the gaps ?

.....
.....
.....

B6. What suggestions do you give to close these gaps to enable students achieve from school?

.....
.....

SECTION C; Professional practice curriculum for teacher training and practice of virtues by graduate teachers

C1. In the teacher education curriculum at this institution, do you have a course unit that enforces acceptable virtues that are related to their Jobs, and if so why do you teach the course unit?

.....

C2. What key virtues does the course unit develop in the students?

.....
.....

C3. Do you notice any gaps in development of key virtues that arise from between your institution and the labour market?

.....
.....
.....

C4. What suggestion do you recommend as a measure to close the gaps if any?

.....
.....
.....
.....
.....

C5. What opportunities Do you offer students to build their self-efficacy ?

APPENDIX THREE

INTERVIEW GUIDE FOR THE LECTURERS OF KYU AND UMU ON HOW THE TEACHING PRACTICES THEY ENGAGE THEIR STUDENTS LEAD THE ACQUISITION OF THE JOB RELATED COMPETENCIES.

I am Mugoya Dan Denson, a student of Kyambogo University. I am currently conducting a study on “Teaching Practices and the Acquisition of Job Related Competencies: A Case of Graduate Teachers of Kyambogo and Uganda Martyrs Universities in Wakiso District, Uganda. The study is purely for academic purposes and the information given will be treated with utmost confidentiality. I therefore, humbly request you to spare some time and answer the following questions.

SECTION A: University curriculum and Teachers content mastery in the subject areas.

A1. Based on your experience as a lecturer in this university (KYU/UMU), what practical advice do you give your students on your very first days with them in the course unit you teach them?

.....
.....
.....

A2. What basics do you give students in your subject as part of the guidance into studying the course in question?

.....
.....
..

A3. Considering your experience as a lecturer, could you explain some of the competencies as guided by the Teacher Education curriculum that you seek to enable students acquire during the time they are with you in your course as student teacher trainees.

.....
.....
.....

A4. Considering your experience and information got from your experience ,what are some of the job related competencies in the student teacher that most employers consider important while recruiting your students for work.

.....
.....
.....

A5. Do you notice any gaps in terms of student teacher competencies and the labour market that have not been catered for by the university curriculum you implement.

- Yes, b) No.....(Tick where appropriate)

A6. If yes , what are the gaps and how do you intend to close them?

.....
.....

SECTION B: Teaching Methodology and the acquisition of Pedagogical competencies in teacher Education.

B1. Considering the classroom process, what methods/techniques do you commonly use during instruction in your classes?

.....
.....

B2. In your opinion, what are some of the methods/techniques that you consider effective in enabling students acquire the Job- related competencies during the Teaching Learning process .

.....
.....
.....

B3. Considering the Teaching Learning process, what key aspects do you emphasize as a form of guidance to the students as the best avenue for skills and knowledge acquisition meant for a 21st century generation teacher at HEI's.

.....
.....
.....

B4. What classroom methodological practices do you consider effective in acquisition of the job related competencies.

.....
.....
.....

B5. Are there any gaps you have noticed between the methodological practices in the classroom process and the acquisition of the Job related competencies and if so what are the gaps?

.....
.....
.....

B6. What suggestions do you give to close these gaps to enable students achieve from school?

.....
.....

SECTION C; Professional practice curricular for teacher training and practice of virtues by graduate teachers

C1. In the teacher education curriculum at this institution, do you have a course unit that enforces acceptable virtues that are related to their Jobs,

- YES..... , 2) No..... (Tick where appropriate)

C2. If yes, why do you teach the course unit?

.....

C2. What are some of the key virtues that the courses you teach develop in the students?

.....
.....
C3. Do you notice any gaps in development of these virtues that arise between your institution and the labour market?

.....
.....
.....

C4. What suggestion do you recommend as a measure to close the gaps.

.....
.....
.....
.....
.....

APPENDIX FOUR

INTERVIEW GUIDE FOR THE HEADTEACHERS

I am Mugoya Dan Denson, a student of Kyambogo University. I am currently conducting a study on “Teaching Practices and the Acquisition of Job Related Competencies: A Case of Graduate Teachers of Kyambogo and Uganda Martyrs Universities in Wakiso District, Uganda. The study is purely for academic purposes and the information given will be treated with utmost confidentiality. I therefore, humbly request you to spare some time and answer the following questions.

SECTION A: University curriculum and Teachers content mastery in the subject areas .

A1. Based on your experience as Head teacher, what is your opinion on the relevance of the BED curriculum to the practice of Secondary school Education?

.....
.....
.....

A2. Considering your experience as a Head teacher, could you opine on some of the competencies that the Teacher Education curriculum at Universities should seek to enable students acquire during two or three year period they are with them as student teacher trainees.

.....
.....
.....

A3. Considering your experience, what key job related competencies in the newly graduated teachers from UMU and KYU do most employers consider while recruiting them for work..

.....
.....
.....

A5. Do you notice any gaps in terms of job related teacher competencies among newly graduated teachers from either KYU or UMU in the labourmarket and if so what are the gaps and what recommendations do you give to the universities to close such gaps?

.....
.....
SECTION B: Practical Teaching Methodology and the acquisition of Job-related competencies in teacher Education.

B1. Considering your experience as student teacher at a University during your time, what are some of the commonly used methods for instruction in those classes?

.....
.....

B2. In your opinion and experience as a head teacher now, what are some of the methods/techniques you considered effective in enabling students acquire the Job-related competencies during the Teaching Learning process during your time in the university?

.....
.....
.....

B3. Considering the Teaching Learning process at the time while you were in the university and today's practice, what are some of the key aspects your lecturers then emphasized as the best avenue for skills, competencies and knowledge acquisition meant for a 21stCentury generation teacher at HEI's.

.....
.....
.....

B4. What classroom methodological practices at HEIs do you consider effective in acquisition of the job related competencies.

.....
.....
.....

B5. Do notice any gaps between the methodological practices in the classroom process at HEIs and the acquisition of the Job related competencies and if so what are the gaps ?

.....w.....
.....
.....

B6. What suggestions do you give to close these gaps to enable student teachers achieve from school?

.....
.....

SECTION C; Professional practice curricular for teacher training and practice of virtues by graduate teachers

C1. In your view does the teacher professional curriculum at either KYU or UMU enforce the acquisition of acceptable virtues that are related to the Jobs, and if so do you think it is a practically relevant paper?

.....

C2. What are some of the key virtues that are evident among the newly qualified graduate teachers from either KYU or UMU that are desired by employers?

.....
.....

C3. Do you notice any gaps in development of these virtues that arise from between KYU and UMU and the labour market?

.....
.....

C4. What suggestion do you recommend as a measure to close the gaps.

.....
.....

.....
.....

(D) Job related competences acquired by graduate teachers

D1. In your observation what are the key competences evidently acquired by your teachers by the time they leave university?

.....
.....
.....
.....

(E) Job related competences required of teachers in schools

E2. In your view are all the acquired competences relevant for the teachers' jobs in your school?

.....
.....
.....

(F) In your view what are the key aspects that you would recommend to be considered when teachers are being recruited

APPENDIX FIVE

OBSERVATION CHECKLIST FOR GRADUATE TEACHERS DURING INTERACTIVE TEACHING.

TEACHER OBSERVATION FORM – GRADUATE TEACHER COMPETENCES

Teacher:..... Date:.....

Grade Level:..... Unit of Instruction:.....

1* Not present 2* Needs attention 3* Good 4* Excellent

Instructional Planning

S/no	Item	1	2	3	4
A1	Class is started quickly and effectively.	1	2	3	4
A2	Objectives are well defined and stated.	1	2	3	4
A3	Equipment is ready and sufficient for maximized learning.	1	2	3	4
A4	Lesson is sequential and developmentally appropriate.	1	2	3	4
A5	Environment is safe and conducive to learning.	1	2	3	4
A6	Written and well developed lesson plans are provided.	1	2	3	4
A7	Materials are ready	1	2	3	4

Instructional presentation

S/no	Item	1	2	3	4
B1	Clear and straight forward directions are given.	1	2	3	4
B2	Critical thinking and problem solving are encouraged.	1	2	3	4
B3	Relevant examples and brief demonstrations are offered.	1	2	3	4
B4	Practical time is provided; assistance offered as needed	1	2	3	4
B5	Appropriate lesson pace and smooth transitions are	1	2	3	4

	evident.				
B6	Skill correction, as well as encouraging feedback offered.	1	2	3	4
B7	Students are actively learning and participating.	1	2	3	4
B8	Assessment occurs and is based on lesson objectives	1	2	3	4
B9	Lesson closure occurs and relates to class objectives.	1	2	3	4

Student Management

S/no	Item	1	2	3	4
C1	Rules of conduct and routine procedures are evident.	1	2	3	4
C2	Instructional opportunities are adapted to diverse learners.	1	2	3	4
C3	All students are treated in a fair and equitable manner	1	2	3	4
C4	Social skills are developed through the physical activities.	1	2	3	4
C5	Student behavior is monitored and corrected as necessary	1	2	3	4

Assessment of students' work

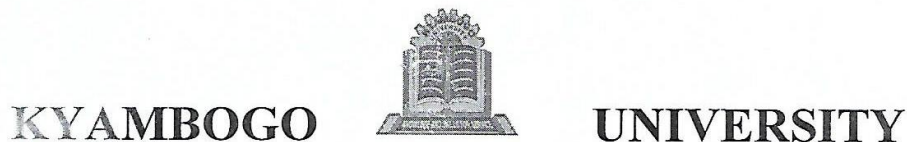
S/no	Item	1	2	3	4
D1	Students' understanding is assessed throughout the lesson using teacher questions	1	2	3	4
D2	Mistakes and misconceptions are recognized and used constructively to facilitate learning	1	2	3	4
D3	Students work are assessed regularly and accurately	1	2	3	4

Homework follow-up

S/no	Item	1	2	3	4
E1	Homework is appropriate	1	2	3	4
E2	Homework is followed up if it set previously	1	2	3	4
E3	Students work are assessed regularly and accurately	1	2	3	4

APPENDIX SIX

LETTER OF INTRODUCTION



P. O. BOX 1 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug

Office of the Dean, Graduate School

29th January, 2021

To Whom It May Concern

RE: LETTER OF INTRODUCTION

Dear Sir/Madam,

This is to introduce **Mr. Mugoya Dan Denson** Registration Number **17/U/14567/GMEF/PE** who is a student of Kyambogo University pursuing a Masters Degree.

He intends to carry out research on **“Teaching Practices and the Acquisition of Job – Related Competencies.”** A Case of Graduate Teachers of Kyambogo and Uganda Martyrs University in Wakiso District, Uganda as partial fulfillment of the requirements for the award of Master of Education Foundations of Kyambogo University.

We therefore kindly request you to grant him permission to carry out this study in your institution.

Any assistance accorded to him will be highly appreciated.

Yours faithfully,

fa Assoc. Prof. Muhamud N. Wambede
DEAN, GRADUATE SCHOOL

