

[Home](#) / [A-Z Publications](#) / [Journal of Education and Entrepreneurship](#) / [Volume 5 Number 2](#) / [Article](#)**N** [Journal of Education and Entrepreneurship - School practice supervision and performance of student teachers in higher institutions of learning in Uganda : empirical evidence from Kyambogo University and Ndejje University](#)[About](#)[Current issue](#)[Previous issues](#)[Submit a paper](#)[Contact the Editor](#)

ISSN : 2636-4794

[← Previous Article](#)[Table of Contents](#)[Next Article →](#)[Buy: \\$40.00](#)**Author** Harriet Margret Apolot<sup>1</sup>, Justine Otaala<sup>2</sup>, Venance Kamanyire<sup>1</sup> and Robert Agwot Komakech<sup>3</sup>**Affiliations** : 1 Ndejje University, Uganda, 2 Kyambogo University, Uganda and 3 Kumi University, Uganda**Source** : Journal of Education and Entrepreneurship, Volume 5 Number 2, 2018, p. 16 - 35**Keyword(s)** : Higher institutions of learning, School practice, Student teachers, Supervision and Uganda[Abstract](#)[HTML](#)[Metrics](#)[Related Content](#)

This study examined the impact of school practice supervision on performance of student teachers in higher institutions of learning in Uganda. Purposive and random samplings were used to select respondents from the two universities. Data was collected using interviews, closed and open-ended questionnaires from a sample of 103 respondents, and 76 respondents returned their well filled questionnaires giving a response rate of 73.8%. Quantitative data was analyzed using SPSS Ver. 20 while qualitative data was analyzed using content analysis. The result showed a significant positive relationship between school practice supervision and student teacher performance ( $r=0.518$ ,  $p<0.000$ ) in higher institution of learning in Uganda. It also showed that school practice supervision improves student teachers' subject competence; enhance their confidence in teaching and learning of new teaching techniques. It therefore concludes that although school practice is an integral part of the teacher education programs in both Kyambogo and Ndejje Universities, the practice is bedevilled with many challenges ranging from poor facilitation of both students and supervisors, lack of respect for both student teachers by lecturers and vice versa.

© Publisher

[Sign-in](#)[My Profile](#)[Share](#)[Tools](#)[★ Add to my favourites](#)[🔔 Create Publication Alert](#)[🔔 Create Correction Alert](#)[Export all citations on page](#)[Recommend to library](#)[Access Key](#)**S** Titles Subscribed To**OA** Open Access Content**T** Free Content**N** Titles Not Subscribed To