

**STUDENT TEACHERS' PERSPECTIVES ON SHAPING PEDAGOGICAL PRACTICES
AT MAKERERE UNIVERSITY, UGANDA**

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Dedication

I, Jane Frida Bwiruka, declare that this work is my original work and has never been submitted to any other institution for any award.

Signature

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Approval

This dissertation, written by Jane Frida Bwiruka is submitted for examination with our approval as the university supervisors.

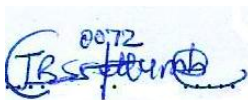
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DATE.....

DR. JOHN SAMSON MAANI

SIGNATURE



DATE.....

REV. FR. DR. JOHN BOSCO SSETUMBA

Dedication

I dedicate this work to all students who passed through my hands. May they be encouraged to speak out their lived experiences on any matter of the education process for future improvements. To all those individuals behind the scenes who made it possible for me to climb the ladders to PhD level especially in the production of this research thesis.

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Definition of Operational Terms

Banking concept of education is a situation where students are only allowed to receive, file and store the knowledge from lecturers as the banks receive customers' deposits.

Liberalization of education is the opening and expansion of higher education to include both public and private institutions so as to increase enrolment and more opportunities in higher education institutions.

Massification of higher education is the expansion of the capacity of higher education in terms of establishment of higher institutions of learning and enrollment in higher education to offer higher education to all without discrimination in knowledge generation and dissemination.

Mentorship is a pedagogical practice that occurs informally and formally mainly outside the /lecture room where guidance and support is provided by the mentor (more skilled and experienced teacher) to the mentee (student/novice teacher) in a collegial nature towards the development of and refinement of the knowledge, skills and dispositions necessary for effective learning.

Pedagogical practices refer to the educational actions and decisions on approaches, methods and strategies that are used to support teaching and learning. This study was based on constructionist principles of lecture room-based teaching, mentoring and school practice as the scrutinized pedagogical practices.

Pragmatism derives its origin from Greek circles meaning to do, to make or to accomplish. So, in pragmatism, experience is central. It is a continuous reconstruction of experiences justifying the saying that, "practice makes perfect".

Reflection in this study is the ability to think again and again, integrate actions with the understanding of the actions, so that one learns from these actions and adopts to change as and when they are required.

School practice (SP) based on constructionism theory is a practical teaching activity when students are given an opportunity to learn more about the acquired pedagogical knowledge and are helped or prepared more by professional teachers through supervision of the lessons taught over a period of time.

Student teachers' perspectives refer to the viewpoints or perceptions which are held by them in shaping pedagogical practices.

Lecture room teaching practices refer to a process of activities that educators use to engage learners to acquire knowledge, skills and competences in lecture rooms. These may be learner-centred or teacher-centred. *Learner-centred* involves active teaching-learning where students construct knowledge while *teacher-centred* is an authoritarian one-way of knowledge transmission where the teacher simply transmits knowledge and learners receive it wholesale as given.

In this chapter, I gave the foundation of the entire study. The chapter provided the background to the study, illustrating the historical, conceptual, theoretical and contextual perspectives of the research problem. It also highlights the problem statement, purpose, research questions, scope of the study, significance and concludes with the definitions of the operational terms. In the next chapter, literature that related significantly to the study topic was reviewed

Acronyms

BA/Educ	Bachelor of Arts in Education
BSC/Educ	Bachelor of Science in Education
BTC	Belgian Technical Corporation
CEES	College of Education and External Studies
CODESRIA	Council for the Development of Social Research in Africa
ENABEL	The Belgian Development Agency
GEMRS	Global Education Monitoring Report Summary
GoU	Government of Uganda
GUREC	Gulu University Research Ethics Committee
HE	Higher Education
ICT	Information and Communication Technology
MAK	Makerere University
MoES	Ministry of Education and Sports
NCHE	National Council for Higher Education
ODeL	Open, Distance and e-Learning
OECD	Organisation for Economic Cooperation and Development
SDGs	Sustainable Development Goals

SSA	Sub-Saharan Africa
SP	School Practice
SPAF	School Practice Assessment Form
TEP	Teacher Education Programme
UNCST	Uganda National Council for Science and Technology
UNEB	Uganda National Examinations Board
UNSA	Uganda National Students Associations
UNESCO	United Nations Educational Scientific and Cultural Organization
U.S.A	United States of America
WEF	World Economic Forum

Abstract

This study used a qualitative approach to analyse the student teachers' perspectives on shaping pedagogical practices at Makerere University. Data was collected using semi-structured interviews in which twelve third year student teachers and three student leaders at the College of Education and External Studies were purposively selected. Data was analyzed through thematic framework analysis using Yuksel and Yildirim steps of data analysis.

The findings revealed that, students remain dissatisfied with the continuity of authoritarian pedagogical practices depicting the traditional linear logic of knowledge transfer, which reduce them to passive recipients of knowledge. The research recommended a set of core values that could be established to enable contemporary pedagogical practices. A strong competence-based pedagogy through the introduction of practical/experimental schools, built with strong Information Communication Technology (ICT) should be introduced. Also, the Government of Uganda should introduce a sufficient and well-structured legal framework necessary for programmatic, institutional and personal mentorship in all education institutions. Although school practice was highly valued by the student teachers, a lot still needs to be done to improve on the professionalism, supervision and competence expected of the 21st century pedagogy. This therefore necessitates the need to adopt new models of teacher preparation that can be emerged with the present practices.

Chapter One: Introduction

1.1 Background to the study

The Sustainable Development Goal (SDG) 4 emphasizes the need to ensure inclusive, equitable quality education and to promote lifelong learning opportunities for all by 2030 (United Nations Educational Scientific and Cultural Organization (UNESCO), 2015). Also, UNESCO stresses that, the 21st century world requires a competitive work force with greater demands for individual growth to cope with social cohesion and meet the four pillars of education. That is, learning to live together, learning to know, learning to do and learning to be. Therefore, student teachers should be prepared to keep abreast with the dynamism of the times (Mbugua, 2011; Nyambura, Kombo and Anzayo, 2011). All over the world, students' perspectives in education have been acknowledged and embraced as one way to enhance their participation, acquisition of innovative ideas, skills, maturity and competences needed to join the global competitive job market (Banks, 2004; Kahiigi, 2013). However, while the need for inclusive, equitable quality education has been greatly emphasized, literature on the perspectives of student teachers about their preparation to become teachers have not been fully analyzed especially in Uganda and yet they are insightful in enhancing innovation in educational matters. This study analysed the student teachers' perspectives on shaping pedagogical practices at Makerere University, with emphasis on three pedagogical practices namely: lecture room teaching, mentorship and school practice in order to assess their compatibility with teaching and learning practices required to produce competent teachers.

1.1.1 Historical perspective

Throughout history, universities started as teaching institutions to fulfil the functions assigned to them by society through political power or economic influence (Etomaru, Bakkabulindi and Balojja, 2021; Scott, 2006). As outlined by Castells (2017), the functions include, the formation of dominant elites, production and application of knowledge and training the skilled labour force.

Over the world, for long, pedagogical practices in universities have positioned the lecturer as the initiator of the learning process, the facilitator of learning skills, the coordinator of the learning sequence and indeed the pivotal element of the entire education development (Oyenike, Oni and Oladipo, 2013). The educator unlike the student, performed the significant function of perpetuating society's heritage and energizing human resources towards social progress. This indeed made educators the most formidable determinants of quality teaching and learning especially at tertiary level (Oyenike et al., 2013).

At the turn of the 20th Century, the need for dialogue with all stakeholders in decision making in education developments was echoed by a number of critical inquiry philosophical scholars (Dewey, 1961; Illich, 1971 and Freire, 1972) among others. In Dewey's philosophy of pragmatism, Ivan Illich (1971) with De-schooling Society and Freire's (1972) conscientization-of moving towards humanization through praxis, learners came to be recognized as intellectually generative individuals to pose questions, solve problems rather than being empty vessels waiting to be filled (Crotty, 2006; Yilmaz, 2008). In this respect, developed countries notably America demanded to get rid of progressive education and instead emphasized skill teaching. It was realized that, good teaching and learning involved creating genuine intellectual activity in students to promote curiosity, inquiry, dialogue, reflection and search for truth (Ball, 2000).

This idea influenced education all over the world especially at university level to change the mode of pedagogical practices (Tsegay, Zegegrish and Ashraf, 2018). It prompted the global call for change to emphasize inclusive and equitable quality education and promoting lifelong learning opportunities for all (UNESCO, 2015; Global Education Monitoring Report Summary (GEMRS), 2016). In this respect, quality education (SDG 4) requires engagement and participation of all stakeholders in the formulation, implementation and monitoring of strategies for education to produce high level skills in development (UNESCO, 2015).

Uganda's compliance with the above global trends was enshrined in Uganda's Vision 2040 and its National Development Plans (NDP). Students' participation in educational matters was promoted through national representation by the Uganda National Students Association (UNSA), Ministry of Education and Sports (MoES-UNESCO, 2014). Among its roles, UNSA is responsible for organizing students both at secondary and tertiary levels for this purpose. However, the report compiled by the MoES-UNESCO (2014) showed that students' participation in educational matters still lagged behind in spite of them being the major stakeholders. The National Council for Higher Education report on, the state of higher education and training in Uganda (2014) also indicated several deficiencies in preparing quality graduate teachers in Uganda. One of them was the inadequate students' perspectives in the educational innovations in the country. A number of scholars have also echoed the less input of students in educational matters as one of the causes of decline in the quality of education more so, in teacher education (Kisige , Ezati and Kagoda, 2021; Kagoda and Itaaga, 2013; Kasozi, 2015; Mamdani, 2007; Matovu, 2018; Otaala , Maani and Bakaira, 2013b; The World Economic Forum, 2014). This illuminates fundamental questions that need to be addressed by all stakeholders, students

inclusive. Hence the reason why this study examined the student teachers' perspectives on shaping pedagogical practices at Makerere university.

1.1.2. Conceptual perspective

This section explains the student teachers' perspectives on the pedagogical practices namely; lecture room teaching, mentorship and school practice as the main concepts of this study. In this study, student teachers are the undergraduate students doing a course leading to a degree in education. The student teachers' perspectives are the views and perceptions as well as stand points. In this study, it was therefore hoped that, when the student teachers' views are well-articulated, they could be instrumental in shaping the pedagogical practices. In other words, student teachers' views could act as a catalyst and eye opener in the improvement of contemporary pedagogical developments.

Pedagogical practices refer to the art and science of teaching which includes actions and decisions on approaches, methods and strategies that are used to support teaching and learning (Rodrigo, et al., 2017; UNESCO, 2012). Wronka (2013) explains pedagogical practices as the process of grooming a student into becoming a competent professional. This study considered pedagogical practices as actions of teaching that involve reflection, discussion, explaining for cognitive orientations in and outside the classroom. Modern pedagogy emphasizes inclusiveness and democracy which involves listening to students in and outside the classroom (Rodrigo et al., 2017). This study considered three pedagogical practices that promote teaching and learning in and outside the classroom namely: lecture room teaching, mentorship and school practice for both theory and practical skills. Mentorship is the guidance given by an experienced teacher to a student teacher in personal and professional development (Majoni and Nyaruwata, 2015). It is a pedagogical practice because it involves modelling the thinking and behavior that lecturers want

students to develop (Cook-Sather, 2011). According to Mbugua (2011) student teachers in any set up need to be offered pedagogy that incorporates three aspects namely: content knowledge, pedagogical knowledge and pedagogical content knowledge. Mbugua further explains that, content knowledge focuses on facts, concepts and procedures that define a given field of understanding of the specific discipline for example, physics, Biology or Geography. Pedagogical knowledge focuses on how to teach and the generic knowledge and skills necessary for a professional teacher to teach. Pedagogical content knowledge focus on transferable skills that the prospective teacher should develop as a means of communicating academic subject-based content in class. Mbugua stress that, teacher education does not only happen within the lecture room but also in other activities outside the classroom like mentorship and school practice that work hand in hand to reinforce teacher preparation.

1.1.3. Theoretical perspective

This study was underpinned by the theory of constructionism developed by Seymour Aubrey Papert [1928 –2016] (Papert & Harel, 1991). The theory postulates that people learn best through using the mind to fix challenges and solve problems. The mind dwells on the socially constructed knowledge acquired through long lived experience (Mariwilda, 2015). Knowledge is constructed by humans partly through social interactions (Mariwilda, 2015). All knowledge and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world and developed and transmitted within an essentially social context (Crotty, 2006). Meaning is not only discovered but constructed through subjectivity. According to Papert and Harel (1991), learners build knowledge when they are actively engaged in constructing things in the world, they live in. Human beings belong to diverse cultures, experiences, backgrounds among others. Therefore, meaning is subjective rather

than objective. This means that it is possible to make sense of the same reality differently. This is why students' perspectives on shaping pedagogical practices were sought and shared subjectively on the required contemporary pedagogy at the university. Valuing students' perspectives in pedagogy eventually trains them also on how to engage their own students for instance not to be spoon-fed but to construct their own ideas (Otaala et al., 2013).

Although constructionism needs much time and freedom to allow innovativeness, the theory provided a lens through which the study was investigated. The student teachers were considered to be actively engaged in constructing their meanings about contemporary pedagogical practices basing on their prior individual knowledge and experiences (Brooks, 1990; Loyens, Rikers and Schmidt, 2007). These perspectives influence their understanding of how the pedagogical practices aided them to develop skills required for their careers. According to the constructionists, knowledge is a result of individual constructs of reality from which their perspectives and lived experiences learning occurs (Brooks, 1990; Loyens, Rikers and Schmidt, 2007). Therefore, in this study, the reality constructions of the student teachers with regard to their perceptions and experiences explained the desired contemporary practices in their teaching world.

1.1.4. Contextual Perspective

Following the global sustainable development goals (UNESCO, 2015) which call for responsive, participatory and an accountable system of education, practical strategies like eliciting students' perspectives about education are required for inclusive, quality and lifelong learning opportunities for all. African continental efforts have also been directed towards delivering knowledge products that enhance national and regional socio-economic development (Cloete and Maassen, 2015). This emphasis also calls on all stakeholders to be actively involved in education

developments (Kasozi, 2015). Uganda has made some efforts to increase students' participation in education at secondary and tertiary institutions levels through their umbrella of Uganda National Students Associations (UNSA), a body that collects views and represents students in educational development (MoES- UNESCO, 2014). However, students still have limited voice in the education system especially in pedagogical matters (Kasozi, 2015; MoES- UNESCO, 2014). Some scholars such as Matovu (2018); Kasule (2014); Kibwika (2006); O'Sullivan (2010) and Tetey (2010) argued that, apart from the limited participation of the major stakeholders in education notably parents and students (MoES-UNESCO, 2014), there are many other factors that militate against the quality of the current graduate teachers. These include poor undergraduate training, the use of the traditional model of teaching, high student lecturer ratio, failure to increase or expand facilities and personnel, bad governance practices, corruption and lack of sufficient funding to support research (Kahiigi, 2013; Matovu, 2018). Additionally, the way the national curriculum is structured still dwells on semester system with assessments that may not foster the vision and mission of student centred teaching and learning (Kasozi, 2003; Mamdani, 2007).

Nonetheless, the 21st Century teacher must possess the required skills, personality characteristics and behaviour for a solid foundation and orientation towards the current professional practice (Liakopoulou, 2011). In the current teaching world, effective teaching is not just actively transmitting knowledge as has been traditionally understood (Otaala et al., 2013a) but, involves learners actively contributing towards their own learning especially at university level (Aggarwal, 2005). However, as Maamori and Wagner (2001) pointed out, many universities in the South of the Sahara of which Uganda is inclusive, operate on the first mode of knowledge production rooted in the Newtonian model where individual educators are the authorities of

knowledge. This impedes on the quality and relevance of education in the 21st century that has shifted to Mode 2 knowledge production and other collaborative teaching-learning methods (Gibbons, 1998; Twoli, 2011).

The growing numbers of students in institutions coupled with large classes, culminate into minimal measures for dialogue to safe guard the quality of education offered in higher education institutions (Altbach, Reisberg and De Wit, 2017). Mamdani (2007) noted the negative effects of marketisation of university programs and their detriment to the quality of education in Uganda. As he exposed the dilemmas of neo-liberal reforms at Makerere university, Mamdani (2007) expressed the dominance of educators in education developments at the expense of students' teaching and learning situations.

Complaints from students regarding pedagogical practices have also raged on with minimum intervention for dialogue. In a study carried out by O'Sullivan (2010), student teachers complained about limited participation in teaching and learning propelled by continuous authoritarian practices, unprofessionalism among lecturers and pointing out issues like lack of feedback, dialogue and time mismanagement. Ruyendo (2011) studied student teachers at one of Ugandan universities and discovered that student teachers complained of finding it hard to apply all the teaching methods as taught by the various lecturers since each lecturer has his/her own way of teaching.

One of the major components of the Teacher Education Programme (TEP) is the school practice exercise. This is done by student teachers in their second and third year of training in all teacher preparation institutions in Uganda. In this respect, lecturers visit student teachers in their respective secondary schools to supervise their teaching skills. Ruyendo (2011) pointed out the complaint from student teachers in Uganda expressing unprofessionalism in school practice

which according to them is carried out on curriculum demands and treated as an examination rather than a learning experience or a teaching practice opportunity Ruyendo's views were also shared by (Otaala, Maani and Bakaira, 2013b). In his study, Ruyendo also found that 94 percent of student teachers were unhappy with lecturers who simply awarded marks without any discussions in form of conferencing with the students after the supervision. This situation depicted the need for student teachers to air out their constructive ideas on curriculum developments if accorded more opportunities to express themselves. A vital role that was undertaken by this study.

Furthermore, it is widely acknowledged that mentorship is an integral part of teacher preparation and recruitment (MoES, 2005). This is due to the fact that many student teachers always lose interest and attraction to the teaching profession after completing the teacher education course because of lack of mentorship (Botha and Onwu, 2013). However, Uganda generally lacks formal policies to provide guidelines that can be followed to mentor students and novice teachers in the country. Wronka (2013) stressed the urgency of mentorship as a concept to be adopted in educational learning institutions such as universities, to provide a wide range of opportunities for individual and collective learning and development worldwide. In line with this idea, Makerere university acknowledged mentorship in her strategic plan of teaching and learning (2020) as one of her contemporary pedagogical practices. It was therefore necessary to analyze the mentorship aspects carried out at Makerere university in the quest to formalize its mentorship pedagogical practices.

According to Twoli (2011) mentorship as a pedagogical practice has progressed in different models globally and continentally in some African countries. The models range from the corporate model, collaborative and emerging models. In line with the Ministry of Education and

Sports (MoES, 2007), the corporate model mirrors the apprenticeship model, the collaborative model mirrors the competence model while the emerging model concurs with the reflective model. These models reflect how an effective mentorship programme should be carried out and guides on the contemporary mentorship model to enhance effective practices. However, it was still elusive on which mentorship model is applicable at Makerere University and more so to devise on a contemporary mentorship model with the students input asS the potential mentees.

In this way, the study created a platform for student teachers to express their views on the mentorship practices and models being applied in Ugandan universities. It was expected that, this could create continuous learning opportunities that could help to promote inquiry, dialogue and encourage collaboration, team teaching and learning for future improvements and direction on mentorship programmes.

More so, there has been regular dissatisfaction arising from employers about the poor-quality skills produced by universities (The World Economic Forum, 2014). Most graduates are short of what is expected of them (Kasozi, 2015). The Inter-University Council for East Africa study pointed out that East African graduates do not have knowledge beyond their specializations which idea was also shared by Baryamureeba (2013). This also concurred with the findings of National Council for Higher Education (NCHE) (2014). A number of reforms have been suggested by different scholars to sort out the menace as teachers have great influence on the future of all learners in the different professions (Kasule, 2014; Kibwika, 2006) Although the need for student teachers to articulate their views on the pedagogical practices has been voiced out globally (*see*, Freire, 2010; UNESCO, 2015), studies conducted in this line in the Ugandan context are particularly still missing. An area that this study sought to make a contribution.

1.2. Statement of the problem

The Sustainable Development Goal (SDG) 4 emphasizes the need to ensure inclusive, equitable quality education and to promote lifelong learning opportunities for all by 2030 (United Nations Educational Scientific and Cultural Organization (UNESCO), 2015). However, for long, pedagogical practices in universities have positioned the lecturer as the initiator of the learning process, the facilitator of learning skills, the coordinator of the learning sequence and indeed the pivotal element of the entire education development (Oyenike, Oni and Oladipo, 2013). Onen et al., (2016) reported that there was little attention on how students responded to instructional supervision on pedagogical practices. Altinyelken (2010) study on pedagogical renewal in Uganda also revealed that, student teachers' views about the pedagogical practices used to prepare them are not explored. The existence of the Uganda National Students Association (UNSA) has not rectified the situation either (MoES TISSA Report, 2014). Inadequate attention to student teachers' voices about their teacher preparation may continue to propagate the use of inappropriate pedagogical practices and in turn heighten the already existing criticisms about inappropriate skills in teacher education in Uganda (Kisige et al., 2021). Students perspectives in education have been acknowledged as one way to enhance their participation, acquisition of innovative ideas, skills, maturity and competences needed to join the global competitive job market (Banks, 2004; Cook-Sather, 2011; Kahiigi, 2013). Makerere University (2020) stressed the learner centred teaching and learning as the best for skills necessary for the 21st century pedagogy. There are many pedagogical benefits when students' views are taken into consideration both at the development and implementation of the curriculum (SDG4) (UNESCO, 2015). If student teachers were given this opportunity, measures to improve pedagogy would be

aided. This study therefore was directed towards analysing the views of student teachers on shaping pedagogical practices in teacher preparation at Makerere University.

1.3. Purpose of the study

The purpose of the study was to examine student teachers' perspectives on shaping pedagogical practices at Makerere University so as to establish which ultimately will contribute to contemporary pedagogical practices.

1.4. Research Questions

The study was guided by three questions:

1. What are the student teachers' perspectives on shaping lecture room teaching practices at Makerere University?
2. What are the student teachers' perspectives on shaping mentorship practices at Makerere University?
3. What are the student teachers' perspectives on shaping school practice at Makerere University?

1.5 Scope

The content scope of this study covered the analysis of student teachers' perspectives in shaping pedagogical practices with a focus on three pedagogical practices. These included, lecture room teaching and learning, mentorship and school practice. These pedagogical practices were considered as some of the main pedagogical practices that have been used to influence teaching and learning in teacher preparation at university level. The focus was on contextual subjectivity of student teachers as participant for in-depth investigation of their lived experiences. Lecturers

were not involved because for inclusiveness, educators, ought to hear some contemporary suggestions from educatees. The geographical scope was limited to Makerere University as the case study. This was selected because of its advantage of being the oldest and largest university in Uganda, it is expected to have acquired expertise in the pedagogical practices that would best suit teacher preparation at university level. Also, for embracing and acknowledging the need for better mentorship in her strategic plan of teaching and learning (2020) as one of her contemporary pedagogical practices. It was therefore, considered appropriate to provide a case study for this study of the student teachers' perspectives on the pedagogical practices. The time scope covered the years between 2008 and 2022. This period was selected due to the fact that, this was a period of global emphasis on quality education and refinement of pedagogical practices so as to foster the production of competent products.

1.6 Significance

The study brings to light the student teachers' perspectives on shaping the pedagogical practices at Makerere University. The findings will be useful in improving pedagogical practices at Makerere University and other teacher preparation institutions. The findings will also be helpful to both lecturers and policy makers in devising more appropriate teaching approaches and better policy formulation for teacher preparation at university level by putting emphasis on the identified areas of difficulty that students have encountered overtime.

More so, the findings of this study will be helpful to lecturers in knowing how to relate with the students as teachers in the making. Its anticipated that the study will provide a basis for addressing the anomalies pointed out so as to make teaching and learning more dynamic and innovative for constructionism and professional growth.

The study also is a contribution to the already existing body of literature on student teachers' perspectives on shaping pedagogical practices particularly, at university level.

Besides the study will serve as a good guidance for other researchers who would like to do more research on student teachers' perspectives on shaping pedagogical practices so as to promote quality education.

The study was influenced by the unique worldview of participative teaching and learning (Cook-Sather, 2011; Ratna and Tron, 2015; Vygotsky, 1980), which lead to different findings. This confirms that, the theory is applicable and therefore, could be used to promote collective solutions as far as challenges of the current revolution in education are concerned.

Chapter Two: Literature Review

2.1. Introduction

This chapter gives a review of the existing literature pertinent to pedagogical practices. The review was divided into four sections. In the first section, the chapter provides a theoretical review. In light of the study questions, the review then focuses on scholarly works that have analysed the students' perspectives particularly on lecture room teaching practices, mentorship practices and school practice.

2.2 Theoretical review

The research was guided by the theory of constructionism, propounded by Seymour Aubrey Papert [1928 –2016], (Papert & Harel, 1991). The theory postulates that learning is an active process that involves the mind interaction with the phenomena supported by society. In constructionism theory, learning is subjective rather than objective (Papert and Harel, 1991). This brings out the view that all knowledge and meaningful reality is contingent upon human practices being constructed in and out of interaction between human beings and their world, developed and transmitted within an essentially social context (Crotty, 2006).

Several pedagogical practices have evolved from the constructionism approach for example self-directed learning, co-operative learning, self-regulated learning, reflective practice, scaffolding, cognitive, teacher-mediated dialogue, independent group discussion, problem-based learning and knowledge building' (Scandermalia and Bereiter, 2006). Ratna and Tron (2015) further explained that, constructionist teaching practices encourage learner-centred approach which promotes excellence in communicating, inquiring, conceptualizing, reasoning and problem-

solving. Instead of being given ready-made answers or solutions with guidance from teachers, learners are tasked to look for them constructively.

Constructionism unlike constructivism proposed by Bruner (1960) and Vygotsky (1980) is much richer, more multifaceted and deeper in its implications. It combines learners' mental models, active participation and discovery of tangible objects in the real world. However, like any other theory, constructionism is associated with the weakness of requiring a lot of time for learners to produce something. Secondly, too much freedom is given to learners which may end up being misused by the persons involved (Sichula, 2018).

The theory was vital to this study foremost, for the articulation of the pedagogical practices that learners need to construct knowledge effectively while they are actively engaged, reflecting their experiences and making an effort to understand the world they live in (Hein, 2007). By promoting lived experience as the central role that creates thoughts, perceptions, emotions and actions in the learning process, it becomes clear that learning is a continuous process grounded in the lived experience of the learner (Cook-Sather, 2011). Therefore, emphasis is on students to demonstrate what they know, how they know it and what knowing is (Sichula, 2018).

Secondly, the theory provided a framework for the interpretation of student teachers perspectives on pedagogical practices. Student teachers' perspectives were seen as a 'construct', a product of the human mind, developed out of their experiences- subjectivity towards finding meaning to their world. Their explanation and interpretation on pedagogical practices depended on an individual unique perception derived from each one's own lived experience (Kim, 2005).

Thirdly, the theory helped the study to elucidate that learning is an active constructive process rather than the process of knowledge acquisition (Kim, 2005). It entails hands on and ability to articulate issues basing on experience. Teaching supports the learners' constructive process of understanding rather than delivering the information to the learner. In this study, the participants were provoked with questions requiring them to deliver information by their own understanding and lived experiences (Yilmaz, 2008).

Finally, the theory, enabled the study to discover that teaching is a learning-teaching concept rather than a teaching-learning concept (Kim, 2005; Freire, 2010). The learner should be put first and teaching later. This allows the learner to be at the centre of the teaching-learning process. This means that student teachers as the major stakeholders of teacher preparation ought to have their perspectives respected and internalized as the basis of other structures of knowledge innovations notably, the curriculum and its implementations.

Constructionist theory is applicable in all situations (Vygotsky, 1980). For instance, during formal or informal mentorship exercise, the mentor should challenge the mentee to look for solutions on the concerned issues. Similarly, during school practice, a student teacher should be given the first opportunity to analyse and critique his /her lesson presentation (Aglazor, 2017).

In this sence, the theory enabled this study to support the view that there is a critical need to democratize education by creating space for learners to express their views. This is because it supports participative learning as key in the instruction and applications of knowledge to enhance research, efficiency and output of work which eventually helps in improving the student teachers' professional life (Illich, 1971; Freire, 1972; Vygotsky, 1980; Cook-Sather 2011).

The following section provides a review of the scholarly works according to the research questions of the study.

2.3 Student teachers' perspectives on lecture room teaching practices

Student teachers' perspectives in teaching practices are increasingly being recognized as potential sources of information to address knowledge gaps in curriculum developments (Maani, 2010). Kisige et al., (2021) highlights that, stakeholders like student teachers, can contribute essentially to the development of curricula and appropriate teaching practices relevant to teacher education. This could be by specifying broad teacher education content areas with concrete issues. This idea resonates with Cook-Sather's (2011) findings which highlighted that making spaces for student voices can improve the educational process. This is through building relationships that promote engagement learning, accessing students' experiences of their education and making educational opportunities more accessible and addressing social inequities (Cook-Sather, 2009b). In his study on teaching critical thinking and practical wisdom, Hooks (2010) showed that, teaching practice does not only make students more active participants in their own educational process, but also positions teachers as active learners from students. This in turn can harness appropriate competences like communication in writing and verbal styles, teamwork, accommodation of cultural differences and easy collaboration with both the local and international networks. Informed by the aforementioned studies which showed the significant role of student perspectives on teaching practices, this study analyzed students' perspectives on lecture room teaching practices with a focus on practices used in lecture rooms.

According to Rogers (2009), students asserted that teaching practices in universities have been influenced by two approaches namely; the traditional-cognitive and sociocultural theories of teaching-learning. The traditional-cognitive approach consists of expository methods while the

sociocultural theories consist of discovery, participatory and evaluator pedagogical practices (Rogers, 2009; Hamilton-Ekeke, 2007). These two theories have been grouped as teacher centred and learner centred instructions (Makerere University Strategic Plan, 2020). Teacher centred instruction entails traditional pedagogical methods that are authoritarian in nature but can be used creatively by combining other interactive strategies (Makerere University Report, 2016). Student centred instruction on the other hand has been characterized as active teaching that is participatory and involving (Freire, 2010, Cook-Sather, 2011).

Some scholars asserted that the lecture method of teaching still commonly used in universities throughout the world serves many useful instructional functions in schools and colleges (Kibwika, 2006, Kahiigi, 2013). In practice, although it inspires student enthusiasm and captures their imagination (Kaur, 2011), its characteristics are that students are usually passive recipients of information whereby knowledge is transmitted by the teacher through the lecture-teaching strategy and demonstrations. In other words, the teacher presents the content which should be memorized and mastered by the students (Maani, 2010). It is these pedagogies that half a century ago Freire (2010) termed as the ‘banking concept of education. Kahiigi, (2013) highlighted that this encourages rote learning.

Rogers, 2009; Kahiigi, 2013 and Busingye, 2014) argue that the expository pedagogy is commonly used for the following reasons. It seems natural to teachers since they too were taught the same way. Also, because teachers mainly focus more of teaching than learning, they tend to think more of what they will do in class than what students will do.

Although this approach has been influential in teaching, it has been criticized for disregarding the student as an empty vessel which is not true about of the learners. (Freire, 2010; Cook-Sather, 2011; Tsegay et al., 2018). In its theorization, the teacher using the expository

pedagogical method is in absolute control of every aspect of the teaching-learning process and students rarely take an active role. According to Hooks (2010) this results into practices such as lecturing, demonstration, rote learning, memorization, choral repetition, imitation or ‘master-classes which are less helpful in influencing constructive pedagogy. Consequently, Hamilton-Ekeke (2007) notes that although the teacher centred instruction is considered to be less useful in teaching and learning, it can be beneficial to some learners especially those whose learning style is by listening (Cook-Sather, 2011; Kaur, 2011).

Barnet and Hallam (1999) developed the normative theory, the kind of pedagogical approach appropriate to the 21st century universities. They characterized it as a world of ‘super complexities’ where students face the dilemmas of understanding the world of action and self-understanding in the world. This resonates with Ratna and Tron (2015) who asserted that, preparing teachers for the required skills in the 21st century world requires a sea change in the practice of teacher education. Also, Kisige et al., (2021) noted that the new frameworks for learning to engage in the core practices must be explored especially in classroom teaching practices.

Kagoda (2019) carried out a study on improving teacher education through organizational learning and networks and found out that teacher trainees seem to lack enough time to be effectively trained in the teacher education course content. Meanwhile, Kisige et al. (2021) also reported that the curriculum in universities emphasizes the skills required for teacher trainees to attain competence in teaching and learning environments. However, it does not go into details of the teaching practices required to prepare competent teachers. This therefore calls for ‘student teachers’ perspectives to contribute to the contemporary teaching practices. Freire (2010) argue in favour of participative teaching and learning as the best approach for the students’ classroom

teaching. Participative learning is in line with changing demands of the current work-related skills required to actualize quality education envisaged in the SDG4 (UNESCO, 2015). Nyambura et al., (2011) asserted that, the changing workforce demands require learners to think and go beyond the information they are given in class. Kasozi (2015) also highlighted that learners need integrative skills of bringing knowledge, skills, understanding and experience together in problem solving activities and environment. This provides them with the best kind of preparation for life long independent learning. Therefore, student teachers need to be enabled to participate in the learning process and reflect on their own experiences in modifying teaching practices (Maani, 2010).

Another major aspect of participative teaching is reflective practice. According to Schön (1987), reflective practice is an important element for pedagogical practices. Reflective practice is centered on three processes. Knowledge-in-action, reflection-in-action and reflection-on-action. By reflection, educators and their learners develop a greater level of awareness about the nature and impact of their practices which creates opportunities for professional growth (Caetano da Costa, Lisete and Julieta, 2009). However, research tends to focus more on the role of educators reflecting their teaching and professional development. However, with less attention given to student teachers (Kasule, 2014). This study was important to unearth the student teachers' perspectives through the reflective platform availed to them.

More so, student teachers' reflective practices are key in the exploitation of their cognitions (Maani, 2010). Walker (2005) states that, measurements of enhanced student cognitions are key in teaching practices. They are indicated in aspects such as changes in student confidence, participation or values, and social indicators such as teacher-student interaction and inclusion. According to Ssempala (2011) other secondary outcomes of effective teaching

practices include: higher student attendance, use of available resources as teaching aids, use of specific practices and stakeholder satisfaction, such as parents and community members. Likewise, Baryamureeba (2013) points out that, reflective practice can best be promoted when learner centred methods of teaching are used in the lecture room. This helps to harness many more soft skills expected from the 21st century competent teacher such as content management, project and interpersonal skills. This is in agreement with Nassali-Lukwago (2001) who argued that in order to fit in the exigencies of the 21st century, the current teacher education program, calls for incorporation of competences like interpersonal relationships and ethics, communication, entrepreneurship, stress management, emotional intelligence, empathy, conflict management, team work, strategic planning, resource mobilization, attitudes, as those useful in the school setting. Also, Snowman and Biehler (2006) also recommended that teaching practices for the preparation of a competent 21st century teacher should enable the teacher educator to use the new and emerging knowledge to challenge the learners' current knowledge in order for them to engage in high level cognitive processes such as critical thinking, explaining and interpreting ideas. This eventually enables the learners to develop thinking skills. Therefore, from this perspective, teaching and learning are regarded as more constructionist than traditional oriented as it is today. This study therefore aimed at involving student teachers into an innovative constructive opportunity so that they could be able to contribute on the teaching practices effective for the 21st century requirements.

The situation in Uganda is not far different from other African countries. Oyenike et al., (2013) reported that, student teachers in Nigeria are not often properly groomed into required current pedagogy practice. This implies that the student teachers lack the skills that are required

of them in the real world of teaching. One way of unlocking this phenomenon was to get students views about it, a justification to this study.

While studies have looked at teacher trainees within a classroom context, they have largely overlooked their perspectives towards the teaching practices. This study therefore focused on eliciting and analyzing students' perspectives with regard to lecture room teaching practices. It is anticipated that analyzing the students' perspectives will help to contribute to how a teacher curriculum should be designed to facilitate effective teaching and learning.

MoES- UNESCO (2014) found that teacher education was less befitting to Ugandans. It was therefore recommended that the pre-service training must be strengthened to provide trainees with the required skills. Likewise, different studies have been conducted on the pedagogical practices in Primary Teachers' Colleges and National Teachers' Colleges in Uganda. Kagoda and Ezati (2013) explored the relationship between teacher preparation and the teachers' quality produced in teacher training colleges in Eastern and Northern Uganda. Findings indicated that teacher preparation still lacks the alignment of competence profile, a training curriculum that addresses life skills and professional development opportunities. Kagoda and Ezati advocated for students' involvement as an essential aspect of meaningful learning. This therefore precipitated this study to harness more potentialities of contemporary pedagogical change in university classroom teaching from student teachers.

Of late, university education has been increasingly preferred as having the required qualification befitting the education system in the country (MoES-UNESCO, 2014). In this sense, it was important to listen to student teachers' in the university setting so as to understand their perspectives on the contemporary teacher pedagogy. Lecture room teaching practices require practical solutions to theoretical problems in the education system (Kibwika, 2006;

Kasule, Wesselink and Mulder, 2014). This implies that those dealing with innovation ought to possess a different mind-set, knowledge, skills and attitudes different from the routine activities in any organisation (Kibwika, 2006).

Progressive philosophical views of Dewey (1961) in promoting pragmatism took center stage from the 19th century in teaching practices to emphasize active teaching and learning by doing. Other views reinforced student centred teaching and learning as the best for 21st century skills (Ratna & Tron, 2015). In pragmatism, the learner does as he/she learns and while learning he/she does better. Pragmatism encourages a democratic way of learning through purposeful and cooperative projects and activities. Dewey (1938) promotes experiential teaching and learning by discussion, questioning, inquiring, touching and handling situations to emerge competent in any situation. Emphasis is on testing every learning situation through own lived experience. This was summarized by Guerriero (2014) arguing that the impact of participative pedagogical practices is much more than students being directed on tasks. Empirical learning influences cognitive activation, better instructional pacing and student-teacher relationships (Hardman, 2016). It fosters safe, active, highly collaborative and cognitively stimulates learning experience for students which eventually increases satisfaction in their subject choices, course design and classroom interactions (Cook-Sather, 2011). This research acknowledges that such participative endeavors need to be put into practice for student teachers to construct knowledge on pedagogical practices, giving a basis from which, this study drew its purpose.

In the above review, I have presented the two approaches to teaching with a view of ascertaining which theory works better in developing the required/ relevant student teachers' skills in the current world of work. However, this could not be possible given the varying contentions amongst different scholars.

2.4 Student teachers' perspectives on mentorship practices

Mentoring is relatively a new pedagogical practice and as such, it has been perceived differently in the different settings (Wronka, 2013). Olumbe and Kiarie (2011) view mentoring as a relationship in which a caring adult provides support to a youth in a one-to one relationship so as to achieve a stated objective or solve a complex social problem. Similarly, Maphalala (2013) views mentoring in education as a process that aims at developing professional attributes of student teachers. He goes ahead to acknowledge that mentorship is an effective way of developing better skills in student teachers (Bozeman & Feeney, 2008). Shea (2002) acknowledges that mentorship generally involves the mentor and mentee working together to discover and develop the mentee's latent abilities so as to ensure that the mentee acquires knowledge and skills of teaching. This is what makes mentorship a pedagogical practice in some colleges and universities (Majoni and Nyaruwata, 2015). From this perspective, in teacher preparation, a qualified teacher with experience works with a student teacher to promote professional and personal development in the latter (Clutterbuck, 2004). A good number of scholars highlight the importance of mentorship in organisations, agencies and teacher preparation but the perceptions of student teachers on mentorship as a vital pedagogical practice in universities have not attracted the attention of scholars which justifies this study.

According to Maphalala (2013) and Wronka (2015), mentorship is crucial in the growth and development of competences. Cook- Sather (2011) identified mentorship as one of the five pedagogical practices that promote active teaching and learning not only in universities but also in other education institutions. Cook-Sather, expresses mentorship in universities as involving modeling the thinking and behaviors lecturers want students to develop , which she calls explicit modeling of practice The modeling and explaining are possible only if one has made one's self-

consciously aware of and able to articulate the requirements to participate in a field of study. This is in agreement with Asanok and Chookhampaeg (2016) who found that the teacher preparation based on mentorship elucidates, creativity, critical thinking and curiosity, meaningful work for children, obtaining the strategic awareness, creating one's learning relationship and resilience as well as obtaining the adaptive teaching skills. Consequently, this study was necessary following the same pursuit.

Clutterbuck (2004) agrees that mentoring involves both the mentor and mentees' willingness to practice. The mentor's job consists of giving student teachers the guidance to understand what the pedagogical experience offers to them. That is, to make them aware of the appropriate environment to benefit from their knowledge, to evaluate their own ideas and to be encouraged to be innovative. Furthermore, the mentorship process permits students to interact with the culture of the school, with expert teachers in the teaching of children or adolescents. Twoli (2011) highlights that the mentors' purpose is to help student teachers recognize all the elements brought about in this connection. This is supported by Wronka (2013) who asserts that, mentors in the teaching practice should facilitate the articulation of the knowledge provided by the university programs and the pedagogical knowledge student teachers have constructed overtime. In other words, mentors provide practical, professional and social support to the mentees (Rogers, 2007).

Furthermore, according to Majoni and Nyaruwata (2015), the roles of the mentor teacher includes; introducing the student teachers to real world of teaching, helping them acclimatize to classroom teaching and ensure that learning takes place. The mentor should ensure a conducive environment for the student teacher to teach and learn as well as orient them to the school culture, facilities, staff and policies (Shea, 2002). This means that both the mentor and the

student teacher need to plan together in the execution of duties, However, the mentor should possess the cognitive and emotional abilities and virtues to ensure that effective mentoring takes place., In this study, the researcher had some illusions on whether the lecturers in universities in Uganda were aware of their role in mentorship process. More so, what student teachers could say about the whole process. This drove the researcher to conduct this study.

Wronka (2015) asserts that, mentees need to appreciate their professional journey that entails collaboration and reasonable patience. According to Munene (2019), a bad mentee will epitomize the following attributes:

- Anticipate instant reviews and feedback from all the mentors.
- Fail to plan and have a focused agenda for any meetings with the mentors.
- Expect a mentor to be a confidante, a therapist, and a friend.
- React negatively to constructive criticism of his/her work; criticism, to a bad mentee, is equated to outright rejection of the work.
- Anticipate explicit instructions on what to do in all his/her duties. These characteristics display traits of a mentee who does not appreciate the process of mentorship.

To foster constructionism, student teachers need to effectively communicate with mentors, respect them and develop trust in them as well as taking responsibility for their learning (Majoni and Nyaruwata,2015). Also, the student teachers need to be free to ask questions, observe freely and learn from the mentor (Portner, 2001). Together the mentor and mentee may reflect on the ongoing exercise and thereafter develop strategies and appreciate each other as well as the school (Clutterback, 2004). With the highlighted roles of the mentor and mentees, it was also not clear

whether the student teachers could figure out their role as mentees understanding the roles of their mentors in the mentoring process in universities in Uganda. This study therefore provided an opportune moment to give students a chance to speak.

From the university to the school system, mentoring is about the relationship between the student teacher as the mentee and the senior teacher as a mentor (MoES, 2005). It is an important feature in determining how the student teacher will learn from the senior teachers' experience (Rebecca and Musisi, 2022). Rebecca and Musisi stress that, mentoring inducts the new teacher to enhance some competences and experience from an experienced teacher. This agrees with Wronka (2013) who highlights that student teachers are accorded the opportunity to understand school culture, principles and practices at the same time acknowledges that the success of all mentoring principles and practices should be in formative guidelines and principles on how the practice should be carried out. It is worth acknowledging that in Uganda, the MoES (2005), provides guidelines on mentorship to Primary Teachers Colleges. In these guidelines, a mentee is a student teacher but it could be a new teacher or an old teacher with ineffective practices. On the other hand, a mentor is a more experienced teacher, knowledgeable enough to promote exchange of ideas, questions and concerns to the mentee (MoES, 2007). These guidelines much as they are tailored more to Teachers' Colleges in Uganda, universities seem to believe that they are not applicable to them. Therefore, it was necessary to discover whether these were applicable and in action at university level given the fact that currently mentorship is acknowledged as a vital pedagogical practice in all teacher preparation institutions. , Rebecca and Musisi (2022) in their study carried out on Mentoring Teacher Trainees in universities in Uganda found that, from 2017 National Teachers Colleges started institutional mentoring under the guidance of Belgian Development Agency called ENABEL. Emphasis in this project was put on the

induction of new lecturing staff and even those old ones in need of guidance, skills on action research, team teaching and managing large classes. However, they noted that instead of a mentorship program, some universities in Uganda adopted a micro teaching approach to spearhead peer mentorship. The question therefore is that, can peer teaching substitute mentoring? How are student teachers in universities being catered for since they were not categorized in the project of ENABEL? This was discovered in the students' own perspectives.

Furthermore, Uganda is in the process of developing clear guidelines of mentorship but in some countries, mentorship has progressed in stages depending on the level of growth and development (Wronka, 2015). According to Twoli (2011), mentorship has evolved in three models which shape the practices and processes of pre-service teachers in different parts of the world. These models were in line with the three models also highlighted on by the Ministry of Education and Sports in Uganda (MoES, 2007). Twoli (2011) traces an evolution that has progressed from positivism to post-positivism in the forms of the corporate model in the traditional and modern paradigm. The second model is the more improved collaborative model which uses the concept of mentors and mentees, viewed as the competence model according to the MoES (2007). The third model is the emerging model that is highlighted by the MoES (2007) as the reflective model. The second and the third models emphasize the mentor and mentee concept.

The corporate model which coincides with the apprenticeship (Learning to see) model in Uganda (MoES, 2007), can be regarded as the basic and traditional model common in most parts of the world. The model is treasured in developing countries, of which Uganda inclusive, because it is economical and easily manipulated in its operations (Kochan and Trimble, 2000). The structure of this model is a loosely organized structure that assumes mentorship as a natural

process which takes place unconsciously (Twoli, 2011). The model is informal and allows students to work with experienced practitioners or their own chosen role models that they emulate. However, Pungur (2007) and Twoli (2011) associated the corporate model with many weaknesses to include:

- Little or no interaction between the supervisors, the practicing teachers and the school management.
- Limited feedback to supervisors on professional development of the pre-service teacher.
- Limited guidance to the pre-service teacher by teachers in the school.
- Supervision mostly by generalists thus, lack of guidance in content area.
- General lack of clear guidelines on mentoring in universities and Teachers' colleges.
- Lack of motivation in taking up responsibility.

Such weaknesses are afterwards brought to classrooms resulting into poor quality professional guidance and school assimilation, ineffective instruction as well as poor performance (Pungur, 2007; Twoli, 2011). As such, it was vital to learn from the student's perspectives on the existence and role of such mentorship in the university pedagogical practices.

The weaknesses of the corporate model prompted innovations in pre-service training and one such and popular innovation is the design and use of the collaborative professional model (Beverley, 2007). The collaborative professional model argues that, the role of the mentor teacher who is perceived as an experienced teacher in the school provides front line advice, support and feedback to the student-teacher (MoES, 2005). He/she assists the student teachers in developing classroom management skills, gaining familiarity with the methodology, use of resources, lesson planning, assessment and reflective practice (Twoli, 2011). It can be

summarized that mentors generally provide guidance and model professional behavior through the development of supportive relationships. (Beverley, 2007). In such a structure, mentoring is formalized where mentors are trained, given guidance at policy level through seminars, workshops, conferences and others in form of professional development courses. Also, some remunerations should be given to motivate them to be efficient and effective in their work (Majoni and Nyaruwata, 2015). This mentoring model is also called the competency model where the mentor takes his or her role as a systematic trainer based on the pre-defined competences or behaviours specified by others and provides feedback (MoES, 2007).

The collaborative model accelerated the emerging models in teacher development which advocated for many modifications from region to region or institution to institution. The emerging model puts emphasis on the improvement of the mentoring skills. This should be through giving to mentors short courses designed for certification over a period of time, for instance over weekends or school holidays (Twoli, 2011). This is what is called the reflective model in Uganda (MoES, 2007).

Reflection on teaching is at the heart of this model where mentors develop a deeper understanding of the learning process, thinking through different ways of teaching to move from the position of instructor to co-inquirer position in order to promote critical reflection (MoES, 2005). This coincides with Majoni and Nyaruwata (2015) who advocated for the mentoring courses to be integrated in the formal study courses or curriculum for certification with a well-designed national structure acceptable and recognized by all teacher preparation institutions in the African setting. With the above contemporary arguments in support of the importance of the existence of the mentoring model in institutions, the mentoring practices in universities were not known and subsequently the mentoring model in use for teacher preparation. If it was in practice,

then which model is being used? Such questions prompted the study to analyse the student teachers' perspectives on how and which mentorship practices exist in order to contribute to a frame work that could best be applied in universities in Uganda.

Studies carried out on teacher preparation regarding mentoring indicated unprofessional supervision and mentorship in teacher education institutions and schools of practicum. Ruyendo (2011) points out that limited mentorship in teacher preparation is explicit because of lack of formal mentorship in teacher preparation institutions in Uganda. Formal mentorship informs the structure and procedures that the mentorship process should follow (Jones, 2012). However, Simiyu (2011) stressed that collaborative mentorship should be encouraged and structured to prepare students to frame problems, find, integrate and synthesize information, create new solutions, learn on their own, and work cooperatively. This is also in agreement with Kochan and Trimble (2000). Consequently, the student teacher requires the skills of teaching in ways that will develop their learner's knowledge for success and survival (Peters, 1987). Additionally, Majoni and Nyaruwata (2015) highlight that, universities in Africa in general need to formalize the process of mentorship if it is to be beneficial in teacher preparation given the fact that mentorship is already acknowledged as a crucial activity. Therefore, student teachers' perspectives on mentorship practices and competence development were timely suggestions and innovations on how mentorship can best be improved in Ugandan universities.

According to Peters (1987) axiology is a vital component in analyzing education. It exceeds the speculation about values and deals with ethics (the nature of good and evil, the problem of human conduct and man's ultimate objective or "end"). Mentorship falls in the axiological orientations of student teachers where academic work should be coupled with behavioral orientation to spice up the class work with other accompanying activities for

professional growth (Aggarwal, 2005). However, in the face of massification of higher education in Uganda, enormous challenges have been faced in teaching and learning ranging from large classes, shortage of staff, high lecturer: student ratio and pressure on the available teaching facilities. Thus, lowering the chances of individualized students' mentorship (Matovu, 2018). Hornsby and Osman, 2014 suggest that, there should be innovations used to teach large classes whether on campus or off campus without losing or compromising axiological orientations. One of them could be through mentoring student teachers to acquire these core competences outside the classroom work. That is why mentoring is regarded an important source of individual learning and development which can help reflective practice flourish. The question raised is that, how is it done and practiced? Then whatever and however it is done, how does it enhance competence development? The input of student teachers on mentoring as the major beneficiaries was highly treasured in this study.

2.5 Student teachers' perspectives on School Practice

School Practice (SP) is a pedagogical practice in teacher education that emphasizes the artistry and practical classroom techniques of the teacher (Rugyendo, 2011; Aglazor, 2017). World over, the teaching practice exercise is the climax of teacher preparation where the three major players: university supervisor, host teacher, and aspiring teacher interface to determine the quality of teaching of the aspiring teacher (Aglazor, 2017).

Student teachers' views concerning School Practice (SP) help to know some of the touching issues that would not have been identified by educators. Kablan and Kaya (2014) noted the authoritarian tendencies that still influence educators to regard students as passive recipients of knowledge and lecturers as experts in university education in Uganda. Observations made by Kablan and Kaya are also applicable in the supervision of student teachers on School Practice

(SP). In such a situation, supervision becomes another teacher-centred assessment technique rather than a learning period of self-reflection (Goodwin et al.,2014) Exploring the student teachers' perspectives on school practice provided an opportunity to discover students' assessment in the improvement of the management and implementation of School Practice (SP), as one of the major components of preparing competent teachers.

Majoni and Nyaruwata (2015) agree with the fact that School Practice (SP) allows the aspiring teachers to be paired with competent, knowledgeable and concerned university supervisors to help them assume the full range of teacher duties during this “hands-on” training period. Rugyendo (2011) expresses that, the host teachers at the schools of practicum have equally vital influence on the student teachers' professional growth and development. Both the student teacher and the supervisor need to identify, appreciate and utilize their skills as an ultimate goal (OECD, 2009). School practice is an exercise involving three major parties, the lecturer, the student teacher and the host/mentor teacher (Onen et al., 2016). The way the quality of school practice is upheld and how the three parties (university lecturers, host teachers and student teachers) collaborate to handle school practice and enhance competence in Ugandan universities was not known and this required student teachers' perspectives, which was the focus of this study.

School practice supervision is done along different models that suit different situations (Carrie, 2002).Among them is the clinical supervision model which is a form of inquiry designed to encourage student teachers to reflect upon and analyze their own teaching methods so as to develop and test hypotheses about what is effective and why. According to Onen, et al., (2016), clinical supervision involves preparation and planning, classroom observation, prior and post conferencing, analysis and strategy. In clinical supervision, communication is one skill that a

supervisor can use extensively in working with teachers (Kagoda and Itaaga, 2013). In this, communication consists of more than talk and involves feelings, gestures, posture and overall physical attitudes. Carrie (2002) expounded other models of school practice to include the conceptual model, developmental supervision, contextual supervision and differentiated supervision. However, MoES (2007) encourages the use of collaborative or clinical supervision as vital to student teachers in making their own meaning during school practice while collaborating with their supervisors. The extent to which clinical supervision is applied to university school practice precipitated this study.

Carrie (2002) asserted that when student teachers enter the classroom, they have many unanswered questions or concerns about teaching. Teaching concerns and particularly self-concerns, have an impact on their ability to teach and their effectiveness in the classroom (Kagoda, 2019). These self-concerns allow the student teacher to focus on how to mitigate them for survival before and during the student teaching experience. Additionally, the School Practice Assessment Form (SPAF) (MAK, 2019) identifies eight major areas of teaching concerns namely, preparation and planning, lesson development, knowledge of subject content, teacher communication, classroom organisation and management, effective use of teaching resources, teaching methods/ technique, ethics and integrity and finally, assessment and evaluation. Ruyendo (2011) identified failure as another concern of student teachers on practicum. To be successful, these concerns should be expounded and articulated. Hence this study provided an opportunity to expound these concerns through the student teachers' perspectives on School Practice (SP) as a pedagogical practice.

School practice also attach much importance to classroom apprenticeship and experience model of learning to teach (MoES, 2007). Ruyendo explains that school practice is a

compulsory course for all aspiring student teachers in Uganda that aims at translating the classroom theory work on teacher education to practice. Onen et al. (2016) further stresses that School Practice (SP) is the central pivot of professional training of teachers. Therefore, university education should give it predominant attention that it deserves. School practice is beyond classroom activities because it is a practical teaching activity where students are given an opportunity to demonstrate the acquired pedagogical skills and be helped or trained more through supervision over a period of six to eight weeks (Ssekamwa, 2001). School Practice is thus highly acknowledged as a practical learning experience that needs to be conducted with the attention it deserves. However, the extent to which this is done in universities in Uganda required student teachers' views as subjects so as to ascertain its contribution to their learning.

During school practice, student teachers are supervised by the university staff to help them improve their teaching skills (Kagoda and Ezati, 2013). The supervisor is principally concerned with helping teachers to achieve the best outcomes of instruction (Ogunniyi, 1990). Through School Practice, the university academic staff also evaluate themselves because to a greater extent, the way the student teachers teach, reflects the way they were taught. In other words, school practice is also an evaluation for the senior teacher progress (Rugyendo, 2011). Therefore, the evaluation should be participative and reflective as Freire (2010) explains that participative reflective teaching and learning happens when student teachers learn in an environment of the supervisor being more of a coach than a director which encourages humanization between the educator and the educatees. By collecting the students' perspectives, this study was interested in finding out whether the student teachers are given such opportunities especially in school practice when they demonstrate their teaching skills.

Furthermore, school practice requires a thorough supervision that starts from planning and ends with evaluation (Kisige et al., 2021; Ssekamwa, 2001). Grower and Phillips (2005) emphasized that, the supervisor and the student teacher should work together at all stages in order to make a fruitful follow up of the instruction. This however, depends on the individual characteristics of the supervisor and the supervisee, coupled with the unique dynamics developed in their working together (MoES, 2007). However, in a study carried out on teacher Education and Development on school practice at Uganda Christian University by Ruyendo (2011), it was found that some supervisors simply come to enter class, write a report, hand it over to the student teacher and leave immediately. Ruyendo further reported on the unprofessionalism among supervisors who fail to keep time, make hurried reports to complete School Practice in just one week. Such sentiments drove the researcher to think that School Practice supervision is more of generating marks and grades for student teachers other than helping them develop the required teaching skills. This aspect also precipitated this study to learn more from the students on how School Practice is conducted.

In Uganda, MoES-UNESCO (2014) posits that in conducting school practice, students should apply for schools of their choice and then posted as per their requests by a university or college coordinator. However, the placement of the pre-service teachers is controlled by the needs of the schools. According to Twoli (2011), given the shortage of teachers in some schools, in most cases, the head teachers select teachers with the subjects where there is a shortage. In such a critical situation, the student teachers are placed in a school where there is no other teacher in the subject which automatically makes the student teacher assume headship in all the proceedings in the department. More to this, even where there is a co-operating teacher who is supposed to guide the pre-service teacher, experience has shown that in many schools, the

cooperating teacher simply takes leave and abandons the practicing teacher to go it alone (Majoni and Nyaruwata, 2015). Apart from the quality of supervision, the main objective of School Practice may be jeopardized by the posting and practicing school-based factors (Kagoda and Itaaga). Often time, School Practice coordinating lecturer authoritatively push students to schools where the environment is not conducive for skill development (Kagoda and Itaaga, 2013). As such this may not foster the acquisition of the appropriate skills and necessary for the real-life experiences of student teachers. Nevertheless, during School Practice, student teachers should identify the skills required from them as teachers in the professional world (Kisige et al., 2021). Hilton (2008) identified five competencies suitable for the 21st century teacher when it comes to school practice or work-related activities. These include adaptability, which refers to the willingness to cope with new tasks and situations, rapid changing and uncertain conditions as well as responding to any crisis in work environment. Adaptability also includes handling work-stress, adapting to different personalities, communication styles cultures and physical adaptability to various indoor or outdoor work environments. Secondly, soft skills/social skills or transferable skills like communication through dialogue, team work, problem solving, creativity and generation of new and innovative ideas/, interpersonal relations and ethics are also required (Kisige et al., 2021). Thirdly, self-management and -development so as to perform autonomously while self-motivated and self-monitoring. The fourth is effective communication and the willingness and ability to acquire new information and skills related to work for instance, the use of Information Communication Technology (ICT). Finally, the fifth competence is systems management that requires systems analysis, judgement, decision making, interaction and system evaluation. This raised many questions on whether these skills matter in school practice to both lecturers and students in their preparation. Ssempala (2011) and Goodwin et al. (2014) suggest

that student teachers need to be equipped with these skills so as to serve and be up to-date with the expectations of the teacher in the 21st Century. The perspectives of student teachers were vital to elucidate their concerns on school practice so as to provide tangible solutions that could enhance such skills amongst the student teachers.

Chapter Three: Methodology

3.1 Introduction

This chapter presents the methodology that was used in this research. It provides the philosophical stance, the research design, area of study, study population, sample size, sampling technique, saturation of participants, the data collection methods and research instruments, data quality control, research procedure, data management and analysis, ethical considerations and the dissemination plan.

3.2 Philosophical orientation

The philosophical orientation was presented on epistemology, ontology of the research, research paradigm, theoretical orientation and methodology (Munene, 2019). This research was underpinned by the transactional epistemological stance that knowledge, truth and meaning are created by subjects' interaction with the world. Thus, multiple contradictory but equally valid accounts of the world can exist (Creswell, 2018). Hence, each participant accounts constructed by them from their prior participation, involvement, engagement or interface with pedagogical practices were close to the truth (Crotty, 2006). The relativist ontological stance was adopted in view that reality is created in the mind of individuals as a result of interaction with their metaphysical world, thus there are multiple, comprehensible, equally valid realities. Therefore, the accounts rendered by each participant was considered as unique and important in constructing the overall picture of pedagogical practices based on their lived experiences.

To capture this truth of knowledge about pedagogical practices, the post positivist interpretivist world view of research was adopted. This s believes in truth and meaning created by participants' interaction with the world. This view provided a constructionism theoretical lens

(Yin, 2014). Therefore, focus was on structuring meaning based on subjective accounts of individual experiences of participants to provide insights into the practices and strategies of pedagogical practices at Makerere University. The study adopted the qualitative research approach. The qualitative approach was preferred for its ability to describe and explain the phenomenon of the student teachers' perspectives on the pedagogical practices at Makerere University. phenomenon under study (Creswell, 2018; Denzin and Lincoln, 2005; Hammarberg, Kirkman and De lacey, 2015).

3.3 Research Design

This study adopted a case study research design anchored in the qualitative approach of research. A case study is an intensive study of a single entity in which detailed information is collected to provide holistic evidence (Creswell, 2018).

The case study was considered appropriate for its advantage of studying a smaller entity in order to gain insight into the complex phenomena (Yin, 2018). For this study, Makerere University was selected as the case study that embraced massification more than any other university in Uganda. Therefore, considered as the pace setter of other universities in the country. The qualitative approach was based on the notion that its ideal for exploring and understanding meanings individuals ascribe to phenomena and gives voice to participants (Creswell, 2018). The qualitative approach was suitable in gaining insights into the student teachers' perspectives on pedagogical practices in Makerere University from the point of view of the participant's lived experiences.

3.4 Area of study

This study was conducted at Makerere University at the College of Education and External Studies (CEES). Makerere University was purposively selected because of its advantage of embracing and acknowledging the need for better mentorship in her strategic plan of teaching and learning (2020) as one of her contemporary pedagogical practices. Additionally, being the oldest university in Uganda, it was expected to have acquired expertise in the pedagogical practices that would best suit teacher preparation at university level. The College of Education and External Studies (CEES) was selected for being the subunit that handles student teachers whose perspectives were a focus of this study. It was therefore, considered appropriate to provide samples for this study of the student teachers' perspectives on the pedagogical practices at Makerere University.

3.5 Study population

The study population comprised the undergraduate students in year three pursuing Bachelor of Arts with Education (BA. Ed.) and Bachelor of Science with Education (BSC. Ed.) degrees. The population of the third-year undergraduate students was chosen because they relatively had more exposure of the school practice exercise that they had gone through right from their second year. As finalists, they were assumed to have been more exposed to more pedagogical practices and content courses. Therefore, these learners could determine whether the pedagogical practices used in their preparation were appropriate for the current teaching and learning world. Finally, they were getting ready for the world of work and so were able to reflect on what they thought would be useful to their future as qualified teachers.

The study population also comprised three guild representatives from the College of Education and External Studies. The guild representatives were selected because they were considered the voice of students in administrative representations. Therefore, were presumed to have a lot of philosophical principles and professional knowledge on pedagogical practices to share so as to contribute to shaping contemporary pedagogical practices.

3.6 Sample size and distribution

The sample was drawn from both the Arts and Science disciplines. In each of these subject disciplines, students were selected basing on their willingness to participate in the study. The participants included both males and females that were selected basing on their performance in terms of their scores. That is, the high performance (80-100), middle performance (70-79) and low performance (59-60). This categorization was determined on the basis of the Makerere University guidelines on classification of awards available on the university website. Therefore, before, participating in the study, each student selected was requested to avail the researcher with the print out of his/her recent results. In determining the sample size, I followed the non-mathematical assumption of Mariwilda (2015) for determining sample size in qualitative research in which a maximum of fifteen respondents is considered sufficing to make sound generalizations about the problem studied. Therefore, in each of the three categories, two samples were selected from both disciplines. This gave a total of six members from each discipline. Therefore, the study comprised a total of 12 respondents from both disciplines and three student leaders.

3.7 Sampling techniques

The study used both purposive and snow ball sampling techniques. Purposive sampling was suitable for identification and selection of information rich cases what Creswell (2018) and Yin (2011) posit as benefits arising from purposive sampling. Thus, Makerere University was purposively selected because of its advantage of being the oldest and most populated university in Uganda, it was anticipated to have acquired enormous expertise in the pedagogical practices. More so for having embraced the need for better mentorship in her strategic plan of teaching and learning (2020) as one of her contemporary pedagogical practices. Purposive sampling was also used in selecting the two categories of disciplines notably the science and arts disciplines. In doing this, the aim was to ensure that the uniqueness of pedagogical practices based on course specialization (disciplines) is catered for (Amin, 2005). Purposive sampling technique was also applied in the gender of students' in selection. In this sense, of the six participants selected from each category of discipline, three were male and three were female. This was meant to avoid biases and ensure gender balance in gender selection of respondents. Therefore, increasing confidence in the study conclusions that emerged about the students' perspectives on pedagogical practices.

Snowball sampling was used to locate the student teachers since data collection was carried out during the COVID 19 pandemic lockdown between the month of July and September 2020. Snowball sampling technique aided the researcher to access student teachers from different fields of Arts and Science since they were all scattered all over the country. Each student contacted was requested to introduce a colleague for the study. The student teachers being all third years were easy to network with because they shared significant and meaningful experiences concerning

pedagogical practices at Makerere University. The three guild representatives, were all included in the study.

3.8 Saturation of participants

Saturation as a concept varies across studies (Creswell, 2018). But it is considered in terms of a number of participants providing both thick in quantity and rich in quality information (Mariwilda, 2015). Yin (2014) suggests that in-depth information from a small number of people can be very valuable, especially if the cases are information rich. In conducting interviews with the twelve participants, I was able to collect their perspectives about the pedagogical practices. Student teachers' perspectives on pedagogical practices were explored from multiple angles, seeking deep understanding from the three levels of performance, repeating the same processes across all the interviews with twelve respondents. By the twelfth participant interview, the data had reached the level of similarity and repetition thus data collection ended.

3.9 Data collection methods

The researcher used two data collection methods so as to compliment and triangulate the data obtained. In-depth semi-structured interviews were used to collect primary data from each of the student's teachers. This gave participants an opportunity and freedom to express their opinion and assessment of pedagogical practices. Data collection also involved document study that was used to collect secondary data. The documents entailed the university strategic plans, Annual reports, Government White Paper on Education (GWPE, 1992), Teacher Education Policies (NTP), National Council for Higher Education (NCHE) polies, university and other tertiary institution acts on school practice and teacher education curriculum reviews. Other documents included the available literature that came from related works on students' perspectives on

pedagogical practices earlier published in the online resources such as journal articles, books and students' dissertations. These were envisioned as rich source of information consisting core issues about the pedagogical practices. These were used to cross check the student teachers' perspectives in order to enhance the discussions in this study.

3.10 Data collection instruments

The researcher used an open-ended face to face interview guide as the main instrument for data collection to provide opportunity for probing (Yin, 2014). The interview guide consisted a set of 16 questions logically sequenced according to the themes of the study.

The questions were distributed in three sections according to the themes. The first section on teaching practices had six items, the section on mentorship also had six and the last section on school practice had five guiding questions (see Appendix 1). The interview guide questions were administered to the student guild representatives of the education council along with other relevant probing questions that were produced interjectively. The data was captured through hand written stating of the comments provided along with an audio recording which aided proper capturing of accurate data. During the process of data collection, each of the respondents was approached in an interview and Wats Apps was used for more correspondences. The interview method was used because of its ability to collect in-depth information from the respondents to freely express their views, opinions, perceptions and feelings about the pedagogical practices.

The interview data was reinforced with data obtained from relevant documents and literature which gave meanings to the students' perspectives on the pedagogical practices.

3.11 Data quality control

Data quality control was achieved through addressing issues of trustworthiness or authenticity of the study findings (Lincoln and Guba, 1985; Creswell, 2018).

To attain trustworthiness, triangulation of instruments by using both interviews and documentary review was adopted. The interview guide questions were subjected to validation. In this case, they were carefully designed to ensure that they were meaningful. They were also constantly checked by the supervisors and some senior researchers to provide insights for corrections. These were administered by the researcher herself to all the respondents in a prolonged engagement with the respondents for building relationship and credibility of the findings.

Additionally, to attain credibility, the researcher made sure that the findings are correct, indicating a true reflection of the student teachers' perspectives on pedagogical practice that are free from the researcher's bias. In doing this, during data collection, the interview transcripts were shared with the student teachers, and provided them sufficient time to think about their responses what Creswell (2018) refers to as member checking. Constant comparative principal was adopted during and after data collection leading to thick descriptions. and interpretation process (Creswell, 2018).

3.12 Research procedure

Before the actual conducting of the study, an introductory letter was obtained from the Directorate of Research and Graduate Training of Kyambogo University and then ethical clearance was sought from Gulu Research Ethics committee at Gulu University (Appendix 5).

Thereafter permission was sought from the National Council for Science and Technology (UNCST) to conduct the research (Appendix 6). This enabled me to go on and conduct the study.

The main methods of data collection were individual interviews and documentary review. The interview guiding questions were first verified by the supervisors, cleaned and proof read by colleagues and other qualitative researchers. This helped to steer the interview process with a logical and clear flow of topical issues. In-depth semi-structured interviews involved asking questions whose responses were captured by an audio recording for a better understanding of the student teachers' perspectives on pedagogical practices. The semi-structured interviews were conducted between the month of July and September, 2020. Participants were enabled thereafter to listen and view their recordings in case of additional information through Wats up.

Documents check was done continuously to compliment and corroborate information, agreements and gaps in the study. The report was done in two phases. First, was data transcription and coding and layout into cells/framework to obtain a reliable data base and thereafter documented the data in this thesis accordingly.

In this sense,

3.13 Data management and analysis

For data management, the audio recordings, field notes, memos and wats up, kept information safe and aided retrieving of data whenever it was necessary. Content analysis was used to analyse interview and documentary data (Creswell, 2018). Data analysis was done concurrently with data collection. In this sense data from interviews was analysed first by identifying the main themes that emerged from the students' perceptions. The researcher then gave a detailed and

literal description of the findings by reading through several times alongside the documents and literature review which gave a general sense of the emerging ideas.

Information that contradicted with the patterns that emerged from the data were also paid attention to. During data analysis, data from interviews and documents was compared to explain the similarities and differences. This enabled to verify some facts already discovered by other authors. Framework analysis was adopted to manage and code the data. The defining feature of framework analysis is matrix output where data is summarized into cells: rows for cases and columns for codes (Creswell, 2018). The framework provides a structure into which data can be systematically reduced to enable analysis of the data by question, theme and category (Etomaru, 2017). This allowed comparing and contrasting the data with ease across individual cases (Mariwilda, 2015).

3.14 Ethical considerations

Ethical considerations are vital in any research. This constitutes the axiological aspects morals, principles, norms and values for conducting research. The major ethical issues of concern during this study included the researcher's responsibility, informed consent, privacy and confidentiality as well as values and welfare of participants

3.14.1 Researcher's responsibility

Such an educational study could not be carried out without permission from the relevant educational authorities. The researcher got an introductory letter from Kyambogo University Graduate School. This served to introduce her to the participants so as to avoid any suspicious feelings about her. After fulfilling the proposal requirements, the researcher received permission in form of administrative letters from both authorities Gulu University Research Ethics

Committee and the Uganda National Council for Science and Technology (UNCST). This confirmed authorization to go on and conduct the study.

3.14.2 Informed consent

This entailed informing the individual participants why they had to participate in the research study so as to make decisions whether to or not to participate. Participants were also informed that they were free to participate or withdraw at any time without penalty. In other words, emphasis was put on voluntary participation by seeking participants' permission and minimizing the researcher's bias and self-determination principles after the researcher had provided full information on the purpose of the research, expected duration and benefits.

3.14.3 Privacy and confidentiality

The researcher had to ensure privacy and confidentiality of the participants. This was through the filling in of anonymous questionnaires, using pseudo names during report writing to avoid possible matching of the data with the respondents.

3.14.4 Values and welfare of participants

During this study, the values and welfare of participants was respected and protected throughout the research process. This was done by first explaining to the respondents what the research was about, how it was going to be done as well as their benefits from it. The researcher ensured that respondents did not get any harm throughout the study. Since this study was carried out during the time of COVID 19, a risk management plan was prepared and enforced to protect participants from the pandemic.

3.15 Dissemination Plan

The findings of this study will be shared with Universities, research participants, student teachers, lecturers and other stakeholders in the community. Results will be presented at both internal and international conferences. Also, papers will be written and published in credible journals.

This chapter described the methodology that was used in this study. This methodology made it possible to investigate the problem under study. It involved the use of a case study that was reliably expected to provide evidence of a holistic analysis. In the subsequent chapters, I present the findings and the results obtained from the study.

Chapter Four: Data Presentation, Analysis and Interpretation

4.1 Introduction

In this chapter, the results of the study are presented. The chapter is divided into two sections. The first section is the profile of the participants, the second section is the presentation of the findings, analysis, interpretations on the student teachers' perspectives on lecture room teaching practices, mentoring practices and school practice at Makerere University.

4.2 Profile of the participants

The participants included three student guild leaders and 12 finalists in third year pursuing the Bachelor of Arts and Science with education degree at Makerere University. The participants were both male and female. The profile of the participants is summarized in table 4.1 and 4.2 below.

Table 4.1: Profile of student leaders at the CEES

Respondent	Leadership Role/Gender	Discipline
Student Leader 1	Chairperson/ Male	Arts
Student Leader 2	Rep. from the School of Education	Arts
Student Leader 3	Representative from the School of Education	Science

Data Source: Student Leadership CEES

Table 4.2: Profile of student teachers' participants

Category 1: 80- 100 grades		
Respondent	Sex/ Gender	Discipline
R1	Female	Science
R2	Female	Arts
R3	Male	Science
R4	Male	Arts
Category 2: 70- 79 grades		
R5	Female	Science
R6	Female	Arts
R7	Male	Science
R8	Male	Arts
Category 3: 59 -69 grades		
R9	Female	Science
R10	Female	Art
R11	Male	Science
R12	Male	Arts

Data source: Third year student teachers, CEES, Makerere University.

4.3 Student teachers' perspectives on lecture room teaching practices

The first research question of the study sought to explore student teachers' perspectives on lecture room teaching practices. Student teachers and the guild representative to the council were engaged in an interview about how their lectures are conducted and how they gain from the lecturers' teaching. This aimed at finding out different strategies and methods of teaching currently applied at the University so assess how impactful they are on shaping student teachers' in their professional preparation. Participants were therefore engaged in individual interviews where they gave their perspectives about the teaching practices in their lecture rooms at the university. Particularly, they were required to give their perspectives on the benefits derived from the teaching and learning process, how the teaching is participative and the challenges faced in the teaching and learning process. They were also required to suggest some contemporary teaching practices that they thought be beneficial in promoting appropriate skills for their professional career.

Distinct patterns of lecture room teaching practices in different courses emerged among the different participants based on Science and Arts subjects. Of the 12 student teachers interviewed, ten mentioned that there was dominance of authoritarian teaching through lecturing which was as a result of teaching big classes. Although some science student teachers expressed that some lecturers at times encouraged them to do and observe experiments, organize group work and presentations and other independent work, they still expressed authoritative moderation. One respondent expressed that;

A number of lecturers awesomely employ group presentations. However, they give little time to students which is not an effective and efficient way of moderation as students do *not* fully express themselves competently. Students are

also demotivated by the way instructor/lecturer comments during presentation are made. For example, comments like “stop bringing your hopeless and fake presentations”, “speak like a man”. Such comments and many others sound simple but big in the ears of students’ ears who are being prepared for the teaching service. At the end of the day, they make comments like “presenting is hell on earth (R11)’”.

Such comments revealed that the lecturers’ language and behavior during lecture room teaching affect the emotional state of students making them develop negative attitudes towards the learning process. Inadequate time accorded to students for presentation also limits the development of their communication skills, which impacts on confidence development and self-expression needed for the teaching world.

The aspect of authoritarian teaching was also echoed by all the three student leaders who expressed inadvertent continuous authoritarian tendencies of some educators. They explained that this is usually so because of the nature of teaching that occurs in big lecture rooms where a single lecturer handles over 50 students. One Student leader (SL1) said;

Madam, it is a bit difficult for a lecturer to conduct discussions for students because of the big sized classes taught. Like in year one, the students’ numbers are often overwhelming, over a thousand, given that students are combined especially in foundational subjects of education. Therefore, lecturers have no option but to use the lecture method in order to help cover up the teaching syllabus (SL1).

Participant (R1) expressed that, teaching varies basing on different lecturers. He expressed that, while some teach well, others do not. He further pointed out that, in science subjects, most lecturers use the lecture method. In this, the lecturer presents information in the form of main points and the class takes notes with limited questioning during the class period which normally lasts for one hour. In regard to this, some participants expressed that, although some lecturers try to be student centred by organizing students in groups to present in discussions this is usually on few occasions. R1 further pointed noted that, while some units are handled carefully, others are not well handled. R1 expressed the common practice in lectures where students are normally given briefs and assignments, but are limited in the question time. R7 commented on the conducting of experiments. Notably, students are left in the laboratory who and always learn by themselves. When asked whether lecturers get time to supervise the experiments in due course, R9 responded as follows that, “it is usually the students to make effort to learn by themselves and not the lecturers.” The differences in teaching the courses of study reflected the different beliefs possessed by the participants on classroom teaching practices.

The findings further revealed that some lecturers absent themselves and instead send work or notes to student teachers to study on their own. R3 said that in teaching science classes especially on experiments, lecturers organized manuals which they normally place in the laboratory and refer students to their use in finding solutions and making experiments. However, no efforts are made by lecturers is follow up on the findings so as to verify whether the conclusions are right or wrong. R5 stated that, in some cases, the

science lecturers guide students in the experimental lessons where they do hands on using guided instructions until they get the solutions themselves.

Students further commented on the lecture teaching and learning practice. R7 said, “We are taught using short lectures, seminars, group work and thereafter we are encouraged to do group discussions. Then the assessments and evaluation are done at the end of the semester through course works and examinations. “R9 also added that:

Teaching is normally dominated by lecturing and personal or group presentations. Usually, use of Microsoft office slides dominates with minimal student- lecturer interaction. This is common in chemistry department. We (student teachers) usually say attending and not attending is all the same, because you don't understand anything. Only what you see is a rapid change of slides. So, at the end of the day, not so much is learnt. So, we resort to rote learning because we want to avoid failing.

The findings from students in the science discipline seemed to rhyme with those participants in the arts disciplines. R2, R3, R6, R8, R11 and R12 similarly expressed lecture method as the major instructional model. In this, the lecturer gives the course outlines first and then in the subsequent lessons reads out main points as students make notes. This is normally done with minimum discussions and questions because the lecture time is usually short. R2 and R9 expressed that on some few occasions, lecturers organize students in groups and assign them tasks to present to others. However, this is mainly done during the time outside the timetable.”

Participants expressed that, because of the COVID 19 outbreak, the use of internet through Information Communication Technology (ICT) and mainly the introduction of e-learning

was encouraged. R4 mentioned that, “we are encouraged to use internet and search for information to supplement on the facts we obtain from the lectures.” However, While R10 said that, while e-learning is encouraged, she personally had not attended any e-learning class because she had no access to a computer that would help to aid her.

Each of the three student leaders were also asked to comment on the use of ICT in teaching and learning. They all acknowledged the efforts of the university to promote ICT teaching and learning in order to reach out too many students with ease. SL2 commented thus;

The university has made efforts to promote e-learning platforms although they are still taking shape. In most cases, some students fail to attend the online lessons because they are biased, others fail to get the airtime and while some don't have the gadgets which makes them to fail to comply.

The student perspectives, did not indicate any major shift in the instructional paradigm from teacher centred to student centred teaching and learning. The lecture model of teaching seems to be the primary form of instruction and still serves many useful instructional functions in the university.

On lecture room teaching practices, participants were further asked to explain on how they benefit from the teaching learning process in as far as making them ready to face their professional demands in the teaching world is concerned. This question sought to establish whether the student teachers derive their skills from the pedagogy received in university classrooms or not. It was also intended to explore whether student teachers are motivated to imitate and use the kind of teaching methods they receive and apply it in their own teaching situations.

In their response, students revealed, that a good number of student teachers pay attention to the teaching at the university because there is always a wide coverage of a topic in one lecture. The fear to fail examinations at the end of each semester is always the driving force for students not missing lectures at the expense of acquiring the required skills. The dominant accounts of participants were that university lectures focus more on telling students about the subject matter with less focus on the use of teaching and learning aids like chalkboard/slides. R1 expressed that, although a lot of explanations by lecturers are done to cover the course outline, in some cases, course outlines are left pending due to some unavoidable circumstances like strikes and public holidays. R2 further said that:

Attending lectures benefits me to understand the course outline contents. Once you miss a lecture you will fail to catch up because there is always a wider coverage in a short time more especially when the lecturer uses power point presentation in teaching. Some lecturers set examinations from what they lecture and so one may be caught up by such scenarios.

Similarly, regarding content, R9 and R10 also talked about the aspect of assessment where they indicated that, from teaching, they are able to pass their examinations and get their qualification papers. R9 also expressed that, “it is through attending the lectures that I am able to pass my examinations because lecturers mainly set from what they teach in class which eventually ends up failing those who do not attend their lectures”. This was supported by R10 saying that, “teaching at the university enables one to pass examinations”. She went on to express that, “some lecturers are not considerate, they usually give tests when they find few members in attendance to their lecture purposely to make many miss out.” Asked why lecturers can do such a thing, she disclosed that there is fear for marking of too many scripts for course work by some

lecturers as evidenced by delays in release of results. This was echoed as one of the causes of strikes at the university (Makerere University (Mak), Fact Book,2017-2018).

R3 expressed that, “lecture teaching helps me get much content knowledge as I benefit from the explanations of ideas and concepts that I do not know so well. And in turn I get content material for my teaching.” Obtaining content knowledge was similarly expressed by R4, R9, R11 and R12. R12 added that the way teaching is handled at the university helps to cover the scope of the subject in a short time. He expressed that, “the lecture method always presents the overall outline of the scope and many facts can be presented in a short time. R4 noted that, the course content at university is wide if it is not presented in a summary form”. Despite the pitfalls, R12 expressed his admiration to the lecture method. This showed that he benefited from it and could use the same method to deliver his content to the learners in his professional teaching practice.

Nine of the participants and all the three student leaders mentioned the benefit of lectures as gaining a lot on content related material. However, the three participants hinted on acquiring generic competences from lecture room teaching. R8 expressed that, she was able to learn from the way lecturers teach and mentioned some skills she acquired from teaching in the lecture room. “I gained personal confidence, self-motivation, lesson development, presentation and communication skills, controlling learning as well as formative and summative assessment techniques.” She also expressed the benefit of learning to keep time saying that, “I learn to be punctual and keep time according to the stated time table because punctuality is a major aspect in teaching-learning”. She stressed that, “the way lectures teach us is also how I learn to teach in terms of content delivery, classroom management and sequencing of work.”

In addition, R2 also highlighted that he acquired communication skills, team work and networking from the lecturing. R5 also revealed that lectures promote efficiency in planning

time and preparation of their work. Thus, “I learn to keep time according to the stated timetables of classroom work and to avoid missing lectures”. R6 also echoed the aspect of lesson delivery and acquisition of communication skills saying, “teaching in lectures has helped me learn how to teach, imitating the way lecturers teach us, likewise we also teach our students”. Therefore, in this situation, lecturers ought to know their position as role models who without knowing impact on their students’ career performance.

One student leader, SL3 mentioned acquiring the skills of teaching and learning using ICT especially if effectively used by the lecturer. This was an emerging aspect among the mentioned benefits derived from lecture room teaching. He said,

effective use of ICT by the lecturer assists me to obtain presentation skills and generally how to use ICT in classroom teaching. Many of us are not conversant with the use of ICT in teaching and therefore do not have the esteem to use it. However, when I see the lecturer using it, I could learn from him/her which as well helps in improving on my own esteem also to use it in my teaching.

Complimentary information obtained from School Practice Assessment Form (2018-2019) revealed that, apart from the acquisition of content knowledge, the student teachers should acquire preparation and planning skills, lesson presentation and development, communication and appropriate use of resource aids, classroom management and feedback techniques as well as assessment and evaluation techniques. Nevertheless, R3 had earlier mentioned that he was able to acquire the skills of planning and preparation of lessons as well as lesson evaluation. Therefore, from the participants’ views, it was explicit that both traditional and constructionist practices are imitated by student teachers in their future teaching.

To further investigate the perspectives of student teachers on lecture room teaching, the study was interested in finding out how the teaching-learning process is participative (student centred) in nature. This question sought to find out whether students are allowed to participate by asking questions or giving their contributions during lecture room interactions to consolidate learner centred teaching approaches. This was important because participative teaching and learning was not only discovered as a tool to stimulate creative, critical and independent thinking amongst learners but is also promoted by the 21st Century constructionist critical philosophers like Seymour (1985); Freire (2010); Sather, (2011); Ratna and Tron, (2015) as the best method for the 21st Century classroom, that fosters experiential learning.

Predominantly, all the student leaders and most of the participants expressed the limited participation in the teaching and learning process. In essence, all arts students expressed limited participation and insisted teaching and learning is done by lecture methods. R2 said, “in history subject, lecturers dictate notes and main points and then leave students with individual assignments in the fourth coming lecture sessions”. Likewise, R4 said, “in foundations of education courses, teaching is by the lecture method. However, in subjects like geography where students are relatively few, discussions usually are encouraged especially in doing the assignments that lecturers leave behind”. I asked participant R4 about the size of the geography class, and he revealed that it is a medium sized class of about fifty students. This explained why some discussions were possible on some occasions.

The participants further indicated that lecture room teaching is associated with many challenges. The challenges posed some bottlenecks to their teaching and learning aspects and indeed some of these challenges are likely to impact on their future teaching professional career. All the respondents from both disciplines and students’ leaders expressed almost common problems

faced. R1 from the science discipline mentioned the absenteeism of lecturers, lecturers giving unclear introductions and course outlines, big classes which create congestion in lecture rooms and lack of guidance in practical science classes. It was explored that, in some courses notably, Foundations of Education courses the general methods of teaching are not taught and yet these are crucial as they form the core professional competences. R3 extensively pointed out the limited time allocated to methods as a course unit, which eventually results into limited scope of work done in methods of teaching. He also mentioned other challenges like, strict lecturers who are inconsiderate and give tests when students are few in attendance, lack of enough space and furniture, unbalanced student-teacher ratios, using ICT in teaching-learning and 1 lecturers' failing to attend classes." R11 pointed out some challenges associated with lack of teaching materials. This coincided with R5 who also echoed the lack of enough chemicals in the laboratory along with the insufficient equipment to run science classes. Also, SL1 was critical on the scarcity of teaching materials which according to him results from the minimal fund allocations to the college that fail the purchase of some materials. He had this to say, "as leaders, we know that the university is somehow financially constrained when it comes to catering for all the teaching materials but we try to fit in and move on".

The dominant challenge that was highlighted by almost all respondent is the difficulty in the using ICT for teaching and learning. R1 expressed that:

With the outbreak of COVID 19, ICT has been incorporated in the teaching and learning practices. However, it has become a a burden to our simple teaching learning life. I have difficulties with the use of ICT in the teaching-learning practices because lecturers use it without considering whether students possess the skills and gadgets or not.

In line with that, R4 also expressed that, while the university has adopted the use of computer technology, he, him particularly does not have enough skills and much access to a computer. Likewise, R6 further said, “I have been learning how to use computer technology but not to do e-learning”. R3 also said, “there are a lot of technological changes that pose a challenge such as acquiring the gadgets and even using them.

Some participants expressed the failure to afford the computers (laptop) or even data to access the internet activities. This experience was echoed by all the student leaders and R6, R7 and R9 indicating that, students have financial constraints which makes it difficult for them to cope with ICT equipment requirements along with and airtime/data for use to access. According to them, the university internet provided is limited to a few places and also very slow while in use. R2 said, “I cannot afford a laptop or even data for internet, besides the university internet access is limited to few places and is always very slow”. From the students’ expressions, it is therefore clear, that a good number of them lack the equipment, skills, and access to the limited computers and WIFI available in the university premises. It was mentioned that the ICT course available is not comprehensive enough to cover most of the skills required in the 21st Century classroom. As R5 lamented:

we are not taught how to use ICT in teaching learning (e-learning). However, it is now becoming a necessity in teaching and learning for instance some secondary schools especially international schools use modern ICT in teaching and learning.

So, it is going to be a major problem to my teaching skills.

It was more so discovered that some students especially those who had not earlier been exposed to ICT use, notably those in the rural setting have a poor attitude on using ICT. This was seen in the expression of R12 who admitted to have come from the rural setting to join the university.

According to him, the school he attended in Kisoro were not so computer literate. He said that he had never gotten any chance to come to the city and computer use started with his joining of the university. With that he said:

ICT use does not easily foster good teaching, because it is impossible to reach out to students in their homes and villages without electric power services coupled with the fact that even some students have never touched a computer.

R11 and R10 also earmarked ICT as their challenge in teaching learning because in their villages the internet access and powerlines have not been realized.

Many universities adopted blended learning strategies to act as a foundation for the development of 21st Century skills demanded by the market place. However, at Makerere University, the deployment of ICT tools in teaching and learning was still being improved to enable staff upload their e-content and facilitate effective student ICT use. Therefore, the required target was not yet realized (Makerere University, 2018). Student teachers also raised concerns about the curriculum in regard to the content covered. time allocation, methods of teaching, resources required (furniture and materials) and assessment issues. They expressed that, often times, course outlines are given out at the beginning of the semester along with past papers for reference. R8 expressed that the time for classes is limited and so, there is limited opportunity given to ask questions in case you have not understood. I asked him if he manages to take notes and he said, “sometimes I take but in most cases the lecturer is very fast in dictating them”. Given the limited semester teaching time, students fail to complete course outlines let alone to cover a number of subjects and professional content that could make them succeed in content delivery. As R1 reported, “I have a problem with failure to cover the syllabus in science subjects (Course outline) because the semester is always very short, and before you wake up, it is time for

examinations”. This indicated that the semester time appear to be short so as to cater for teaching and examinations.

In this regard, the limited time impacts on lecture room teaching practices as teaching is done on a rush. This explains the preference of the lecture model by most lecturers which contrasts greatly with the teaching methods required at senior secondary levels. R5 said:

the methods of teaching at university are very different from the teaching required from us in secondary schools, one must be creative and innovative to be competent in the teaching field. Unlike the way we are taught through lecture method, at secondary school level one needs to explain to students so that they understand well.

The time factor also impacts on the content covered where the course outlines often pick out few vital areas due to the limited teaching time available. R2 expressed that:

what is taught at the university is normally different from what is required during the teaching practice. More so, at university there is very small coverage of the syllabi as compared to secondary. As such, one has to do much more research to enable her have good teaching notes.

Participant R1 from the science department pointed out the irrelevance of Foundations of Education courses. She complained that the university teaches them subject material that does not benefit them when we go the field. “for example, subjects like history of Education, Philosophy and others. At this point, it was surprising that some students do not understand the importance of professional subjects in the teaching-learning process that they fail to use to uplift their professional life.

It was explicit that due to massification, universities seem to be experiencing some institutional challenges notably; inadequate furniture, infrastructure and other required teaching resources. R3 complained about the university inadequate furniture which leaves many students standing during lectures. He further expressed the congestion in lecture rooms, lack of enough space, chairs, tables and laboratory equipment. The expression of R6 was, “classes are always packed up and each person struggles to hear what the lecturer is teaching, the lecture might end when one has not picked anything”. This same aspect was also highlighted by one of the student leaders (SL2).

Regarding the assessment issue, student teachers complained of learning being examination oriented other than competence based. In this regard, the focus is on students passing examinations other than assessing their performance. R4 highlighted that:

Examinations sets are more than the content covered in form of course works, tests and final examinations. They consume a lot of time than the actual lectures because we settle for serious lectures like for one month and you see the examinations time table on the notice board for examinations.

Furthermore, in this study, participants were then asked to suggest some modifications that would be beneficial in lecture teaching practices. This sought to find out the students' own constructions on contemporary teaching practices with regard to the theory that guided this study.

Eleven participants pointed out the issue of increasing the time allocated to teaching in a semester. Despite the limitations of lecturing, it was acknowledged for helping students acquire the contents of the course outline and to read on their own. R1 expressed that, both the lecture

and group presentations methods need to be used simultaneously as they each assist students in different ways as she says:

Each model of teaching has its own attributes in that some students are able to acquire new ideas that are not yet researched. Also, that most of the students enjoy listening to authoritative prominent individuals presenting their ideas. More so, students get to know different ways lecturers communicate and are therefore motivated to learn the way they also teach, as they imitate their method of work also.

On the other hand, some participants notably R2, R10 and R5 pointed out the benefit of group presentations as follows;

Generally, group presentations greatly help to give one confidence to teach. However, the method is still less employed in the teaching learning process because of big student numbers in the classrooms and limited time to complete the course content.

R12 and R3 also emphasized the need for both methods to be used interchangeably. They cited the ability to explain new and complex ideas as one of the major advantages of the lecture method. This is an agreement with the eclectic approach to teaching and learning. However, R3 was more in favour of participative learning where learners are given enough time to express themselves and take responsibility of their work.

These findings concur with those of scholars such as Cook-Sather, 2009b; Freire, 2010; Ratna and Tron, 2015 and Makerere University Strategic Plan, 2020 that point to learner centred teaching by promoting participation, experimentation and collaborative learning. They argue for

such teaching to be able to provide a teaching and learning environment that ensures a productive experience to both the learner and the staff. Participative learning has been acknowledged to be very successful in enabling the development of skills and values suitable for quality education and lifelong learning as stipulated by sustainable Development Goals (SDGs) (UNESCO, 2015). This study also sees student centred pedagogy as effective and supports more use of such contemporary pedagogical practices.

Some other respondents expressed the desire to have computer technology courses improved and such innovations to be incorporated into the curriculum, more especially e-learning and teaching.

The student leaders were asked to express whether there is always an opportunity to discuss lecture room teaching practices in their council forums. SL1 indicated that such forums always involve much lobbying for financial considerations like tuition fees for students and other logistics but not teaching. He further explained that, lecture room teaching is always automatic as students are assured of this service. So, it therefore becomes an issue of less concern for their council when we get the opportunity to talk about students 'problems.

4.3.1 Interpretation of findings on lecture room teaching practices

The interpretation of findings aimed at structural clarification of data to develop overall understanding of student teachers' perspectives on lecture room teaching.

Participants realized that pedagogical practices in lecture rooms are vital for effective implementation of curriculum dimensions. These include content delivery, classroom management, teaching strategies, climate as well as assessments and feedback. There was explicit demand to offering learner- centred academic programmes which are responsive to student needs and expectations. However, institutional challenges like inadequacy of staff and

high student enrollments translate to limited facilities that constrains teaching and learning capacity.

Remarkably, teaching and learning have largely remained traditional. This was evidenced in the lecture model of teaching a practice rooted from the university curriculum. It was clear that lecturers who try out the group work participative teaching often face challenges of less time to complete the course outlines. Also, some lecturers lack enough materials and space to conduct their classes given the high student numbers.

The current education curriculum does not encourage constructionist knowledge production through research, debate, cooperative learning, observation or innovation at all levels of the education system (Kasozi, 2012). The way the curriculum is structured, does not so much focus on the noble aims enshrined in the vision and Mission of the University (Kasozi, 2003; Kibwika, 2006; Mamdani, 2007). Instead, the curriculum is based on the semester system which has only two semesters in a year. Each semester has at most one and a half months of serious teaching and much of it is spent on course works, tests and examinations, making limited time for participative pedagogical practices. Inadequate time as a reason for lack of participatory teaching and learning approaches was mentioned by participants with great concern (R1; R9; SL1).

Traditional teaching-learning practices can also be interpreted to be rooted from liberalization of education which ushered in massification characterized by large classes that result into congestion in lecture rooms. This is because liberalization witnessed the admission of students beyond capacity and thus facilities available are overwhelmed with big numbers (Baryamureeba, 2013; Kasozi, 2003; Mamdani, 2007).

Challenges highlighted by students on institutional incapacity included: lack of space, furniture, absenteeism of lecturers, lecturers giving unclear introductions and course outlines, poor communication resulting from large classes, lack of guidance in practical science classes, difficulties in using ICT in teaching-learning, limited scope of work, strict lecturers who are inconsiderate and give tests when students are few in attendance so as to avoid tedious marking, unbalanced students-teacher ratios, and / lectures missing their lectures (R3). All these limits effective pedagogical transformation according to students' perspectives.

It was more so discovered that some students especially those from the rural setting were not earlier exposed to ICT use. They therefore had poor attitude on using ICT. This was seen in the expression of R12 who confessed to have come from the rural setting to come to Makerere University when he said:

ICT use does not foster good teaching because you do not expect to reach out to students in their rural homes and villages without electricity and more so, that even some students have never touched a computer. R5, R11 and R10 also earmarked that ICT is becoming a necessity in teaching and learning as a result of COVID 19. However, it has posed a challenge to them because it is not well taught more especially e-learning. More so, for some students, internet access has not been realized in their villages. As such, there is little exposure for students to develop competence so as to use and handle ICT at secondary schools. The potential to create knowledge as per constructionism theory of learning could not have been developed among these student teachers and ultimately their learners because ICT is not a matter of availing computers and smart phones but also involves helping them on lifelong learning skills with ICT. Roblyer (2003) argued that, colleges are less equipped, students have a poor attitude, lack innovation and skills to harness vital educational opportunities. They lack access to ICT instructional resources

and thus will be less keen and appreciative to the general ICT learning content. The students had echoed the existence of ICT course unit in their curriculum but its poorly implemented and favours the minority student teachers who had prior knowledge in computer use, have the gadgets and can afford data/airtime to facilitate it.

Loveless and Dore (2002), point out that teacher preparation is designed in a manner that technology concentrates on learning to use technology rather than on how to facilitate learning with technology. Frequent technological changes pose a challenge as resources and methods of applying them change quickly. Therefore, teachers need to keep updating themselves whether already trained or not (Newby et al., 2006). Nonetheless many educators today are products of idealism which is outmoded in the prevailing scientific world view. The idealistic education stressed imitation of models rather than the new paradigm that prefers constructionism, invention and originality as opposed to imitation (Aggarwal, 2005). Due to financial constraints, Educational institutions rarely afford to allocate funds to the current technologies. This creates lack of infrastructure to keep up with the demands of new technologies and failure to take advantage of the newest powerful technological developments and innovations in the market (Roblyer, 2003). This situation is not far from what Makerere University is experiencing.

However, information obtained from the university strategic plan (2020) indicated that Makerere University recognized Open Distance and E-learning (ODEL) policy in 2016 as the number one strategy for increasing access to flexible education for prospective students with quality technology supported learning. In her strategic Plan Makerere University (2020), she echoes out her target to mainstream Open Distance and e-Learning (ODEL) to enhance access and address the increasing demands for technological development for higher education. The adoption of ODeL and or blended learning strategies will further act as the foundation for the development of

21st Century skills demanded by the market place. This could go an extra mile to improve teaching and learning

This research also discovered that although all students desired participative teaching and learning as more appropriate, , the institutional challenges make it difficult to shape pedagogies grounded in participatory teaching-learning. Students are led to believe that the lecture method helps them cover a great deal of work in a short time and thus half of the participants were all advocating for the interchangeable use of both teacher centred and learner centred practices. This resonated much with Hamilton-Ekeke (2007) who notes that although the teacher centred instruction is considered to be less useful for teaching and learning, it can be beneficial to some learners especially those who do well by listening to instructions. If it is a new concept, then the teacher centred methods are treasured and if it is a familiar concept then the students can comfortably handle.

Additionally, the curriculum largely remains traditional with end of semester examinations and emphasis on pass mark with less concentration on the skills acquired by student teachers (Kahiigi, 2013; Kasozi, 2003; Kibwika, 2006). In each semester, course work examinations account for 40% while the final examinations account for 60% to make 100% (Makerere University, 2020). The examinations pass mark expected from each student is 60%. Therefore, this indicated that, lecturers' methods of teaching are largely concerted on drilling students to excel in examinations and on the other hand students concentrate on rote learning (Kahiigi, 2013; Maani, 2010). As such, students have to continuously pay attention to the authoritative hands of lecturers so as to acquire knowledge that can make them pass their examinations.

In essence, lecturers are still driven by the old philosophy “the ivory tower mentality” (Etomaru, 2017), where epistemologically they are monopolists of knowledge. As R4 expressed, “it is

assumed that the lecturer knows it all. Unlike lectures, presentations encourage and allow students to interact and ask questions where need be. However, R4 said, “s there are few lecturers who use group work”. R2 also expressed, “we have limited time to participate in lesson interactions because many lecturers aim at completing the Course outline such that students are ready for examinations.” This was reinforced by R3 who mentioned that during lectures students do not get the chance to participate because of the limited time allocated. Instead, it’s the lecturer who does most of the talking. When asked whether they could ask questions on what they might not have grasped, participant R3 answered responded as follows: “few students may be allowed to ask questions, but much of it is the lecturers’ briefs.” R6 mentioned the dominant traditional model of lecturers where they still come to dictate notes as students jot them down.

Makerere was criticized for having the “Ivory Tower” mentality that makes many lecturers assume that they are not teachers but lecturers who should not teach like secondary school teachers (Kasozi, 2003; Maani, 2010). Apparently, many lecturers today are products of the education system that was driven by the idealism philosophy where the teacher is regarded as an authority and monopolist of ideas. This is not acceptable in the 21st century where learners are expected to contribute to their learning process. The lecture model of teaching is inadvertently applied despite the appeal and criticisms in favour of competence-based participative method of learning. Even some lecturers who try participative methods of teaching, do it authoritatively. This was explicit with participant R11 who stated as follows:

A number of lecturers awesomely employ group presentations. However, they are not effective and efficient because of the way of they are moderated. Also. Students are demotivated by the lecturer comments during presentations like, speak like a man....

Regarding the curriculum, lecturers claim that they have to introduce topics, summarize the main points of the learning activity and stimulate further learning to the students (Kaur, 2011; Kasule et al., 2014; Maani, 2010). This was also discovered from the accounts of participants R1; R8; R5; R7 and R10 who claimed that students have to pay attention to lecturers because a great deal of content is covered in one lecture which is needed in examinations. Kaur (2011) also supports this aspect as the reason for the dominance of the lecture model of teaching as well as its survival for so long in institutions of higher learning.

The participants echoed the dominance of examinations in semester teaching and preferred being taught by both lecture and some discussions interchangeably so as to catch up with the limited time for teaching. Consequently, graduates prepared have theoretical knowledge and therefore lack practical and innovative competence (Kasozi, 2003; Kasule, 2014; Kibwika, 2006). This concurs with some earlier studies and evaluation policies that, the country's higher education system predominantly encourages memorization rather than innovation and problem-solving skills (Baryamureeba, 2013; Kasozi, 2015; NCHE, 2014; Otaala, et al., 2013a).

A lot of cosmetic innovations have been done on changing the constructionist teaching curriculum in the whole country especially at lower levels (primary and secondary) (MoES-UNESCO, 2014). However, at University level as noted at Makerere University, the situation is still at the proposal stage.

Furthermore, university education still faces many challenges. Kasozi (2015) noted that the staff quality in Ugandan universities is unpleasant despite its impact on the quality of higher education institutions. In 2015, Uganda's academic staff were neither sufficient, nor highly qualified nor distinguished in knowledge production and publications. In 2011, there was a total of 8594 academic staff in the whole higher education sub-sector of whom 914 (or 10%) had

PhDs, 3657 (or 42%) had masters degrees, 2923 (or 34%) had Bachelor's degrees, 269 (or 0.3%) had postgraduate diplomas, 748 (or 0.9 %) had ordinary diplomas and 191 (or 0.2%) had certificates (Kasozi, 2015). According to the National Council for Higher Education (2015), each university is required to have at least 60% of its academic staff with PhDs. However, no university had attained this requirement by 2011. Even at Makerere University, full time staff were 65% by 2011. The insufficiency of the academic staff was further demonstrated by the sector average staff to student ratio, which stood at 1:26 instead of 1:12 as required by NCHE (Kasozi, 2015). Prevalence of part-time staff also indicated the dearth of academics. In 2011, at Makerere University, full time staffs were 65%. (Kasozi, 2015). Some of these institutional challenges and many others for instance lack of enough staff, scarcity of teaching material like textbooks and equipment in the laboratory, lack of infrastructure, teachers lacking the knowledge and skills on the expectations and poor attitude of lecturers remain in the authoritative domain account for poor quality lecture room teaching (UVCF, 2012; NCHE, 2014; Mamdani, 2007; Mohamedbhai, 2018). This is because such issues impact on pedagogical facilities especially participative learning/active teaching -learning. Therefore, participative teaching and learning will still remain a dream if the curriculum dimensions are not tailored towards student centred teaching and learning as well as sorting out institutional challenges. Constructionism that encourages active participation in all spheres of teaching-learning still remains on proposal stage.

The student leaders also fail to bring classroom teaching perspectives on the leadership forums because of inferiority complexity. They feel sitting with administrators requires them to be subjective. As such, they normally take a listening ear in such meetings and where need be, they instead concentrate on logistics, allowances and other financial issues like lobbying for reasonable school fees payments and other issues.

Makerere University is still on the process to reform its teaching and learning processes for the purpose of the 21st Century treasured pedagogical practices at any university. However, if it has to become relevant and meaningful in enabling students transcend the challenges of marginalization in the age of globalization, student teachers' perspectives are regarded crucial in building competence-based education (Mohamedbhai, 2018).

4.4 Student teachers' perspectives on mentorship practices

The second research question of this study sought the student teachers' perspectives on the on-mentorship practices. Mentorship as a pedagogical practice was earmarked by Makerere University in her strategic plan (2020). Therefore, it was vital to analyse the students' understanding of mentorship in terms of how they define it, its basic elements, the mentorship practices existing at the university and school practice institutions. This assisted the study to find out the model that could inform mentorship in universities. The student teachers were also required to explain the problems faced in the mentorship process and also give their views on how the process could be modified for better teaching and learning. This could posit on the future direction of mentorship in teacher preparation institutions in Uganda in general and elsewhere in the world.

Participants were asked to express their understanding and conceptualization of mentorship as a pedagogical practice. R1 in her response said, "Mentorship is a process which involves skilled, knowledgeable and competent personnel that guide and counsel the student teachers or any upcoming personnel in any setting." R3 explained further that, mentoring is the guidance to an immature or new person by someone experienced in the field of teaching so as to cope up and become a better teacher."

Eight student teachers and two leaders had a broader view of the concept of mentorship. They expressed mentorship as a pedagogical practice that involves a mentor (Experienced teacher) and mentee (student/learner) working together to discover and develop the mentee's latent abilities and to ensure that the mentee acquires knowledge and skills of teaching. They further acknowledged its importance as a process of guidance and counseling where the experienced lecturer keeps a cordial relationship with a teacher trainee in order to usher him/her in the teaching profession when the individual is energized and encouraged to like it. SL1 said, "Mentorship is a process that involves a lecturer and student in a cordial relationship of learning where both of them should be willing to learn from one another as a mentor and mentee respectively".

However, some participants expressed mentorship as a form of guidance and counseling, which goes more into a personal relationship between the mentor and the mentee. As R6 pointed out,

Mentoring involves the guidance and counseling of an experienced lecturer to student teachers to accept the teaching profession as it is. She added that teaching is a sacrifice that many people don't like and therefore one needs to be inspired through the guidance and counseling so as to like and fit in the teaching profession.

Nevertheless, some two participants in their understanding of the concept, pointed to caregiving, follow up and showing much care to the student teacher or a new teacher while executing their duties. This was expressed by R12 saying,

Mentoring is a good practice of orientation and guidance that everyone needs. As such, a mentor should be a close person who cares and shows concern for one in

matters of copying with professional things. Nevertheless, in many cases of mentoring, some lecturers and teachers fail to cope up with this demand. Instead they end up giving student teachers hard time making them to hate the work or even abandon the profession.

Participants were asked if some people leave the profession because of poor mentoring. They said that many people leave and join other professions because they are not treated well in schools. Even while still at the university, students often decide to abandon the course because of coping hardships. Congruent to R9, mentorship involves direction to the student teacher to follow the mentor in everything he or she wishes the mentee to do. She has this to say,

Mentoring involves doing things as the mentors do them. Lecturers and senior teachers want us to copy everything the way they do it yet we also want to do things our way. Some teachers are so arrogant and expect to give orders and commands. This at times can cause one to hate their guidance or even the profession.

From the participants' responses, two meanings of the concept of mentoring were evident. First, as a necessary practice for copying with the teaching professional ideals. Also, as a command or bulldozing concept by senior teacher to fulfil their will. Therefore, the understanding of mentoring varied across students but largely was in agreement with Rogers (2007) who considers a mentor as a career friend, someone who knows the ropes in an organisation and can act as guide or patron.

The participants were well versed with the fact that, a qualified teacher with experience works with a student teacher to promote professional and personal development in the latter during the

mentoring process. Participants therefore acknowledged the fact that mentorship process should be embraced from the university to the schools of practice. This was stressed by participants (R5),

“in year one, lecturers should mentor the freshers so much to build up positive attitude in them and motivate them. Also, when student teachers go to schools, senior teachers should interact and inspire them because as student teachers we easily lose morale and motivation, given the hard experience that we go through such as tuition problems, retakes, cut off points CGPA and many others.

This meant that, if the fire in the lecturers and other mentoring groups is kept burning, students will keep motivated and fully enthusiastic. On the other hand, when students are not mentored, they are likely to abandon the profession. R5 further said:

I have evidenced some friends of mine cursing the teaching profession that they have dropped out, opting for other businesses. Also, there are those still in the teaching profession, but claim that they are only working to get capital or tuition to pursue other businesses or courses.

Some participants acknowledged the importance of mentorship and the ways it can transform one into a better person in the profession making right from the university onwards as expressed by R2:

The mentor impacts practical knowledge to the student teacher for professional development. In other words, it is the responsibility of the qualified teachers to provide professional and social support to the student teachers. In this, the mentor teachers induct

the student teacher into the school culture, subject matter knowledge and practical teaching as sensitive to the needs of student teachers.

The researcher then probed more to assess when R2 feels mentorship is necessary and she further replied, “Mentoring is necessary right from the university training and throughout the whole process of school practice. One is very happy if he/she can be supervised by a model lecturer.

When asked what she meant by a model lecturer, she said that, one who is always doing things many students admire and emulate like keeping time, explaining well, friendly in associating with the students among others. The necessity of mentorship both at the university and the school practice was also expressed by R4: “Mentoring should start at the university and then can spill over to other professional training institutions”.

Students/ participants were asked to explain the existing mentorship practices at the university and at the schools where they were placed to carry out their practicum. This aimed at establishing the paradigm/model that exists in both settings in regard to mentorship. It is factual that different institutions in different parts of the world have various models of mentorship.

R1 has this to say:

Mentoring is relative as there is nothing much in place to show how it is carried out. Instead, it is self-driven where a student identifies good practices into a lecturer and decides to act like him/her. But because some lecturers are not good role models, the form of guidance and counseling in lectures I can say is not well done at all. At the school practice level, the host teachers try, but it also depends on the personality of the teacher. Some are cooperative while others are indifferent.

In the same perspective, R3 said:

There is nothing much in mentorship both at university and schools of practice. Unless it can be introduced that lecturers and teachers become aware of their role in the orientation of student teachers in the teaching profession. Otherwise, there is no mentoring as, none of the teachers seems to be aware of their role of mentorship in guiding and treating students well in order to learn slowly step-by-step. Nevertheless, what seems visible is just what maybe I call orientation. Generally, at both university and schools of training, it is struggle for the fittest.

In line with R3, R2 pointed out mentorship at the university as an orientation period which is only done in year one for the whole group. She said that she did not witness any individual mentoring activities apart from the lecturer guiding them during lectures, throughout the time she has been at her course of study. She expressed:

mentoring at the university mainly is done for the whole group in form of orientation in the first week of reporting in year one by the college administration and staff and then in classroom interactions through guidance and counseling especially as a lecture begins when students are still settling down for it.

At the school practice level, R2 pointed out that maiden teachers make an introduction to the class and also help to provide with the teaching sequence and some notes if one needs them. She further said that, some teachers may help in the making of the scheme of work and give some tips on class management on request. R4 brought out the aspect of peer mentorship where students mentor each other. He mentioned that lecturers almost play no role in mentorship at the university as they claim to have too much work load in teaching. In his expression;

there is no lecturer at Makerere University or a teacher I have found committed and interested in the personal and professional development of student teachers. Instead, students' mentor each other as lecturers claim to be overloaded with their own assignments and personal issues of their own to attend to.

As such, student teachers feel they are not mentored as expected. Nevertheless, lecturers expect their students to develop. The situation at the university level of training is not far different from that at the school of practice. R3 added that, "in secondary schools like the one where I went for school practice, some teachers even leave all the work to the student teacher. Some tease student teachers in front of their students. Similarly, R7 expressed that both lecturers at the university and teachers at the school level are not aware of any mentoring practices in assisting a student teacher. He said; "there are no mentoring guidelines. Instead, most of the practices are general. In the response of R5, "student teachers follow their lecturers (role models) who display practices that captivate them, that they end up calling as their good lecturer/ teacher although in reality they never mentored them in any form.

R3 further commented that, there are variations in mentorship which have been influenced by a number of factors which include: economy, research knowledge and lastly the preference. These variations developed into the models or approaches of mentorship in different societies (MoES, 2007; Twoli, 2011). The mentorship models provided a framework to analyse the practices as well the model existing in Uganda apparently. The practices also highlight how teaching and learning is encouraged or regressed by the current mentoring process.

From the participants' perspectives, no formal practices on mentoring are carried out either at the university or schools where school practice is carried out. However, informal mentorship exists. More so, there is no formal structure or any guidelines in place on mentoring

as a process for both the student teachers and the mentors. As such there is no common ground agreed upon for any formal mentoring process to take place in any of those settings. In addition, there are no specified policy guidelines in the country's education system for mentoring in educational institutions. In this case, anyone who qualifies as a teacher is considered good enough to be a mentor who does it unconsciously either by role modelling (personality and individual traits) or by exhibiting the interest in individual students. This pervades the mentoring activities in universities.

However, mentorship was acknowledged as a vital pedagogical practice in the Mentors' Training Guide for Teacher (MoES, 2005). This training guide was meant to help in the training of primary teachers at Primary Teachers' Colleges with less focus on teachers trained in universities. This explains the cause of the limited mentorship initiatives put in place for any mentorship action in university teaching and learning. Besides the students' perspectives on the absence of formal mentoring practices, participants were asked to explain how they feel mentorship should be done to influence their teaching and learning carrier. This question sought to explore their feelings and attitudes on how mentoring could be useful to their professional development if done in its proper way as a pedagogical practice. It also aimed at provoking participants as trainees to show their support or disregard to the process.

Respondents had different views on this as follows: According to R1 "mentorship could be used to build self-motivation". For R2, "mentoring changes one's negative attitude if it is well done but also can deter ones' interest, if done poorly by incompetent people". Similarly, R3 stated, "if mentoring is done professionally, it molds teachers to fit in the process with the required skills. However, it leads to burn out of student teachers if poorly done". R4 on the other hand had no negative comment or reservation on the mentoring process when he described mentoring

as, “an innovation that can help in the provision of professional and social support by mentors to the student teachers”. Perhaps the most captivating response was given by R5,

Mentors are very necessary to induct the student teacher into the school culture since they are perceived as well versed with the subject matter as well as the general professional knowledge. As such, they are able to harness the potentials of students to teach very well.

R7 noted, “with mentoring, self-esteem confidence, teamwork and networking of student teachers are raised as well as being able to put in practice what is learnt”. These perspectives indicated that, , participants supported mentoring as an important aspect in the process of teacher preparation. This was crowned by R9 who expressed that during the pedagogical sessions in classrooms at the university student teachers are equipped with theory work but professionally mentoring is an opportunity to grow under the guidance of qualified teachers outside the lecture room.

From the participants’ views, it can be argued that, a mentor has a lot of influence on the professional development of the mentee where he/she is able to impart practical knowledge to the mentee. In essence, the development of the practical skills of the student teachers is the responsibility of the qualified, experienced teachers through guidance. This means that, mentors provide professional and social support to the student teachers. In other words, the mentor inducts the student teacher into school culture.

Participants were also asked to comment about the roles they could play as the mentees in regard to their contribution to the available mentoring processes. The aim of this question was not only

to discover whether they knew their roles but also to explore on the efforts they have made over time to put in practice what they have learnt during their course of study.

Different accounts were given by participants on this aspect. R1 pointed out her regular attendance to pedagogical sessions, being obedient, a good listener, according respect to the authorities and punctuality. R2 also argued that one must be a good leader relating well with others, punctual and obedient. For R3, “one must be a good student participating in leadership roles and group work. Furthermore, he or she should do the right thing at the right time and in the right place like attending lectures regularly, doing all assessments and encouraging a reading culture”.

Up to this point, students brought out the qualities of a good student emphasizing the strategies mentees should adopt to ensure a successful mentoring in teacher preparation. Perhaps a better expression was given by R4 when she said;

I think each student teacher should try to do their part in terms of following instructions and guidance from the seniors. However, some students are big headed and do not cooperate with the senior teachers which makes them unable to accept to learn from their seniors.

R3 also said, “student teachers should be willing to learn and consult from their seniors where they need guidance. However, many of them feel they are inconveniencing their seniors. So, they end up failing”. The roles of a mentor and mentee were given clarification by Majoni and Nyaruwata, (2015) and this further highlighted the authenticity of those expressed by the participants.

Participants were also asked to examine the challenges faced in the prevailing mentoring process both at the university and the schools of practice. This aimed at discovering some bottlenecks encountered.

The dominant challenge given by participants was the absence of a formal process or guidelines on how mentoring should be carried out. R1 said,

we talk of mentoring but it does not exist in real sense. Senior teachers are supposed to mentor student teachers but this does not happen. As such, students remain unaware of what they are expected to do.

Accounts given by participants revealed differences in challenges faced in the two different settings namely, university and school settings. However, the common feature is that in both settings, mentoring just occurs inadvertently without any defined procedures and guidelines. R2 expressed that lecturers at the university and teachers in schools are always indifferent as they often show less concern of student teachers and instead, it is the student teachers to look up to them for assistance. R3 mentioned the problem of lack of planning for the mentoring process in both situations, less commitment and time. R3 went on to point out the issue of student- lecturer ratios at the university which makes it difficult to mentor each student because of the heavy workload as he said,

Mentoring at Makerere is like the process of burning charcoal where wet logs of trees are halfway burnt but at the end, these trees form charcoal. In relation to the mentoring at Makerere, lecturers try to mentor the freshers by attending to them and their problems but they rarely do so in their continuing years. Eventually

students lose interest and end up becoming teachers in their own style or leave the profession to do other things.

Challenges of mentorship also existed in the failure of senior teachers to create time to attend to student teachers as identified by R5 when she said,

when I started school practice, the teacher I taught for was always absent and left me with the whole class. I am the one who set the examination and marked and gave her results. So, she did not mentor me at all apart from showing me where she stopped and introducing me to the class that I would be taking over her.

Another challenge related to lesson overload and lack of time especially at schools of practicum. Participants expressed that when student teachers report for school practice, some senior teachers relinquish their tasks to them to shoulder it all. Some student who do school practice in private schools are given load that belongs to senior teachers by administrators aiming at cutting operational teaching costs and remunerations. R8 said has this to report;

There is a lot expected from student teachers during school practice; one must be at the station from morning to evening and is expected to take part in all activities at school including co-curricular activities yet the senior teachers are always absent.

R9 added the problem of superiority complex exhibited by some senior teachers and lecturers as she said, “Instead of assisting student teachers, some senior teachers rebuke and minimise them. Some even go further to ask for sexual favours. As such many students end up fearing to consult because they do not want to be frustrated and disappointed”. This challenge was not a new occurrence as it had been earlier identified in the Gender Mainstreaming Directorate study

(2004) that found acts and practices related to sexual harassment widespread. As such, Makerere University promulgated its first policy against the vice in 2016. The policy aimed at stamping out sexual harassment among students, academic staff, support staff, contractors, partners, visitors and researchers (Makerere University Fact's Book, April, 2021). The problem of such harassment was recurring in expression with R6 who talked about failure to communicate with lecturers and senior teachers because of the gap that is always created by other social factors like sex, gender, age, seniority, status, tribe, religious affiliations and many others.

Students were finally asked to suggest some ways on how they think the mentoring process can be improved. This question aimed at getting their perspectives on the changes that they deem fit in order to come up with the next mentoring model that could be of use in teacher preparation. This was important especially after finding out that universities in the 21st century still use informal mentorship that is traditional and unsatisfactory for competence -based pragmatic and constructionist orientations. The participants' views became a corner stone to formulate a model that can be adopted to improve the mentoring process in Uganda.

Eight of the total number of fifteen participants echoed that mentoring is still not taken care of in educational institutions in Uganda. As such suggestions mainly revolved around the need to develop mentoring as a pedagogical practice in teacher preparation to cater for the process both at the university and the school level. It also pointed out that in its realization, it still informal which called for the need to make it more structured in an approach if it is to become beneficial in the process of teacher preparation. R4 said, "to me if mentoring could be made a government policy where the ministry directs all senior teachers to mentor young teachers, this would work".

A similar suggestion was given by R6 that,

I think mentoring should be taken seriously by both the student teachers, lecturers and the school staff. They all should create a system that is accepted by all for example one that informs all the parties what they in the mentoring process and also should sensitize students of their part in the process.

Furthermore, some participants suggested a symbiotic relationship between the university and schools where students carry out their school practice. The participants indicated that the absence of close communication between lecturers and host teachers who get relieved of their workload by student teachers (mentors) reduces chances for proper guidance and competence development of student teachers. R7 expressed this aspect as follows,

Lecturers come to schools as special guests who do not even talk with the teachers that students help. Instead, they only carry out the assessment without paying attention to on how the students' performance has been previously ongoing and then just leave. I think the supervision would interdepend on each other so that the teachers at school oversee the conduct and performance of student teachers and then report to supervisors when they come. In this way, students would be judged more appropriately as students are being observed by many eyes and would struggle to be perfect and competent.

The above expression coincided with that of R10 who noted that,

the university sends student teachers to schools but cannot make any follow up to know how they are doing. The lecturers who come to supervise us just come in to supervise students but are less concerned with what we go through apart from

classroom work. So, I would suggest a follow up of student teachers even when they are off the university to schools of practice to know how they are coping.

R3 said, “if it can be made a government policy where the ministry directs all senior teachers to mentor young teachers, this would work.”

According to R1, all parties involved in teacher preparation need to be educated on the approaches that can be used for effective mentoring. In this respect, R1 acknowledged the need for staff development on mentorship skills and principles. This could involve primary and secondary school teachers especially where students are hosted for school practice to improve the quality of mentorship. R1 made a fascinating comment that,

Mentoring will remain a vague aspect if all practitioners still take it seriously. In this sense, all teachers, school administrators and lecturers should be taught in kind of workshops, seminars, and conferences on how to improve the quality of mentorship in the field of education. Otherwise, , all of them do not seem to know how to mentor student teachers.

All in all, four major suggestions were evident in participants’ views. The need for an interdependent relationship between the university and the schools of practice. Secondly, the need for mentorship to be developed as an important aspect for teacher preparation. Thirdly, the need for practitioners to be educated on the approaches they can use for effective mentorship. Finally, the need for staff development on how to mentor student teachers and how to improve the quality of mentoring at all levels. These suggestions by participants revealed a core set of strategies that could be adopted by practitioners to develop a model that can be able to supplement the existing informal mentoring practices.

4.4 .1 Interpretation of findings on Mentoring practices

Mentoring as a pedagogical practice was acknowledged by participants as vital for guidance and professional development. It was well understood by all participants to be of value in the process of teacher preparation both in the university and secondary schools where school practice was done. As R6 shared, “teaching is a sacrifice that many people do not like. Therefore, mentorship is needed to energize students’ teachers to like and fit in it. In this, it is thought that through their guidance student teachers are able to cope up”.

It was also revealed that participants believed that mentorship is practiced through orientating of new students. For some lecturers, it is offered in form of guidance and counselling as students settle in for their first-year lectures. The students could not easily bring out well what mentorship entails. Instead they had a narrow understanding of the practices involved in because they did not seem to experience formal mentorship at the university. However, there was informal mentorship as participants kept meandering on the practice of the concept.

. Participant (R4; SL3) expressed that there is no single lecturer committed to supporting student teachers in their personal and professional development. It is rather the students’ initiative to identify good practices from any lecturer and imitate them their own good.

This is the same even at the school of practice where senior teachers just hand over classes to student teachers and do not bother to make a follow up on their performance as R5 said,

When I started school practice, the teacher I taught for was always absent and left me with the whole class. I am the one who set the examination, did the marking and gave her results. So, she did not mentor me at all apart from showing me

where she stopped and introducing me to the class that I would be taking over her”.

This indicated that the corporate model of mentorship is still overriding the mentorship practices at the schools of practice.

The study revealed that Uganda’s education system has no policy or guidelines to follow for the mentorship process in teacher preparation (MoES, 2005; MoES, 2007). Even the manuals developed about the concept are not emphasized or enforced in practice but rather are meant for practitioners to read and realize the goodness of mentorship in preparation of students and new employees. This means individuals have to devise means of choosing their role models to follow or make their own personal initiatives to be able to solicit for guidance and professional support. Participants reported that there is very little interaction between the teachers at the university and those in the schools of practice even during practicum time when student teachers need a lot of guidance. It showed inadequate effort to engage secondary school teachers to mentor and offer support supervision to student teachers. Mentorship from the senior teachers would help support student teachers develop teaching skills since they are positioned in a clearer proximity than the lecturers who come on special visits from the university. The lack of cooperation among teachers and lecturers indicated the corporate model of mentoring which lacks a professional structure in guiding pre-service teachers during teacher preparation (Majoni and Nyaruwata, 2015). According to Twoli (2011), the main weaknesses of the corporate model relate to the poor-quality professional guidance and school assimilation, lack of a defined structure for mentorship, and lack of follow up by model teachers. The end-product is that, teachers generally lack collective responsibility in the profession, have poor performance, ineffective instructions and

consequently burn out. Some participants attributed their weak skills to this kind of mentorship which they viewed as defective to their professional teaching career

The findings revealed that student teachers valued mentorship as an effective strategy in all stages of their preparation, right from pedagogical engagements, induction in the methods of teaching as well as growth and development in the actual teaching practice. As (R12) said, “mentoring is a proper guidance for the student teachers. However, lecturers who do some mentoring activities do not use constructionism approach, but instead they bulldoze, patronize the exercise which ends up being resisted by student teachers. The lack of a formal mentoring structure seems to let them down the lecturers and teachers end up giving students hard time who eventually hate the work or even abandon the profession. From their suggestions towards improvement, it was explicit that participants would want to see mentoring at a more organized level in the pedagogical practices so as to make it more effective

However, SL1 revealed that a formal structure of mentorship was already being practiced at the masters and Ph.D. levels. He was optimistic that this will spill over the undergraduate level in near future. The problem in this, is the big numbers. Clutterbuck (2004) and Twoli (2011) revealed that world over, organisations have tried to formulate designs and structures that promote mentoring as a formal activity or pedagogical practice. Consequently, this calls for government interventions into the university and the schools of practice to modify mentoring into a formal collaborative model. R6 stated that, they all should create a system that is accepted by all for example the lecturers should know what to do, the staff at the school and even students. The formal mentorship could work hand in hand with the informal one to produce competence-based desired practices and guidance (Wronka, 2013).

Countries in the western world and organisation are trying to move away from the traditional mentoring model to a more engaging and structured model of mentoring. In Africa such a design in teacher mentorship is already in progress in Malawi (Majoni and Nyaruwata, 2015). This has become a milestone for Malawi in preparing teachers who have innovative capacity to respond to the demands of transferable high-level knowledge and skills necessary for the requirements of quality education, enshrined in SDG4. This study has compiled a collaborative mentorship model that could be used in Ugandan universities to promote formal mentorship pedagogical practices (See figure 5.1).

4.5 Student teachers' perspectives on School practice (SP)

The third research question sought to analyse the student teachers' perspectives on school practice in relation to shaping pedagogical practices. School Practice (SP) is a pedagogical practice that entails practical orientation of students as well as putting the theory acquired over time from classroom work into practice. This question therefore, sought to find out the general understanding of student teachers on SP, in terms of how they define it, its various roles, their general experiences and challenges faced as well as their suggestions to modify the SP experience in general.

In responding to their perception of school practice, eleven participants expressed it as an exercise that involves putting theory into practice with the help of the supervisors. For instance, R1 said:

School Practice is the time student teachers put into practice what they have learnt overtime under the supervision of university lecturers to help them perfect in their teaching and later on profession. Similarly, SL1 said, "it is a transition from lecture room activities to the

school setting or the student transition from theory work to practice in the effort to become a professional teacher with the help of a supervisor”.

To some participants school practice was described as an activity that involves using the best methods of teaching appropriate in the teaching career. This was expressed by R10 who said, “School practice is when one has to choose the methods most suitable for teaching well”.

Some of the participants understood school practice as a learning experience where students learn to teach what they were also taught. This was expressed by R6 when she said, “school practice is a learning experience where students are taught and polished by their supervisors and senior teachers on how to impart knowledge.”. In this same line, R12 expressed school practice as an activity that entails learning how to teach well.

Two participants acknowledged school practice as part of the examinations to be passed in order to obtain a degree. In his expression, R11 said, “school practice is an examination on how to teach well where student teachers have to demonstrate their abilities to teach well in order to get good marks/grades that enable them to graduate”. This meant that school practice is part of examinations that aims at evaluating student teachers’ teaching abilities as it is always awarded marks and failure to meet its requirements on retards the student from graduating as a teacher. R5 reinforced R11 by saying, “SP is a practical examination on actual teaching. We get content in class but, we have to be examined on how to impart it to our students too for which, SP is meant to examine”. The aspect of School Practice (SP) being an examination was evident on the CEES School Practice Supervision Form (2018-2019), which showed scores on eight items: Lesson Plan and Scheme of work (15marks), teachers’ communication (20marks), knowledge of subject content (16marks), use of teaching aids and blackboard (14marks), classroom organisation and management (17marks), assessment and evaluation (15marks) and ethics and

integrity (03marks) making a total 100marks (*Appendix 10*). The assessment form with mark allocations is given to the student teachers at the end of each practicum lesson seen, indicating the comments but without the final marks allocated to them. This explains why some student teachers understood it as part of examinations.

From the students' perspectives, it is clear that participants had a broad view of what school practice meant expressing three aspects. Transition from theory to practice, a learning experience on how to impart knowledge and as part of examinations to be passed in order to graduate as a teacher. In summary, it is an opportunity for student teachers to explore their potential and perfect their practical teaching skills as well as explore weaknesses and strengths with the help of constant supervision. Nevertheless, students grasped the school practice exercise well, although they varied in expression.

Furthermore, participants were asked to describe how school practice influences them to be perfect in their teaching. This question aimed at exploring the value student teachers accord to school practice as one of the pedagogical skills. It was important to know if they appreciate it as part of their practical learning component of teacher preparation or not. R1 in her response said , “school practice equips one with professional values like planning and development of lessons, confidence building, team work and pedagogical skills such as relating with learners”. Similarly, R3 said,

school practice helped me in preparation and organization of pedagogical documents and also enhancing my teaching abilities. I was able to develop a positive attitude to the teaching profession like how to relate with students, the school administration and the non-teaching staff.

Furthermore, R5 expressed School Practice as an opportunity that exposes student teachers to the professional activities that are part and parcel of the teaching profession. This enables students to cope with all the professional activities including classroom work with and other extra-curricular activities. R6 expressed school practice as an opportunity to appear in class to teach for the first time in their lives. She said:

To be sincere, I had never appeared in the classroom to teach before and so, school practice gave me an opportunity to discover what teaching is all about and how I should be creative and innovative in it. I discovered my strength and weaknesses and generally, the dos and don'ts in teaching. This has helped me benefit from the guidance and counselling from the supervisors and senior teachers.

For R7, school practice is an opportunity of exposure to different kinds of students and the school culture that seems far different from the training institutions. He expressed that during school practice, he was able to make choices and independent decisions to cope with the new environment. Likewise, R8 said that school practice helped him to be independent in work and decision making. In his expression:

I became independent and able to make decisions about what I teach and how it should be taught. I actually, started being responsible for my students' syllabus coverage and in a way became self-motivated to teach and cover a reasonable bit of the syllabus.

R9 reported that the school practice exercise helped her to be strong in classroom management. She compassionately said: "I taught senior two mathematics and students were so naughty and

playful; but I had to get ways of controlling their deviant behaviors and even manage time”. Furthermore, R10 revealed school practice as an opportunity availed by the school of practice to work with others as a team which makes work simple and interesting. As she said:

we were four students from Makerere but we became so close and used to the staff members because of advising and cooperating with each other. We worked as a team in complementing each other and I hope to carry on the same spirit when I go to the field.

R11 said that during school practice, he got an opportunity to explore his potential as far as teaching is concerned. In his expression:

From the students’ comments, I was able to do self-evaluation and also understood the students’ attitude about the Biology a subject. However, it needed me to be outgoing and friendly in order to teach students well and realize my potential.

Indeed, during school practice student teachers become autonomous in decision making in their respective classroom situations. In this, they learn to work in teams, classroom management, appropriate use of teaching aids and methods and the general requirements of professional life.

From the students’ perspectives, student teachers revealed that they greatly benefited from school practice because it gave them time to go out of the university to do the actual teaching and get acquainted with the requirements of professional aspects. The major areas in which students benefited included lesson planning, development and presentation, content knowledge transmission and linkage of activities to environment, classroom management, self-evaluation,

exposure to professional activities and team spirit. Most of these featured on the assessment form as indicators of effective teaching (*Appendix 13*).

The findings revealed School practice as a kind of apprenticeship stage that provides student teachers with confidence and practical professional experience. As such, when a student teacher gets a negative school practice experiences, the real impression on the whole teaching and learning exercise could be put to jeopardy.

Participants were further asked to mention some negative experiences encountered during their school practice exercise. It was also important to analyse some of the challenges that students attribute to the SP exercise in general. This would be helpful in providing, possible solutions to address the challenges.

Regarding supervision, ten participants expressed the hostility of many supervisors who come to do the exercise with a mission to find faults instead of focusing on the students 'performance and professional skills development. R8 said:

Supervisors are normally too tough on us and scaring which makes us feel that everything you are presenting is not ok. For me I came out of class with an impression that I failed due to the expression that was seen on my supervisor's face.

Three participants expressed that lecturers conduct school practice supervision as an examination and therefore disregard feedback to the student teachers at the end of the lesson taught. Feedback is normally done in form of conferencing to discuss the strength and weaknesses of the lesson to which the student teacher can dwell for the improvement of the forthcoming lessons (Rugyendo, 2011; School Practice Assessment Form, Point 8). R1 expressed that she did not get such an opportunity with almost all her supervisors except one. She recounted:

Most supervisors were very biased and unprofessional. They were so tough and would sit quietly and award marks without any discussion or comments because they would be in a hurry going to other stations. I thought I had failed because I did not get the chance to share anything with the supervisor apart from him giving me the assessment form.

In addition, R4 said, most lecturers stay in class for a short while and move away before the end of the lesson. He had this to say: “during my supervision, For the lecturer spent thirty minutes with me and another ten minutes for the lesson. She then told me that she would come back next, but never showed up again ‘Laughter’.

Some female student teachers reported to have been sexually harassed by male supervisors who called them to conference in hotels where they resided. Such cases sometimes are whispered in the mass media but in most cases, are not officially reported for handling by the students affected. The misconduct of sexual harassment promulgated the first policy against sexual harassment to guarantee students’ safety in 2016 (Makerere University Facts Book, April, 2021). The policy is an attempt to stamp out sexual harassment among students, academic staff, support staff, contractors, partners, visitors and researchers. This policy is still in the process of implementation because of stigma among the culprits (reluctance to report) and conflict of interest, mostly the fear of retaliation.

Some participants pointed out the variations that exist in the pedagogical practices and skills acquired in preparation at the University with the kind of pedagogy that is required on school practice. They expressed contrasting teaching methods required in the actual classroom teaching and the teaching provided in the lecture room, in this respect, R8 said:

we are mostly taught using the lecture method at the University and we all get used to it and believe that, that is s how teaching can be best done. But in secondary school, preference is given to teaching while using other different methods like explanations, teaching aids and writing notes on the black board which requires mentoring in how best these practices can be implemented since they differ from what we are used to at campus.

This was reinforced by R11 when she said:

the methods of teaching are not very clear because each lecturer has their own ways of teaching. As such students try to imitate the lecture they understand. The lecturer asked me the difference between general methods and subject specific methods of which I didn't know what he meant.

This depicted that the methods of teaching are not well grasped by the student teachers.

Furthermore, the student teachers complained of lecturers supervising them without content knowledge of their own subject matter. For instance, a lecturer of English Literature to supervise a science student teacher. Student teachers expressed fears that non specialists in their subjects do not know the unique methods and philosophy of their subjects. They often think that they could only be given pass mark (50%) because of lack of knowledge and interest on the content delivered by the student teacher. Again, the student teachers think they would not be adequately helped and perhaps this is one of the reasons for lecturers going without conferencing. R6 was a student teacher in History but says she was supervised by a science teacher who according to her could not assess her well due to the fact that he was not conversant with the teaching of History as she recounts:

I was supervised by a lecturer from the science department. I was teaching the Portuguese on the East African Coast and used only the map. I do not know if he expected me to use more of experiments as my teaching aids, but I was underrated in my lesson and almost failed for the reason that I lacked enough teaching aids.

However, it was evident that some student teachers are not well equipped with adequate content knowledge to ensure they excel during teaching practice. R1 and R4 were initially concerned with the syllabus content coverage due to limited time and examination-oriented teaching. R1 said: "I have problems with failure to cover the course outline because the semester is always short and so, one cannot get content for teaching from the little work done at the university. You have to read and make new notes on your own". While R2 highlighted that:

examinations are more than the content covered in form of course works, tests and the long timetable of final examinations. We concentrate on them and fail to add much content knowledge to help us teach in schools. In fact, one has to make new notes following the syllabus in secondary schools.

Students recounted poor time keeping on the side of supervisors. Some arrive late while others show up at their own time without collecting the students' timetables. The lecturers instruct the student teachers to arrange lessons with other teachers or the timetable master for their convenience without due regard to the prevailing time table. Preferably they tell them to organise single lessons (30 -40 minutes). This impacts on timetables of the respective schools and may culminate into conflicts between the student teacher, the staff and the school administration. Again, the student teachers are demoralised due to the fact that they miss the professional touch of the supervisor to guide them on lesson development from the start to finish. Some supervisors

could come when the lesson is soon ending, miss all the lesson development but still go on to make a report and award marks to that student. R3 said thus:

My worst experience is when the supervisor came late and found me in class after being instructed by himself to go to class, and surprisingly left before time and went to supervise my other colleague who also went to class under her instructions. So, the supervisor did not locate the class where my other colleague was. When I moved out, she furiously talked to me about how disorganised we are, yet intrinsically he is the one who caused the confusion and disorganisation. So there was no conferencing and went while saying he is going to divide my marks by two. This demotivated me wholesomely and partially disliked the school practice process because of the conduct of that lecturer.

Six of the participants during separate interview accounts revealed that, their supervisors would enter the class and stay for a short time but still write a report. Students are then deprived of the supervisors' discussion after the lesson taught for more guidance. This fosters poor innovation and demoralizes the student teacher.

Related to poor time keeping, participants brought out issues of premature ending of the school practice and late commencement of it on the other side by their lecturers. According to R2, some lecturers report so early to supervise. In fact, some during orientation week or even before end of orientation. Others come when the school practice is left with one week to end. These two categories of supervisors do the exercise on a "crash" program without giving students an opportunity to reflect on their performance and improve. R2 recounted:

the school practice exercise normally takes four to five weeks but some lecturers only spend only one week with us and fail to come back. One can be seen four times in a single day without “breathing space” for improvement and all improvements are expected to be handled in single lessons, not double. Other supervisors come in the last week of school practice and also supervise very fast which cannot allow one to improve on his/her weaknesses.

On the other hand, some students expressed that some lecturers were professional in their supervision while others were not at all. There was evident where some students were supervised fewer times than they expected while others were supervised remotely on phone without the supervisor coming into the classroom. In such situations, the supervisor just peruses into the scheme and lesson plan and then make comments which in turn lead into awarding of marks. R2 also recounted:

We were seen four times yet we still had more than four or five weeks ahead! We did not have an opportunity to be seen by our supervisor as far as the improvement that we had made was concerned. In connection to this, other supervisors hurriedly saw a student in all subjects, four times a day, and then never returned.

Therefore, the purpose of school practice where a student is expected to improve day by day depending on what has been assessed is always distorted by the selfish interests of the supervisors who only comes once and do all the assessment. In such a case, the student teacher is not given an opportunity to improve progressively, owing to lack of constant assessment.

Some student teachers attributed their incompetence to lack of instructional material both from the university and the school of practice. The University is expected to provide school practice teaching materials like scheme books, manila papers, markers among others but these are always insufficient. Students are forced to improvise, yet many may not afford to buy having paid for them at the University. To make matters worse, most schools lack educational materials like good blackboards, chalk, textbooks for references, maps and others. R12 expressed that:

The university does not fulfill all its obligations to provide the school practice materials. Instead, they give out insufficient manila papers for charts and yet every lesson needs a teaching aid to be successful as the supervisor always demands for this requirement. .

Challenges also emanated from the schools of practice. Some student teachers expressed that school administrators attach them to those teachers with extra responsibilities, those on maternity leave or those who are inefficient. In science, there is always scarcity of teachers especially in Mathematics where one participant complained of being given a big load that burdened him. R3 expressed with concern: “I think the school did not have enough Mathematics teachers as we were given much work. They added more periods to us and we had no time of rest and made me hate SP”.

This was mostly the case with private schools which want to save wages paid to the replaced teachers by using student teachers who are offering free services. The absence of the senior teachers on the school compound created a vacuum in the guidance of student teachers as recounted by R5 who complained of having replaced a teacher who was rarely at school and had to keep the class singlehandedly until the end of the term.

According to (R5) Some student teachers lacked the theoretical knowledge on classroom teaching while others could not formulate aims or objectives during lesson planning all of which affected the quality of their lesson delivery. Other student teachers complained of senior teachers failing to teach them the basics of syllabus interpretation as well as how to scheme and plan. R10 mentioned that many senior teachers are always indifferent to the student teachers thus:

Some teachers in secondary schools are not so cooperative, because the teacher I replaced did not give me the syllabus notes or even show me her scheme so that I continue from there. Instead, she just gave me the course outline and told me where she stopped that I had to pick up from.

Poor infrastructure coupled with less furniture was also recounted by participants. Some schools had too many students but with small class rooms which would be congested, making movement hard within the class to supervise students' work. Other classes were conducted in the main hall which was separated by mere old cardboards, combining the noise in the adjacent class rooms to become uncontrollable. R2 said: "the school structures were in bad shape with many students, others were small rooms with few seats that students had to squeeze in to fit". R7 also said, "I was teaching in the main hall demarcated into three classes but the noise from other classes was unbearable unless all of them were in serious action".

Class management is a vital component of teaching and learning. Class management was another area that posed great challenge because classes were not easy for the trainees to manage. As recounted by R6: "some classes like senior two were difficult to manage due to their age and excitement. Also, the nature of their classroom which was adjacent to each other made the situation worse".

Participants also pointed out the current indiscipline of students especially in private schools where students are treated as customers and thus should be handled with a lot of care. Class control becomes difficult to naughty students who minimize the student teachers and feel they cannot be well taught by them. R2 taught in a private school and had this to say : “there is a lot of indiscipline in students of today as they do not respect teachers like our times. They are difficult to control while teaching and rarely pay attention”.

Lack of scholastic materials like teaching aids, textbooks and rough blackboards among others was also mentioned by participants as a challenge in schools. R11 said “the library is not well stocked and most books available are old and outdated. Some have dust full on them because they are not used at all”. R10 highlighted that, while teaching English Literature in a class of thirty-two students in senior five, she was using only eleven novels which slowed down reading and development process of lesson. From the science discipline, R7 said that, he had to postpone the lesson he was going to teach because of the lack of enough laboratory equipment to carry out the experiment at that time. He said; “I was forced to teach the next lesson that did not require an experiment in the laboratory”.

The manila papers as earlier mentioned are insufficient from the university and even schools do not have enough in stock. As much, students are forced to buy and yet many do not have enough money to cater for their upkeep in other logistics.

During school practice, some students are accommodated by the schools and some rent outside the school. Around 10 (90%) of the participants were unhappy with the accommodation facilities as they brought out challenges ranging from insecurity, slums, unhygienic conditions, very expensive rental charges, lack of water, electricity and poor transport means. Many would wish

to stay in their hostels to teach in Kampala schools but fail to get school attachments around Kampala. This had an effect on their teaching.

The situation was worsened by the poor conditions of in terms feeding at school such as dry tea without eats for accompaniment for the morning break along with and posho and beans for lunch. Nevertheless, R1 and R4 reported good meals during their school practice.

Accounts given by participants on the challenges indicated that students' challenges majorly emanated from the supervision related practices by lecturers and challenges from the schools where the exercise was carried out.

The way school practice is conducted, requires students to give their opinion on how they think SP could be improved as a vital practical pedagogical practice. Participants therefore were asked to share some of the recommendations they deem fit for the betterment of school practice. This was because in order to improve SP, student teachers as the beneficiaries ought to be given an opportunity contribute from their own experiences as the major stakeholders.

Participants made fascinating recommendations which touched many aspects of their school practice ranging from pre-supervision time, supervision period and school conditions.

R1 suggested the need for supervisors to focus their supervision right from lesson planning/ preparation to the actual teaching from start to end and then conferencing with student teachers to point out their strength and weaknesses She further said: "Conferencing would help us to correct our mistakes, ask questions where we do not understand and improve our teaching skills. Also, this would be a very good platform to receive feedback to act upon one's weak areas in teaching".

This was reinforced by R12 who expressed that the preparation and planning should be also done with the guidance of both the host teachers and lecturers. He had earlier noted that some lecturers do not mind about the preparation but just come to supervise lessons only and yet planning is crucial for any teaching to be effective.

Furthermore, R2 suggested the deployment of more supervisors by the university. This enables students to get a variety of supervisors from whom they can benefit. R5 said :

The culture of the University to send one supervisor in a certain area throughout the entire process is disgracing because if one is biased, weak in the subject and methods or unprofessional, the student teachers in that area will suffer the consequences. I think using several supervisors interchangeably can be a blessing to students to benefit from a variety of their knowledge and skills.

In this same line of argument, R8 also suggested the need for each student to be supervised several times by different supervisors so as to minimize complaints of bias and victimization. He also hinted on lecturers to supervise students according to their specialization so that the students trust in them”. Similarly, R6 suggested the need for students to be supervised by lecturers from their subject specializations who are conversant with their disciplines. She said that being a student of History, she was not satisfied with the supervision of the science lecturer who she felt was not very conversant with the requirements of delivering a History lesson. According to her, in such a lesson, marks are awarded by physical impression rather than according to the actual tenets of the subject, something that might not be professional.

R4 suggested a cordial relationship between supervisors and student teachers which is free from unethical issues such as master-subordinate relationship, sexual harassment, disrespecting

the official time table and treating school practice supervision as an examination to be adopted.: He added that, Supervisors should not be fault -finders but rather be helpful to student teachers to improve their practical skills in teaching.

R6 expressed the need for the university to establish an inter-dependent relationship with the schools that absorb student teachers for school practice so as to deal with some of the school related challenges such as the big workloads in some subjects, timetabling, mentoring student teachers as well as their welfare for the well-being of the student teachers' performance.

Recurring in the account given by R9 was that, university supervisors should work closely with the attached teachers as a team to support each other in the supervisory role of the student teachers. In addition, the supervisor should ensure that the responsible teachers replaced by students support them right from the time of orientation and throughout the entire school practice time, to the end. She further suggests that it would be good if the responsible teacher could first supervise the student teacher before the university supervisor comes in. This would be helpful in preparing the student for better grades. Mores so, she suggested that the university should ensure that the schools provide appropriate facilities like accommodation, infrastructure and school facilities suitable for the exercise.

Likewise, R7 suggested that the university should work together with the school administration to help them improve the working conditions of student teachers such as provision of descent accommodation, meals and other amenities. He was of the view that schools which do not qualify to host student teachers could be identified early enough to be deleted from the list of schools by the university.

R11 recommended improvement in methods of teaching. In his response he said: :

We need workshops, conferences, seminars before school practice to teach us more on the methods of teaching. In fact, the university can design a course unit to teach students general methods of teaching. This would enable us to learn the important aspects of teaching, such as how to use the teaching aids, lesson development and presentation, how to control the learning process and lesson evaluation.

Participants were asked whether such a course is not included in their teaching. R11 answered: “for us in sciences we are taught the methods of teaching in our subjects and not in foundations of education”. However, he expressed that students benefit less from subject specific taught methods because of how they are handled. More so that the methods of teaching are taught towards the end of semester two in third year, therefore we do not benefit so much.

R12 brought out the idea of doing school practice right from year one or some pre-school teaching practice to first acquire the basics of teaching practice before the actual exercise is done in second and third years. According to him, student teachers should first be trained practically at the university through peer teaching, micro-teaching among others to make student teachers gradually confident. He said that, “by third year, one cannot fail if he/she has done it for three years at the university.”.

4.5.1 Interpretation of findings on School practice

Participants generally expressed school practice as a transition from theory to practice in a student teacher’s life. During school practice, students are given an opportunity to learn, practice and reflect upon the roles and responsibilities of being a teacher. In turn, School practice serves as a means of assessing the quality of training being provided by any teacher training institutions.

In its implementation, students undergo orientation for one week and the supervision process begins in the second week. The supervision is expected to last for four weeks so as to enable continuous assessment and improvement in the practical teaching activities. Each student teacher should be supervised at least two- four times in each teaching subject, in a continuous assessment process. The first time is the time to receive feedback that can suggest improvement for the second supervision. By the time of the third supervision, the student teacher is expected to have acquired good skills for teaching (Onen, et al., 2016). Given its importance, School Practice is a requirement for any teacher preparation program where no teacher can complete the teacher education program without going through it. It is therefore regarded as central to the professional training of teachers.

During this study, participants confessed to have faced the classroom teaching for the first time in their lives.

R11 confessed, “at the university, each lecturer has their own way of teaching where student teachers have to imitate the one, they understand well”. This portrayed that student teachers are not well prepared while at the university. However, he acknowledged that school practice helped them to face the real-life classroom experiences under the supervision of professional lecturers and teachers. He further said that through school practice, they were able to discover their own strengths and weaknesses in classroom teaching. Also, the various challenges faced that jeopardized the exercise. These were both supervision and school related challenges. Findings revealed that student teachers are posted to schools of their choices where they are supervised by any lecturer from the university regardless of their subject specialization. In this, the lecturers are posted on the assumption that they can supervise all students irrespective of the subjects they teach at the university. For instance, a lecturer of mathematics can supervise a student of history

subject, or a student teacher of Kiswahili can be supervised by a lecturer of chemistry regardless of whether he/she knows Kiswahili or not. From this finding, participants were not happy, being supervised by lecturers from subjects different from their own.

Other challenges encountered included the lack of professionalism of some lecturers and school staff, limited school practice materials and supervision related challenges like biased and hurried assessment, lack of conferencing for feedback and controversy on teaching methods. The student teachers in their expressions suggested some measures to improve school practice at both the university and school level.

R6 brought out the idea of allocating supervisors according to the subjects they teach at the University. The need to alternate supervisors for purposes of avoiding bias on assessment was also echoed by participants R2 and R5. They were of the opinion that each student teacher should be seen by at least two different supervisors or more during the School practice exercise to be able to compare and contrast notes for a balanced assessment. This was also supported by Ruyendo (2011) in his study that student teachers should be seen by a variety of supervisors to avoid bias.

Participants failed to differentiate between the general methods and subject specific methods of teaching. This indicated that students are not well taught to differentiate both methods. This therefore suggests the need to handle teaching methods more comprehensively. as R11 suggested that this could be through conducting workshops, conferences and seminars before school practice begins. In this way, student teachers would be equipped with the vital aspects of teaching like the use of teaching aids, lesson preparation and planning, lesson development and presentation, content and activities of the lesson, control of learning activities and lesson

evaluation. Also, the student teachers could be accorded an opportunity to harmonize many aspects and share their experiences with the supervisors in such a forum.

Participants raised much concern on the lack of conferencing with their supervisors. In their expressions, they revealed that some lecturers did not keep time. They either came late or left when the lesson presentation was still in progress, rushing to see other students on the same day. R3 suggested changes for lecturers to create time for conferencing and feedback. Respondents realized that periodic conferencing with student teachers about their lessons provides an opportunity to develop growth plans that could promote teaching skills and competences.

Furthermore, participant R4 also recommended the need for cordial relationships between the supervisors and the student teachers. This would enable the enhancement of the professional teaching ethics such as, punctuality and honoring the timetable, avoid rushing through the assessment sheet and going away without conferencing with the student teacher. More to this, the lecturer should not assess the student teacher as an examiner but a partner in ensuring that the student teacher gains the skills for effective teaching and learning. This means school practice should not be seen as part of examinations but as a learning experience where the lecturer needs to collaborate with the student teacher for effective acquisition of the required skills. Participants pointed out that some male lecturers invite female student teachers to where they reside with an intention of have sexual relations with them. This is tantamount to misuse and abuse of office and does not promote learning.

Participants expressed the great need for cooperating teachers (mentors) at the schools of teaching practice. In order to gain much from the field, a cooperating teacher is needed in order to foster the induction, motivation, support and supervisory roles to the student teacher (mentee).

The cooperating teacher would also act as an advocate and role model for appropriate teaching practice exercise. This aspect adds more voice on the need of mentoring as a vital element of teacher preparation in Uganda.

As a common aspect in many private schools, proprietors aim at maximizing profits. So, on receiving student teachers, some senior teachers get relieved of their duties that they relinquish to them. This at times results into allocating many lessons to student teachers who are not paid. This on one hand creates conflicts between the student teachers with the cooperating teachers who begin looking at student teachers as potential competitors and saboteurs in their remunerations. Eventually, it jeopardizes the mentor-mentee relationship that would have been created and consequently hampers on the school practice exercise. As such, participants advocated for the need to be allocated an appropriate time table to avoid being over or under loaded.

The student teachers' conditions of living during SP were reported as unfavorable. This generally affected their teaching performance in the entire school practice exercise. As such, participants R10, R1 and R6 suggested the need to have a decent accommodation and other facilities like good meals, enough scholastic materials and other related infrastructure and institutional facilities for efficient running of activities during the school practice exercise. Participant (R7) also added that, schools should first be vetted by the university to ascertain if they qualify to host student teachers. Such an arrangement existed in the 20th century, when some schools were earmarked as demonstration schools for instance Shimoni Demonstration school but that was overtaken by many other developments (Ssekamwa, 2001).

4.6 Summary and conclusion of data presentation and Analysis

Student teachers' perspectives indicated that lecture room teaching practices are still slowly evolving from the concept of teaching-learning; where the teacher speaks and the students listen-meeekly (Freire, 2010). Traditional teaching by the lecture method largely dominates teaching-learning with few traces of group work activities dependent on different personalities of lecturers.

As one African saying goes "water cannot easily forget its original cold status" the emancipation from teacher centred to learner centred teaching may require an "Easter Experience" (Freire, 2010, p. 137) where the old lecturer dies and the resurrection brings new ones whose role is envisaged to change from lecturing to constructionism. One that advocates for environments in which students learn and work together with the lecturer becoming more of a coach. This will promote the critical intellectual dispositions and build capacity of unchartered and complex issues. The output will be a versatile graduate that is open to lifelong learning (Freire, 2010).

From the university lecture room teaching and learning, student teachers acquire theoretical knowledge but individual traits help them to apply different techniques, strategies and skills to shape their teaching and professional competence. This explains why students seemed to favour both teacher centred and learner centred to be used interchangeably as each has its own advantages. In the lecture method, the authoritative hand of lecturers is still treasured while in group work presentations and activities, they benefit from hands on work and active teaching-learning.

Mentorship and its role in pedagogy is clearly articulated and acknowledged by the student teachers both at the institutional and schools of practice. Some scholars also view it as important

for the development of the 21st Century required skills. However, as a pedagogical practice, it has been occurring naturally along the corporate model which is regarded to still be in the traditional paradigm of mentorship. It occurs in forms of personal initiatives, imitation, guidance and counselling, role modelling among others. In other words, there are no policy guidelines and professional structure in either the university or the schools. This is evident where although it is earmarked as a contemporary pedagogical practice by Makerere University, lecturers and senior teachers are not committed to it yet in their teaching.

The situation at times is worsened by individual interests and the lack of professionalism amongst some staff who at times are overwhelmed by personal interests rather than professional interests where they end up acting unethically. This compromises the axiological implications of teacher education because any meaningful education system entails exchange and transfer of knowledge, values, beliefs and skills.

The participants suggested various ways mentoring could be improved at teacher preparation institutions in Uganda which gave rise to useful insights that were used to develop model (5.1).

School practice is a practical experience that gives student teacher an opportunity to try out different methods of teaching acquired, with the help of a supportive moderator. The supervisor is expected to be observant to supervise and help the student teacher gain competent practical teaching skills. This should be done through a careful assessment free from negative experiences to bring out the desired learning outcomes. However, the negative experiences articulated by student teachers originated from the university and schools, portraying it as more of an examination than a learning experience which greatly affected the goals of the exercise. The suggested modifications by participants assisted in the development of a collaboration

school practice model (5.1) that could be adopted for a more collaborative, participative and competence-based school practice.

Chapter Five: Discussion, Conclusion and Recommendations

5.1 Introduction

The research explored student teachers' perspectives on shaping pedagogical practices at Makerere University. In order to achieve this objective, the study focused on three selected pedagogical practices that included lecture room teaching practices, mentorship and school practice. The study sought to answer three questions: What are the student teachers' perspectives on lecture room teaching practices? What are the student teachers' perspectives on mentorship practices? What are the student teachers' perspectives on school practice? These questions helped in formulation of the themes that guided this study. The findings from each question were interpreted from which conclusions emerged. This chapter presents the discussion of the findings, conclusions and then suggests recommendations for improving the pedagogical practices in order to produce competent teachers.

5.2 Discussion

This section presents the discussion of findings. The discussion is structured according to the study research questions which formed the themes of this study. During the discussion, the study first focuses on the student teachers' perspectives on shaping lecture room teaching practices, then the perspectives on mentorship and finally, school practice.

5.2.1 Student teachers' perspectives on lecture room Teaching Practices

Participants brought out the fact that lectures dominate the teaching and learning process at the university. This makes students maintain keen interest in listening to the educators' facts instead of contributing their own facts. The dominant accounts of participants were that, university lecturers focus more on informing students about the subject matter. This is in agreement with

Kaur (2011) who stressed that lecturing in universities makes teaching convenient for educators but does not solicit for students' inputs. It is lecturers who dominate the process of teaching and that learners are more of passive participants other than being active (Cook-Sather, 2011). This vividly showed that the constructionism theory is not put into practice by the lecturers.

The student teachers therefore, face contradictory teaching and learning in classrooms situations upon graduation which is often challenging. This is agreement with Oyenike et al., (2013) when he highlighted that teachers need to be able to handle challenging situations and experiences far beyond what their teaching prepares them for. Cook-Sather (2011) observes that the problem-solving attitudes and innovativeness of learners may disappear in the university lecture model of teaching and this in the long run could influence the way student teachers will also teach their own students. In the same way Kahiigi (2013) noted that the continuation of traditional authoritarian teaching methods may affect the way teaching is done in other situations and indeed this was discovered in this study.

Likewise, Kasozi (2015) discovered that the failure to champion participative teaching and learning originates from institutional challenges of liberalization and consequently massification of university education. In this, the increased student numbers beyond the institutional capacity cannot foster participative teaching and learning. This was in agreement with Baryamureeba (2013) who noted that big classes limit pedagogical transformation to learner centred pedagogies. According to Kasozi, the sector average staff to student ratio in public universities in Uganda, stood at 1:26 instead of 1:12 as required by NCHE. The growth of students is by 34.1% while that of academic staff is at 20% (NCHE, 2014). Prevalence of part-time staff also indicated the dearth of academics. Such institutional incapacity to handle big

classes was found to be a bottleneck to participative teaching and learning. Lecturers are compelled by such institutional challenges to ignore constructionism in teaching and learning.

Furthermore, some participants revealed that students attend lectures so as to pass their examinations. In agreement with some scholars (Maani, 2010; Otaala, et al., 2013b) the Ugandan university curriculum is also still immensely influenced by the examination system, of which majority of the lecturers pay attention to than the competences developed. Consequently, because of limited teaching and learning time, lecturers abandon effective methods of teaching and resort to drilling and “coaching” student teachers to pass the semester examinations in order to avoid re-taking papers (Okonye, 2007). Notably, students emerge with good grades but fail to deliver and demonstrate competence in the world of work (Kibwika;2006; Kasozi, 2003).

To encourage constructionism in teaching and learning, Oyenike et al., (2013) proposes the use of reflective practice that encourages a careful review of and thoughtfulness about one’s own teaching process and effectiveness. Reflective practice guides the educators’ training and practice experiences to support and sustain trainee’s professional development and lifelong learning. Students who participated into this study were enabled to reflect on shaping their teaching and learning to suit the current competence requirements.

The current 21st Century teaching and learning practices are dominated by the use of ICT. However, (R1) revealed that, although ICT has changed learning, it is a burden to our simple teaching learning life. He lamented “I have difficulties in the use of ICT in teaching-learning because lecturers use it without considering whether students possess the skills, gadgets or not”. Besides, many other students expressed issues of still having difficulties of access and lack of expertise especially in e-learning. A good number of students still lack the required equipment

and skills. If lecturers knew and cared about this students' ICT limitations, then they would adjust accordingly.

Kahiigi (2013) conducted a study at Makerere University on how collaborative e-learning can be integrated in the teaching and learning process to support learning at the university level in a developing country. In her study, focusing on Makerere University regarding students' collaborative e-learning through four process stages: familiarization, assignment, review and feedback Kahiigi discovered that the current learning and teaching environment, challenges the adoption and effective use of collaborative e-learning to support student learning. This is mainly attributed to the pedagogical culture and curriculum which is predominantly traditional, lecturers' inability to use ICT pedagogy effectively and the readiness of the environment to support collaborative e-learning.

Her study further highlighted the factors that are pertinent to supporting and sustaining student learning in a collaborative e-learning environment under the following categories: Institutional Readiness (44 factors), Technology/Infrastructure Readiness (40 factors) and Pedagogical Change (45 factors). She highlighted that much as institutions have been keen to provide foundation for the development of 21st century skills, the institutional ICT usage and enhancement is still slow in process (Makerere University Annual Report, 2016). Likewise, Baryamureeba (2013) noted that, the use of ICT requires adequate preparation in terms of availability, skills and general use. Therefore, this depicts the fact that although Makerere university has tried to blend her teaching and learning with ICT, the take off stage is still a milestone away from being realized.

On the other hand, Loveless and Dore (2002), point out that in teacher preparation institutions, teaching and learning is designed in a manner that technology concentrates on learning to use

technology rather than on how to facilitate learning with technology. Frequent technological changes pose a challenge as resources and methods of applying them change quickly and dramatically and teachers need to keep updating themselves whether already trained or not (Newby et al 2006). This could continuously impact on the preparation of student teachers in the contemporary world. The student teachers' views were required to shape such aspects as they aspire to join the real world of teaching and learning.

Furthermore, R2 noted that University teaching is still full of authoritarian teaching as she said, "we are always lectured", likewise (R5) said that participatory teaching is still less employed in teaching and learning at the university. Kasozi (2015) expressed various problems of Uganda's education system. First the current education system does not encourage production of knowledge through research, debate, observation or innovation at all levels. Therefore, most innovations in teaching-learning are still falling on a hard rock of traditional practices emanating from the system of education in the country in general.

The greatest challenge lies with the conservative nature of the current teacher education program which is deeply entrenched in a system that has been accepted over the years (Kisige et al., 2021). What that suggests is that, it has developed its own culture which is not easily adjusted. This is because lecturers are yet to accept the new methods of teaching and strategically plan for learner centred pedagogy that is currently favoured by progressivist philosophers (Freire, 2010; Ratna and Tron, 2015). Freire (2010) promotes dialogue, reflection and praxis and stresses that, all education ought to be programs of vital dialogue from start to finish.

Participants further echoed the dominance of examinations in their course of study. R4 highlighted said, "examinations are more than the content covered in form of course works, tests and final examinations". This is in agreement with Baryamureeba (2013) and Kasozi (2003)

noting that university education in Uganda encourages rote learning, memorization rather than innovation and problem-solving skills. Freire (2010) characterized this traditional authoritative learning as an oppressive teaching- learning environment which he codenamed the “banking concept of education”. The banking concept of education regards persons as adaptable and manageable beings. Educators who employ such an approach in teaching and learning assume students as bank accounts ready to receive deposits. This encourages memorization and thus, not advantageous to learner’s constructionism (Freire, 2010; Lu, 2012). Additionally, it could be a better contemporary teaching and learning method. R2, R10 and R2 stressed the need for student centred teaching and learning. As R5 said, “generally, presentations greatly help to give one confidence to teach”. Likewise, Cook-Sather (2011) points out that, promoting space for students’ voices can improve the education process by not only addressing social iniquities in pedagogical practices but also facilitating students’ critical consciousness and cultural growth. The teacher ceases to be the only source of knowledge but dialogues with the students for a consensus that is reached by all together. Freire, stated that dialogue helps both the students and the teacher to grow together in knowledge, understanding, feelings and interests as each potentially shares their contributions in the educational process (Van Uden, Ritzen & Pieters, 2013).

While participants stressed that teaching is dominated by the lecture model, Gibbons (1998) pointed out that, lecturing is in the first mode of knowledge production. Gibbons, made two distinctive modes of knowledge production, the first mode referring to school-based, disciplined-based knowledge which is typically produced in traditional based universities. The second mode is where knowledge is produced in the context of application. As Maamori and Wagner (2001) contend, many universities in the South of the Sahara operate on the first mode, which impedes

the quality and relevance of education including those in Uganda. The first mode of knowledge is inadvertently still influencing the curriculum and subsequently the teaching practices in Ugandan universities and other teaching institutions. According to Darling-Hammond (2006), changes in education and the teacher education program in particular are encumbered by traditional systems of teacher preparation that are enormously difficult to dismantle. In different leadership forums involving students and lecturers, such developments in lecturer room teaching are less discussed because of the continuous inferiority complexity that exist between students and lecturers. This will continue to affect the Ugandan education systems unless it is sorted from within the system itself. Thus, the teacher education program needs to be adjusted to fit in the dynamic turbulent school environment and carry on the complex process of helping students to learn how to learn (UNESCO, 2015). Similarly, by giving their perspectives, the students were learning how to learn in this study.

Nevertheless, participants pointed out that both the lecture and group presentation models should be used interchangeably for each model has its own attributes. R1 supported the lecture model because of the need to listen to an authoritative hand, while R12 and R3 cited advantages of each of them. This complied with Kaur (2011) when he highlighted the fact that both teacher centred and learner centred pedagogical practices should be used interchangeably given their unique attributes. Kaur (2011) argues that the lecture model of teaching has managed to survive so long despite the pace of the many technological developments. This is because of its appropriateness as all-purpose method that can serve many useful instructional functions when used properly. It can inspire enthusiasm, capture the student imagination and help in teaching organized bodies of knowledge that form an important part of the school curriculum at all levels (Kaur, 2011). However, on the contrary, Oyenike et al., (2013) stressed that teaching strategies

need a lot of improvements. It is important that the lecture model of knowledge transmission is transformed into new modes of instruction that foster creative modelling innovation, reflection and dialogue between educators and educatees (Freire, 2010; Cook-Sather, 2011). The teaching and learning ought to undergo an Easter Experience to suit the requirements of the 21st Century quality Education (SDG4) (Freire, 2000). Ultimately, the 21st century teacher is the one who is going to be able to unlearn, learn and relearn in order to influence positive student outcomes and produce competent graduates. To foster constructionism therefore, this research advocates for the use of student centred models of teaching and learning in the lecture rooms. Participants suggested some changes that needed to intervene in the teaching that were suggested as recommendations in this study.

5.2.2 Student teachers' perspectives on Mentorship

The study further set out to analyse the student teachers' perspectives on mentorship as a pedagogical practice. From this perspective, the study analysed the mentoring practices involved in universities, the model used, the challenges encountered and generally how mentoring is shaping their teaching and learning. The student teachers were also required to make suggestions on how the process could be improved in order to come up with a framework that can be adopted for a better mentoring process in teacher education institutions. The findings revealed a lack of consensus on the definition of mentorship.

R3 understood mentoring as the guidance given to students. For (R5), mentoring was perceived as orientation while R1 took it as counselling. Mentoring must have a mentor and a mentee where the mentor is seen as a skilled, knowledgeable and competent teacher guiding the mentee as student/ new teacher; (Shea, 2002; MoES, 2007; Maphalala, 2013; MoES, 2007; Majoni and Nyaruwata, 2015). The differences in the understanding of mentorship could partly be attributed

to the lack of formal mentorship at Makerere university and generally in the education system in the whole country.

In view of the participants' ideologies, it was explicit that much as the concept of mentoring is known by the participants, its actual meaning and practice is still elusive. This was attributed to the absence of a system in place for a formal mentoring process. Allen (2003) explains that, the mentees should be committed to expanding their capabilities and willingness to try new ideas and skills because they want to gain more experience. The mentor on the other hand is a trusted person /professional or guide who is assumed to be influential, knowledgeable, willing, experienced with wisdom and skills to influence and support carrier development to the mentee through an interactive relationship.

Participants acknowledged mentoring as an integral part of teacher education and professional development process that enhances beneficial partnerships among the teacher educators, experienced teachers and teacher trainees which is in agreement with scholars like (Twoli, 2011; Oyenike et al., 2013; Majoni and Nyaruwata,). However, as much as its contribution in teacher preparation is acknowledged as a vital pedagogical practice, it is still not well developed in Uganda. In some instances, it is done in forms of orientation or induction. In the African traditional setting, it is described as a face-to-face, long-term relationship between a senior member of society doing more less a supervisory role on a young learner / or a new member of society to foster the mentee's, cognitive and personal development (Ssekamwa, 2000; Majoni and Nyaruwata, 2013). Therefore, the African mentorship would be presumed to still be influencing the mentoring practices to remain in the traditional sphere of influence (Allen, 2003).

Participants were ignorant about the roles of a mentor and a mentee. However, Majoni and Nyaruwata (2015) identified the strategies mentees should adopt to ensure that the mentoring

process is a success. They include student teachers taking responsibility for their own learning, effective communication with mentors, respecting the mentor and taking initiative and developing trust with the mentor. According to Majoni and Nyaruwata, the mentee should ask questions and be resourceful while developing observation skills and learn from the mentor, engage in critical self-reflection, try out various teaching skills and appreciating the assistance offered by the mentor and the school (Clutterback, 2004; Maphalala, 2013). These could become formidable guidelines on understanding the roles of a student teacher as a mentee. R) and R4 insisted that student teachers should play their part in following the instructions of seniors.

On the other hand, lecturers as mentors also ought to understand their roles in the mentoring process. The primary role of mentors is to provide psychosocial support to the mentee while helping him/her learn to navigate into an adult and world of work (Jones, 2001; Gibson, 2004). Hence forth, advice like “career planning guidance, orientation to the school, direction regarding interpersonal development, achievement-related help and role modelling, support, coaching, encouragement, feedback and guidance to enhance the learner’s growth is what is highly expected from the mentor” (Baugh and Fagenson-Eland, 2005, p. 942). This is in agreement with some scholars (Jones, 2001, Munene et al., 2019; Jones, 2012). However, all these roles were not easily identified by participants.

From the participants’ perspectives, there are no any guidelines on mentoring as a process for both the student teachers and the mentors. Anyone who qualifies as a teacher is considered good enough to be a mentor who does it unconsciously contingent on his/her personality and individual traits. Thus, no formal practices on mentorship are carried out either at the university or secondary schools. Rugsyendo (2011) reported that, many senior teachers do not bother to recognize the mentoring needs of student teachers. In his study, he found that, there were cases

where student teachers expected orientation and assistance. Unfortunately, they were not assisted as expected especially at the school level. Students complained about the lack of mentorship both at the university and schools where they carry out practice.

Mentoring has also followed a paradigm shift in different societies, depicting changes in the way it should be handled at different times. According to Twoli (2011), mentorship has progressed in three models which are used by different countries in the preparation of student teachers namely: the corporate model which is regarded as the traditional model, the more improved collaborative model which uses the concept of mentors as the experienced teachers and mentees as the trainees. Finally, the emerging model which also uses the mentor concept but goes further by not just depending on the classroom experience of mentors but also trains them in the mentoring skills. In Uganda, these models have also been recognized in the same way as they unfold although differently branded: namely the Apprenticeship Model (learning to see), the Competence Model (learning to teach) and the Reflective Model (from teaching to learning) (MoES, 2007; MoES, 2014). Each model has its own characteristics and these characteristics were useful to mirror the existing mentorship model currently used in Ugandan universities. The corporate model assumed to be the traditional and unproductive model in teacher preparation, was evident in the Ugandan context according to the participants' perspectives.

The corporate model is an informal type of mentorship that naturally is occurring where lecturers and senior teachers provide support relationships to student teachers due to the regular contacts with them. There is general guidance and support and, in some instances, this helps students learn something new but at times it has an aspect of "Every man for himself and God for us all" because there are no formal obligations for teachers to mentor students. Some scholars (Beverly, 2007; Twoli, 2011) argue that most pre-service training programmes in developing countries

especially in Africa, Uganda inclusive, follow the corporate model when it comes to teacher preparation because of its flexibility. “It allows students to do most mentorship activities according to their convenience, for instance they are posted to schools of their choices (Twoli, 2011).

However, this model has been criticized as lacking a professional structure to guide pre-service teachers during their preparation (Twoli, 2011). The main weaknesses have been linked with poor quality professional guidance and school assimilation (Majoni and Nyaruwata, 2015). There is normally very little interaction with the teachers in schools under the corporate model of mentorship. The end-product is teachers who lack collective responsibility in the profession (Clutterback, 2004; Twoli, 2011, Majoni & Nyaruwata, 2015).

In Uganda, there are many criticisms on how universities are training teachers (Otaala et al, 2013a; Kisige et al., 2021). The persistent use of the corporate model in mentoring, viewed as defective in modern times has been earmarked as one of the causes of poor preparation of student teachers (Twoli, 2011). Twoli noted that many senior teachers, do not bother to recognize the student teachers’ mentoring needs. Most potential mentors at university and schools often portray to be busy and preoccupied with their classes. Therefore, other activities should not be pestered unnecessarily.

Majoni and Nyaruwata (2015) and Maphalala (2013) highlighted mentoring as a pedagogical practice in universities is also challenged by lack of national policies, institutional challenges and teaching demands for instance high lecturer-student ratio. This too is the state of affairs in Uganda where massification of university education has greatly affected the teaching and learning process. Furthermore, the MoES (2005) developed a Mentors’ Training Guide for Teacher effectiveness but it does not cater for teacher preparation.

On the other hand, a number of researchers such as (MoES, 2007; Wronka, 2013; Makerere College of Health Science, 2018; Majoni and Nyaruwata, 2015) have reported positive benefits derived from an effective mentoring experience for the student teacher especially when it is well structured. Participants in this research vehemently supported the fact that mentoring can contribute to their competence if well-handled. As expressed by R5, “mentoring can be useful in harnessing the potentiality of student teachers in teaching very well.” In mentoring, student teachers are able to adjust to the new environment and consequently develop the desired skills.

However, according to the respondents, lecturers are more interested in assessment and give very little regard to the school environment. R7 expressed “lecturers on supervision only carry out supervision and assessment without much focus on how students have been performing previously” This tallies with Twoli (2011) and Ruyendo (2011) who highlighted limited feedback from supervisors on professional development of the pre-service teachers during school practice in Ugandan universities.

Consequently, participants recommended the introduction of formal mentorship to work alongside the informal existing mentorship. R4 said, “I think mentoring should be taken seriously by all parties involved, lecturers, student teachers and school staff as a new form of teacher education”. This corroborates with Arthur, Inkson and Pringle (1999) expressing that the development of a knowledge-based economy necessitates the search for new methods and tools for enhancing teaching and learning processes. Scholars point to the importance of mentoring as an additional pedagogical practice to support individual and institutional learning in the new knowledge economy (wronka, 2013). More crucial is that mentoring students will be very important for them in the changing career environment of the 21st century (Allen, 2003; Majoni & Nyaruwata, 2013). The support of collaborative mentorship is echoed by a number of scholars

as beneficial in universities, colleges and schools (SJones, 2001; Majoni & Nyaruwata, 2015; Olumbe, Martha, & Kiarie, 2011).

Participants suggested a symbiotic relationship between the university and secondary schools where student teachers are posted for school practice. This collaboration was advocated for by R7 expressing that, “both the university and secondary schools should interdepend on each other so that the teachers at school oversee the conduct and performance of student teachers and report to supervisors when they come to conduct supervision”. Collaborative mentorship uses the mentor teacher as the central player assumed to be an experienced teacher in the school who provides front line advice, support and feedback to the student-teacher (Jones, 2012). The mentor teacher uses his/her experience to assist student teachers in developing classroom management skills, gaining familiarity with methodology, use of resources, lesson planning, assessment and reflective practice. Collaborative mentoring is based on the notion that teaching is a social event and adequate interaction is particularly important for learning and attainment of higher-order cognitive skills (Baugh & Fagenson, 2005; Wronka. 2013).

Therefore, the findings of this study (R1; R7; R10) revealed a core set of conditions which need to be established at Makerere University and even other universities in Uganda as enablers to unlock the latent capacity of mentorship as a pedagogical practice. These were compiled by the researcher into a framework that could feed into the future strategic direction of the universities and schools, in the quest to mentor and become more responsive to student needs and expectations of the current dynamic labour market needs. The frame work promotes collaborative mentoring between the lecturers, host teachers and student teachers as presented in figure 5.1

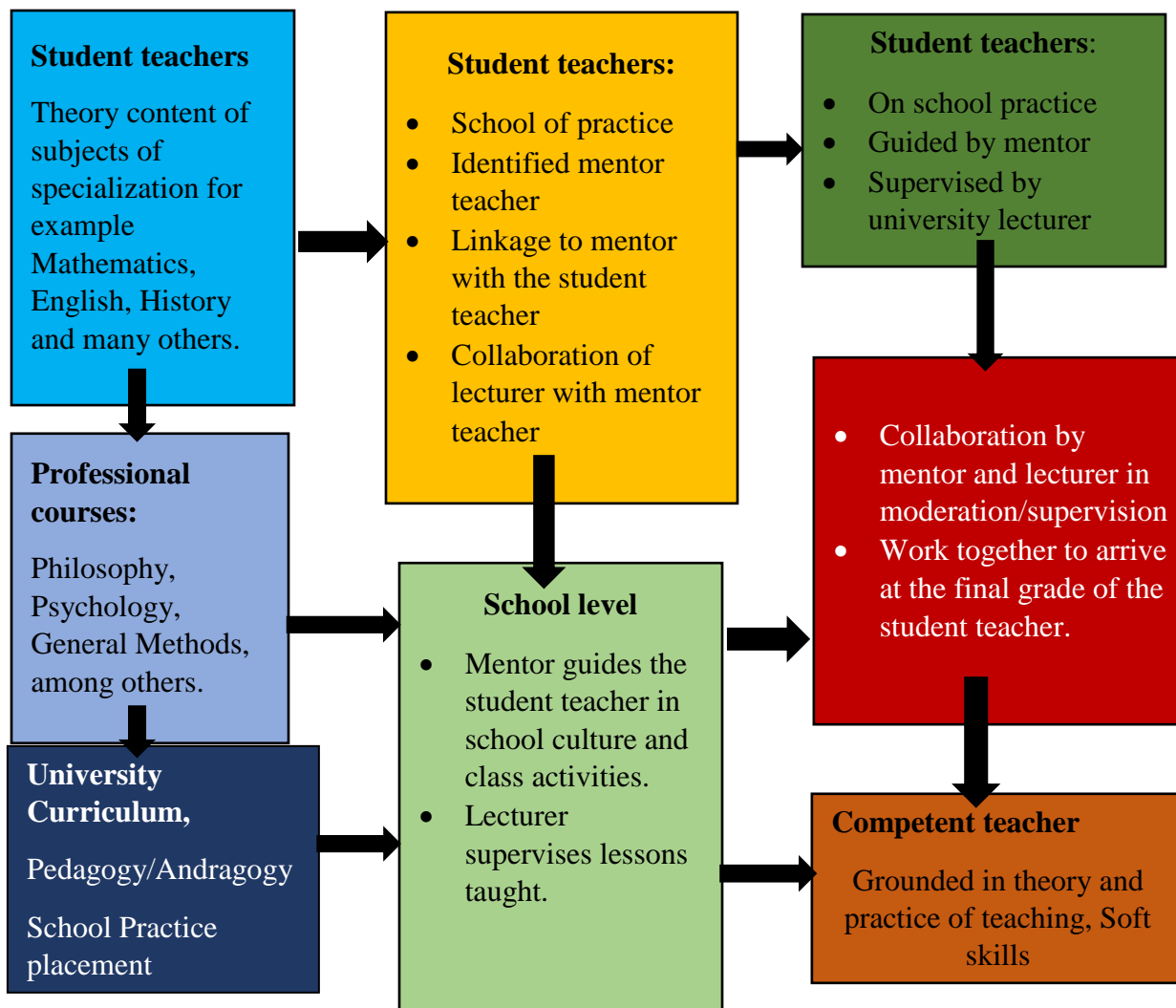


Figure 5.1: Framework for collaborative mentorship and school practice

Student teachers' theory content from their subject combinations and professional courses obtained from the university curriculum through pedagogy is put to practicum at the school practice. Mentors should work hand in hand to guide student teachers at the schools of practice through the school culture and class activities while lecturers come in to supervise the lessons taught and offer more mentorship. Guided by the school mentors, both should be interdependent to train and arrive at the final grade suitable for the student teacher. This collaboration can enhance the production of a competent student teacher with constructionist and soft skills for

professional life. The components of the framework can be explained in details in the following segments.

Student teacher's theory content and professional subjects

Students at the university study both theory and professional content. The theory part forms a central part of a teacher's knowledge of the subject content that should be mastered for application. Theories draw from a range of subject combinations like history, geography, biology among others. However, in the Ugandan setting, a student teacher should have two subjects that form his/her combination for instance History/ Geography; or Economics/ geography. Also, subjects can be in form of double main of a core subject for instance in Fine Art, English, Agriculture among others.

Professional courses/subjects involve looking at professional and academic development as well as strategies, approaches and methods that involve communication skills, looking at future career aspirations, leadership and team work. These include philosophy of education, sociology, psychology, economics of education and many more. Professional courses usually involve school practicum to put the learning into practice in a real-teaching world environment. With the help of the curriculum, all the above components are realized through pedagogy. Student teachers must learn through their own reflection, thinking and experiences and be able to apply the strategies to translate the content to their learners.

The role of the university

With regard to the curriculum, Universities provide both academic and practical students' needs and expectations. In this, the university provides pedagogy to promote critical, intellectual dispositions and build capacity of independent thinking and analysis of unchartered and complex

issues. In the above model suggested, the university should establish a formidable solidarity with schools where student teachers are posted for school practice so that they both work in collaboration in following up the performance of student teachers together.

The role of the school of practice

School practice is a learning experience to implement practical teaching skills. Therefore, student teachers expect placement from the head-teacher and cooperation from the host teachers. As new in the practice, student teachers need to be acquainted with the school culture, key policies and procedures. The mentor or host teachers need to establish a supporting relationship to the intern teachers which prepares them for the supervision exercise. According to some respondents, this was not the case because permanent teachers left after the student teachers came in. Schools should also help student teachers to acquire the necessary resources, accommodation and supplies. They should provide an enabling environment of discipline and orderly school environment to enable the student teachers focus on School Practice. Host teachers/mentors should visit classrooms, reviewing lesson plans, and providing immediate feedback as well as engaging in “pedagogical talk” with their student teachers (mentees). They can co-plan, co-teach and observe each other to share experiences and engage in professional dialogue in a relationship of mentor and mentees.

Nature of collaboration between lecturers, host teachers/ mentors and student teachers in the framework

Collaboration between the university lecturers and cooperating teachers in secondary schools begins with the placement of the student teachers. Lecturers can facilitate a swift school practice exercise if they work together with host teachers. As the host teachers induct, guide and assist the

student teachers to perfect their instruction, lecturers would come in to polish the work done thereby easing the supervision process. In this case, the school mentors would act as watch men to put things right before supervision. That is why it is vital that a collaborative working relationship is established between the lecturer who moderates the school practice exercise and the mentor teacher who is the host to benefit from the skills of the student teacher. A joint supervision and assessment are highly encouraged in this framework to yield better results that are free from prejudice. The three players (supervisor, host teacher and student teacher) should be interdependent partners who meet to discuss and determine the quality of the aspiring teacher in order to build a strong professional identity, positive attitude, growth and development towards the teaching profession.

5.2.3 Student teachers Perspectives on School Practice

School practice is the central pivot of professional training of teachers as it marks a transition from classroom to practice in a school setting. It is a transition from theory to practice in a student teacher's life (Bozeman & Feeney, 2007; Rugyendo, 2011; Onen et al., 2016). Participants through interviews were asked on whether they comprehend School Practice with its roles, the challenges they face and some to their suggestions to modify the exercise. School practice was understood well by the majority of the respondents as a transition from theory work in the university lecture rooms to practical professional teaching with the help of a supervisor. In line with Onen et al., (2015), School Practice involves students acquiring pedagogical knowledge to be able to effectively deliver their content to the learners (OECD, 2009).

Ten out of fifteen respondents acknowledged the importance of school practice in their course of study as a highly valued experience in teacher preparation though they had some differences in their perspectives. Grower et al., (2005) stresses that, School Practice offers student teachers an

opportunity to determine whether they had chosen a good profession or not. It is the real beginning towards their profession, practically, with various experiences, challenges, opportunities, strengths and weaknesses.

Student teachers who participated in this study acknowledge the fact that School Practice needs supervision by a competent constructionist professional. The best way to deal with students on school practice is not to dictate to them, but rather to challenge them on how to teach effectively, influence them to change and adopt practical ideals (Maani, 2010). Ssekamwa (2001) argues that, improving the trainees' teaching skills and developing their awareness of how students learn during school practice, is the drive towards the education and training of competent and professional teachers. Indeed, Ssekamwa (2001) also acknowledged that School Practice needs supervision in order to produce good results. As Ogunniyi (1990:25) stresses, in school practice: the supervisor is principally concerned with helping student teachers to achieve the best outcomes of instruction by means of guidance and evaluator activities; assisting teachers in overcoming their problems; organizing in-service programs...enforcing regulations...rewarding good performance of teachers...he is a friend, and advisor and not a judge to the teacher.

Ogunniyi's observation is in agreement with constructionism where student teachers should be guided to learn and follow but not trained to perform the act of teaching. This could harness much more innovations that could develop more competences in student teachers' future career.

Participants disclosed that supervision in universities is carried out by lectures from the College of Education and External studies (CEES) These constitute both directly teach the students and those who do not teach them from all subjects. However, participants expressed fear in being supervised by lecturers who do not belong to their own subjects as they were taken to be not conversant with the unique methods and philosophy of their subjects and therefore, cannot

competently supervise them. Students often think that such supervisors just award the pass mark (50%) because he/she cannot understand the subject content. They therefore feel they cannot be helped adequately. Perhaps this could be one of the reasons why some supervisors avoid conferencing.

Student teacher fears are addressed by, the School supervision manual and guide (2016). This provides guidelines for supervising the school practice. In this, it is assumed that, all subject lessons and lesson plans have common features understandable to any professional trained teacher. Therefore, supervisors as trained teachers should be able to follow the guide and supervise students well. Therefore, the thinking that non-specialist supervisors would not know the right skills for the teacher in delivering the lesson may not be true. However, as Ruyendo (2011) established in his study on School Practice at Uganda Cristian University some supervisors were very biased and unprofessional in some subjects. They would sit and award marks without any discussion, especially on the knowledge of the subject matter. Some were not objective in ascertaining whether a student teacher taught with clear facts or not as they lacked relevant knowledge in that area which regarded them as poor and unjust supervisors. Ruyendo further suggested that effective school practice can be achieved by providing better supervision of student teachers. He stresses that the supervisor is principally concerned with helping teachers to achieve the best outcomes through giving guidance assisting them in overcoming their problems, organizing in-service programs and rewarding their good performance as a friend and advisor and not a judge to the teacher.

Participants revealed that the authoritarian teaching and learning that is persistently done at university level using the lecture model influences some student teachers to carry out teaching in schools using the same model. Some scholars are concerned that student teachers simply

model the behavior of their lecturers and may not learn much of the theoretical and general principles that would allow them to teach in a variety of classroom situations (Otaala, et al., 2013b). To this, Dewey (1961) cautions that student teachers' close contact with the cooperating teachers may prevent them from developing reflective inquiry skills. Lecturers' banking approach does not prepare student teachers for constructionism in which they could innovate their own methods of teaching for instance, in using the learning aids. While student teachers need exemplary models, they must also learn to become independent thinkers who grasp principles and develop new techniques. Participants also raised many more challenges which are also backed by literature. These challenges emanate from the university supervision and the schools of practice.

Respondents expressed the issue of lack of conferencing with their supervisors and yet crucial for preparation of lessons, lesson presentation and evaluation. Such lecturers' supervision style and approaches do not reflect clinical supervision approaches (Kisige et al., 2021). Conferencing between the student teacher and the supervisor is an essential element of effective clinical supervision (Rugyendo, 2011). Failure to conference portrays a mechanistic, authoritarian style that highly contrasts with the desired clinical supervision principles. It erodes student's confidence, creativity as well as both academic and professional freedom (Kablan and Kaya, 2014). Failure to conference with the student teacher for at least ten minutes at the end of the lesson, but provide a supervision sheet is equal to no supervision done. That is the time when a student teacher and the supervisor discuss the lesson taught pointing out the strengths and weaknesses. It is a time when they agree with justifications on the areas for improvement as a form of feedback. In this regard, "assessment is not using a red pen and then running away

without conferencing with a teacher! Verbal communication is thus very significant. Supervision is in class and out of class” (Rugyendo, 2011 P. 96).

The study also revealed that supervision of School Practice is largely taken as part of examinations. Some supervisors aim at awarding marks as evidence of supervision with less regard to the practical skills acquired. Accounts by participants revealed that, some supervisors would even come when the lesson is ending but make a report and award marks. R11 reported that one lecturer who supervised him was on phone or wats up for most of the lesson. Rugyendo notes that, it is better to see the lesson from beginning to end so as to gather adequate information for post-lesson conferencing. In line with Rugyendo (2011), Wronka (2013) also emphasized that supervisors need to be rational, empathetic and objective in such an exercise. However, the accounts of participants were greatly in contrast.

Participants further revealed that in some instances, supervision is done in one week leaving out the other five weeks unsupervised. R11 said, “the supervisor saw all students in all their subjects in one week and never returned. More so, others were supervised on phone”. This translates into ungrounded supervision because student teachers are not given time to comprehend and apply suggestions from the first lesson to improve on the second one. This practice violates the principles of continuous assessment (Onen et al., 2016). It is a mechanized unprofessional approach that favours selfish interest of the supervisor. This was also pointed out by Onen, et al., (2016) stating that some supervisors lack time to carry out effective supervision because of other personal and institutional engagements. Others in the bid to save money fail to carry out gradual school practice supervision. However, Kagoda and Ezati (2013) highlighted that in some instances, the university is to blame it delays to as release funds and other logistics for the school practice supervision.

During school practice, student teachers need to get acquainted with all school activities. It is advisable that student teachers participate in some other related school responsibilities like co-curricular activities, team spirit building, staff meetings and other related occurring activities. However, this study discovered that student teachers focus more on teaching than co-curricular activities and other duties. Participants did not on co-curricular activities as a requirement in teaching and learning. Similarly, in a study carried out by Otaala et al., (2013b) on the effectiveness of teacher education curriculum on the secondary school teacher performance, a significant number of lecturers (80%.) did not regard co-curricular activities as important in teacher education curriculum. This was indeed contrary to the emphasis of MoES (2007). The competences required in the 21st century necessitate teachers to go beyond the subjects of specialization and incorporate soft skills to enable thinking out of the box and produce a holistic teacher with interdisciplinary skills. School Practice as practiced therefore, falls short of its name and actually it is sometimes called teaching practice than school practice because of the emphasis put to the teaching element alone. This was also evidenced by the Makerere School Practice Assessment Form (2018-2019) which does not have any assessment provisions for co-curricular activities (Appendix, 13).

Grower and Phillips (2005) assert that in addition to the supervisor or the 'attached' teacher), other teachers can also be of great help to the student teachers. This can be though helping them with tips on planning, class management and giving them a good picture of what teaching is actually like. In an ideal situation, the student teachers should develop and present the lesson plans to their senior/ mentor teacher in advance for guidance. However, at school level, participants recounted lack of cooperation with the staff especially in private schools which temporarily put aside permanent teachers because student teachers were going to cover their

load. This would maximize profits for the school proprietors. R3 said, “the teacher I taught for was always absent and left me with the class until the end of term. Likewise, R5 said; I kept the class single handedly because the teacher I replaced was laid off”. This results into overload of student teachers and reduces their efficiency and effectiveness during the exercise.

One other suggestion highlighted by student teachers on making School Practice effective was to promote cooperation between the university supervisors and the host teachers. This arises out of the concern raised by respondent (R9) who said: “supervisors come in as special guests and they cannot even talk to the host teachers. They instead supervise lessons only and leave immediately without any correspondence with the host teachers”. Participants suggested that, the supervisor and the mentor teacher should do the students’ evaluation together where the host teacher would even plan and prepare for the supervisor’s visit. Also, all lesson plans, should first be presented to the host teacher and micro teaching at university should also be done before School Practice. The supervisor also needs to be involved in the planning and preparation to ensure that it is done well. This could be done at the time of collecting timetables from the students. This concurs with Ruyendo (2011) who also earmarks the supervisors’ need to take keen interest in the preparation and planning of the lessons to be taught and not just coming to see the lessons. Therefore, the field supervisor, the mentor teacher and the student should reflect together on the overall field experience. This element of interdependence is still lacking in the university setting in Uganda.

The student teachers’ perspectives on School Practice was an eye opener for innovations to put in place in order to achieve effective professional growth of the exercise. In the following section, the conclusion of the study in regard to the students’ perspectives on shaping the pedagogical practices is provided.

5.3 Conclusions

The conclusion of this study is structured according to the research questions. On lecture room teaching practices. It was revealed that lecture room teaching is still inadvertently entangled in the traditional Model of knowledge production. Participative teaching and learning continuously lacks in lecture room due to the curriculum and institutional challenges notably massification of university education, resource limitations and lecturer's ivory tower mentality. The curriculum largely focuses on content knowledge that is precipitated by examinations at the expense of the acquired skills. Lecturers continue to be the masters of knowledge production while students are taken to be passive recipients of knowledge. It was explicit that participants treasured acquiring guidance from the lecturer's in order to achieve their desired learning goals. However, the achievement goal is focused on good grades and not the skills acquired. Consequently, students tend to concentrate on rote learning to replicate course notes in order to pass their coursework's and examinations and make it to the next level of graduation. This implies they are surface learners and not competence driven. This pedagogical culture unconsciously remains rigid and does not encourage self-directed research and learning. Students are not at all consulted for any innovation in their own teaching.

On the mentorship practices although mentorship was streamlined as one of the contemporary pedagogical practices at Makerere University (Makerere University Strategic Plan, 2020), from the participants' views, there were no formalized mentorship practices done at Makerere University. However, the existence of the corporate model of mentoring was eminent in the perspectives of participants. The corporate model is still traditional and associated with many weaknesses, notably, little or no interaction between the supervisors, the school management and practicing teachers. There is also limited feedback to supervisors on

professional development of the pre-service teacher, limited guidance to the pre-service teacher by teachers in the school, supervision is mainly done by generalists and a general lack of guidance in the professional practice. The weaknesses in the corporate model of mentoring translate into poor quality professional guidance and school assimilation.

The end products are teachers who make many mistakes. As such, when brought to classrooms, they result into ineffective instructors with poor performance and eventually burnout.

On School Practice, research found out that school Practice has a wide range of both positive and negative experiences. It is the beginning of the teaching professional journey through which students begin to explore their teaching potentials. They also get exposure to the school activities and teaching requirements and become autonomous in executing teaching duties. On the side of lecturers, school practice provides checks and balances as students' teaching reflects the way they were taught. Therefore, regarding it as a learning experience for both the student teachers and the lecturers. However, findings indicated that school practice is done on curriculum and assessment guidelines. As such participants highlighted some of the challenges that jeopardized the practice. At the university, the assessment guidelines mainly focused at the scores not guidance. Students expressed the lack of materials, unprofessionalism during supervision and the lack of conferencing for feedback. At the host schools, student teachers indicated poor guidance and lack of mentorship, big work load and poor accommodation. As a result, students' excitement and interest in School Practice is grossly affected. Going by what student teachers shared, one concludes that School Practice as a pedagogical practice does not adequately help students develop the teaching skills required in the 21st century. Therefore, many teachers in service are required to compensate what students miss in the universities.

5.4 Contribution of the study

5.4.1 Contribution of the study to content knowledge

The study contributes knowledge on the shaping of contemporary pedagogy not only at Makerere University but also in other universities and all teacher preparation institutions. Contemporary pedagogical practices namely self-directed learning, co-operative learning, reflective practice, problem-based learning, self-regulated learning, dialogue and group discussions were highlighted on by participants in this study. Constructionism as the most prominent means to foster contemporary pedagogical practices was highlighted in teaching which offers opportunity for a deeper understanding, innovation and participation for effective teaching and learning. Furthermore, Findings highlighted significant constraints that hinder transformation of pedagogical practices from perennialism to progressivism notably lecturer superiority complex in teaching and learning, institutional and curriculum constraints which could help in enlightening practitioners to positive changes in teaching and learning.

5.4.2 Contribution of the study to transcendental phenomenological philosophy

The study provides individual experiences on pedagogical practices. From the study, scholars, learners, teachers, administrators and other educational practitioners could be able to discover that with constructionism, there is critical need to democratize education by creating space for learners to enable dialogue so as to harness students' potentials. From the findings of this study, the following recommendations were suggested.

5.5 Recommendations

From the findings of this study on student teachers' perspectives on pedagogical practices, the following recommendations are made for future improvement of the pedagogical practices so as to foster quality teacher education.

5.5.1 Lecture room teaching practices

Universities need to improve on the lecture room teaching in their design and implementation.

The improvement s should put into consideration the constructionist ideas in teaching and learning as the suitable model for university teaching today. This can be through consolidating the learner-centered teaching into the lecture practices of teaching.

. Also, comprehensive learning should be embedded into teacher education. This also requires the lectures/ teachers to be willing to unlearn what they are used to and have the ability to learn new systems (Easter experience) (Freire, 2000). Continuous learning enables them remain compliant with the fast-changing world to become lifelong learners.

Furthermore, all teacher preparation institutions need to have strong pedagogy knowledge-based practical/experimental schools and with Information Communication Technology (ICT). Through it, teachers will learn through sharing by networking. This could be in form of conferencing or reflective practice room. There is also a need to establish strong networking among teacher educators in order for them to learn from one another as they adjust to emerging issues. Networking will enable the educators to be in touch with the emerging realities of their profession.

5.5.2 Mentorship Practices

In order for student teachers to be sufficiently prepared for the challenges in the teaching profession, Government of Uganda should introduce a sufficient and well- structured legal mentoring framework for both institutional and personal mentoring in educational institutions to supplement the informal mentoring process that is existing apparently. In this way, mentoring will become a very supportive form of induction for all new teachers in enhancing continuous learning and professional development as they share experiences.

Furthermore, all teacher preparation institutions in Uganda should adopt the new models of teacher preparation having realized the weaknesses of traditional models. This will prompt innovations in pre-service training.

5.5.3 School Practice

This study recommends the use of the collaborative model that was compiled in Figure (5.1) for student teacher's school practice and supervision. This will enable universities to move from the traditional level to the next required level of school practice that is highly regarded as effective for the 21st Century teacher education programmes.

The study recommends the need for an interdependent relationship between the university and the schools where student teachers conduct their school practice. In this regard, government needs to strengthen, formalize and institutionalize the use of cooperating teachers to mitigate the inadequacy of supervision by lecturers.

Also, the university should take keen interest in the way the host schools host student teachers. This can be through enforcing the schools to provide orientation, guidance, psycho-social support and partnership during School Practice. In this way, it will be more engaging to lecturers

and senior teachers as mentors and student teachers as mentees. More so, it will provide a platform for reaction in addressing many issues in schools for effective professional development.

Government should work hand in hand with universities to support the School Practice activities. For instance, this can be through increasing funding to universities for School Practice activities,

5.6 Study limitations

The limitations to this study included the following. First the study was limited to Makerere University for which the scope of this study was limited to. Given the contextual differences, this means that, the findings are less likely to be applicable to students in other universities in Uganda. However, the study can be used as a model for understanding the student teachers' perspectives on shaping the pedagogical practices in all teacher training institutions.

Secondly, the study was limited to a small representative sample of only the third-year student teachers. Although they were a representation of the population under study, the findings cannot be generalized to apply to all student teachers at Makerere University. Nevertheless, the findings can be used as a starting point for the identification of what needs to be done in shaping the pedagogical practices. Year one and two students were not part of the participants. It was thought that, it is in third year that the student teachers would be more acquainted with the knowledge of the pedagogical practices than would have been in first and second year.

Thirdly, it should be pointed out that, the study was conducted at the time of the COVID pandemic outbreak. Given the directives that came along with the pandemic, specifically the lock down of individuals, in collecting data, the researcher resorted to phone calls, online zoom meetings and WhatsApp messaging. Currently, not much is known on the effectiveness of these

methods in collecting data. It is therefore likely that, there would be different views if participants were approached face to face.

. The study highlights areas that call for the attention of further research.

5.7 Areas of further research

Further studies should be done on student teachers' perspectives on pedagogical practices at other teacher training institutions to widen the scope of this study.

A comparative study on the underlying conditions affecting the quality of teacher preparation could be conducted at other teacher training institutions to investigate if there is any correlation with the findings of this study.

From the findings of this study, it was revealed that lecturers continue to be the masters of knowledge production, while students are taken to be passive recipients of knowledge. The study calls for a more in-depth study on participative teaching and learning to provide insights how best it can be applied, given the institutional challenges.

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Appendices

Appendix 1: Interview Guide for Student Teachers

College/School	Department	Gender	Age	Subject combination	Duration of study

Date.....Venue.....

Introduction: My name is Bwiruka Jane Frida, am a Ph.D. student at Kyambogo University. I am conducting a study on, “*Student teachers’ perspectives on shaping Pedagogical practices at Makerere University in Uganda,*” Please give me your perspectives in this noble institution. Feel free and respond honestly to the best of your knowledge.

The purpose of the study

The study will analyse the student teachers’ perspectives on pedagogical practices at Makerere University in order contribute to shaping the contemporary pedagogical practices.

Confidentiality: Thank you for your acceptance in participating in this interview. Be assured your identity and data are protected. You are free to ask questions about the research and you may be availed with the information collected as well as the summary of the findings.

Interview Themes

- Lecture room teaching practices
- Mentorship Practices
- School Practice.

Interview questions

Lecture room teaching practices

1. Could you explain how you are always taught in your lecture rooms at the University
2. How do you normally benefit from the teaching-learning process in as far as making you a competent teacher?
3. How does the teaching-learning enable students to participate in their learning process (Participative learning pedagogy/andragogy)?
4. What difficulties do you face in your teaching-learning process and how do those challenges influence your learning?
5. Generally, how has the teaching helped you to become/acquire excellent skills in your teaching career?
6. Which approach would you recommend to be beneficial for your teaching-learning to equip you with the desired professional competence?

Mentoring Practices

7. What is your understanding of mentorship as a concept?
8. Kindly comment on the mentorship practices at Makerere and the school where you did School Practice
9. How can mentoring practices influence your teaching and learning?
10. As a student teacher, what role do you think you can play to influence the quality of the mentorship process?
11. What challenges can you talk about your mentorship process both here at the university and at the school practice institution?

12. What are some of your suggestions to make mentorship better for effective teacher preparation?

School Practice

13. What do you understand the term School Practice exercise /what is School Practice?

14. Please spell out its various roles to you and your future professional career.

15. Mention the challenges you faced in school practice both personal and general

16. What are some of your recommendations for the betterment of school practice to equip you with the desired professional skills?

Appendix 2: Interview guide for student leaders

College/School	Department	Gender	Age	Guild position	Year of study

Date.....Venue.....

Introduction: My name is Bwiruka Jane Frida, am a Ph.D. student at Kyambogo University. I am conducting a study on, “*Student teachers’ perspectives on shaping Pedagogical practices at Makerere University,*” Please give me your perspectives in this noble institution. Feel free to respond honestly to the best of your knowledge.

The purpose of the study

The study will analyse the student teachers’ perspectives on pedagogical practices at Makerere University in Uganda in order contribute on shaping contemporary pedagogical practices.

Confidentiality: Thank you for accepting to participate in this study. Be assured your identity and data are protected. You are free to ask questions about the research and you may be availed with the information collected as well as the summary of the findings.

Interview Themes

- Lecture room teaching practices.
- Mentorship Practices
- School practice.

Interview Questions

Lecture room teaching practices

1. Could you explain how you are always taught in your lecture rooms at the University
2. How do you normally benefit from the teaching learning process in as far as making you a competent teacher?
4. How does the teaching-learning enable students to participate in their learning process (Participative learning pedagogy/andragogy)?
5. What difficulties do you face in your teaching-learning process and how do those challenges influence your learning?
6. comment on the use of ICT in Makerere University in teaching and learning.
7. Generally, how has the teaching helped you to become/acquire excellent skills in your teaching career?
8. Which approach would you recommend/think to be beneficial for your teaching-learning to equip you with the desired professional competence?
9. In your leadership forums, do you voice out issues and prospects in teaching and learning at the university?

Mentorship Practices

10. What is your understanding of mentorship as a concept?
11. Kindly comment on the mentorship practices at Makerere and the school where you did school practice

11. How can mentoring practices influence your teaching competences?

12. As a student teacher what role do you think you can play to influence the quality of the mentorship process?

13. What challenges can you talk about your mentorship process both here at the university and at the school practice institution?

14. What are some of your suggestions to make mentorship better for effective teacher preparation?

School Practice

15. What do you understand the term school practice exercise /what is School Practice?

16. Please spell out its various roles to you and your future professional competence

17. Mention the challenges you faced in school practice both personal and general

18. What are some of your recommendations for the betterment of school practice to equip you with the desired professional competences?

Appendix 3: Documents Reviewed

Some of the major documents considered at systems/national level

Category	Document	Author
Laws	University and Other Tertiary Institutions Act (UOTIA) and pertinent statutory instruments	Republic of Uganda (RoU/ Government of Uganda (GoU/ Uganda Government (UG) (1995)
Plans	Third National Development Plan (NDP111)	RoU/GoU/UG (2020)
	Uganda Vision 2040	RoU/GoU/UG (2013)
	Proposed Strategic Plan for Higher Education 2003-2015 (PSPPHE, 2003-2015)	National Council for higher Education (NCHE, 2003-2015)
Policies	National Science Technology & innovation Policy	Ministry of Finance, Planning and Economic Development (MFPED)(Ind)
	Quality Assurance Framework for Universities and the Licensing Process for Higher Education institutions (QAFU	NCHE (2014)
Reports	Education for national	Education Policy Review

	integration and Development	Commission (EPRC) (1989)
Strategic Plans	Makerere University (Mak) Strategic Plan (2020-2030)	Mak (2020)
	Makerere university Quality Assurance (Mak QA) Policy	Mak (2007)
Reports	Makerere University (Mak) Annual Report 2016-2018	Mak (2019a)
	Makerere University (Mak) Fact Book 2017-2018	Mak (2019b)
	Makerere university College of health Sciences (Mak CHS) Annual Report 2018	Mak CHS (2018)
	Makerere University (Mak) Strategic Plan Review Report February 2017	Mak (2017)
	Makerere University (Mak) Sida/ SAREC Report 2000-2020	
Other Documents	School Practice Documents	Mak (2018)
	University Education in Uganda	Kasozi (2015)

Appendix 4: Informed consent document

Title of the study: *Student teachers' perspectives on shaping Pedagogical Practices at Makerere University.*

Investigator(s): BWIRUKA Jane Frida, Dr. John S Maani and Dr John Bosco Ssetumba

Institution(s): From Kyambogo University but Doing the Research at Makerere University.

Introduction

My name is Bwiruka Jane Frida a doctoral candidate in the school of Education, Kyambogo University. I am conducting a study as a requirement for the Ph.D. at Kyambogo University entitled "*Student teachers' perspectives on shaping Pedagogical Practices at Makerere University.*"

I would like to request you to participate in the unstructured interview on pedagogical practices. The interview will be conducted face- to-face at a time and location that is convenient for you.

You will be asked to share your perspectives on pedagogical practices that shape teaching and learning in your University. If you have any questions, I can have them answered. If you have decided to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep.

A brief description of the sponsors of the research project

This study was self-sponsored for the award of a Ph.D. at Kyambogo University.

Purpose:

The study sought to explore student teachers' perspectives on shaping pedagogical practices at Makerere University. The findings of this study will help individuals, the University and other policy makers to develop more effective ways of teaching-learning for student teachers' in Uganda.

Procedures:

Your participation in this study will involve answering questions to the best of your experience and we shall be meeting again in another session to polish our facts and even make additions where you might want to add or deduct.

Who will participate in the study?

The participants in this study will only be third year student teachers on a Bachelor's Degree programme at Makerere University and the guild representatives to the council. There are twelve student teachers who will take part in this study with three guild representatives but they will be selected in different Departments basing on their previous performance. Six will be males and another six student teachers will be females to cater for gender balance. The three guild representatives will be all contacted irrespective of their gender balance and year of study.

You have been purposively chosen as a participant in this study because you are a third-year student teacher/guild representative in this University and thus in final preparation to the teaching world in this country. The interview may last approximately 60 minutes and will be recorded with an audio recording device.

Risks/discomforts:

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

Benefits:

Your participation will give you an opportunity to express your views on how you feel you were taught well and I will share the findings on the progress of this work and give you feedback. Your views may empower many to speak and narrate their lived experience on this matter. This might change some aspects in the teaching-learning process either nationally or internationally. Any new information that affects the study participants (including incidental findings) will be made available to you the research participants.

You may choose to take a soda or water with a cake during the interview session.

Confidentiality:

Your identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by me, the principal investigator.

Alternatives:

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost:

There will not be any additional cost incurred as a result of participating in this study.

Questions:

If you have any questions related to the study as a research participant, you can contact the principal investigator, Bwiruka Jane Frida on telephone number 0772627159/0704936182 or via email on bwirukajanefrida@yahoo.com/bwirukajanefrida@gmail.com.

Statement of voluntariness:

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

Statement of consent

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name Signature of participant..... Date

Name..... Signature of interviewer..... Date.....

Appendix 5: Introductory Letter.


KYAMBOGO UNIVERSITY
P. O. BOX 1 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug
Office of the Dean, Graduate School

24th February 2020

To Whom It May Concern

Dear Sir/Madam,

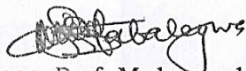
This is to introduce **Ms. Bwiruka Jane Frida** Registration Number **17/U/13218/GDED/PE** who is a student of Kyambogo University pursuing a Doctor of Philosophy in Education.

She intends to carry out research on **“Student Teachers’ narratives on Pedagogical Practices that inform their Competences at Makerere University in Uganda”** as partial fulfillment of the requirements for the award of the Doctor of Philosophy in Education.

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

Any assistance accorded to her will be highly appreciated.

Yours sincerely,



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



Appendix 6: Ethical Clearance

GULU

P.O. Box 166 Gulu Uganda
 Website: www.gu.ac
 Email: guluuniversity.rec@gmail.com



UNIVERSITY

Tel: +256-4714-32096
 Fax: +256-4714-32913
 Mob: +256772305621/776812147

RESEARCH ETHICS COMMITTEE

May 23, 2020

APPROVAL NOTICE

Ms Bwiruka Jane Fridah
 Kyambogo University
 Uganda

Re: Application No. GUREC-043-20

Type of review:

- Initial review
 Amendment
 Continuing review
 Termination of study
 SAEs
 Other, Specify: _____

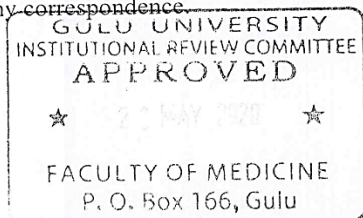
Title of Proposal: "Student Teachers' Narratives on Pedagogical Practices that Inform their Competences at Makerere University in Uganda."

I am pleased to inform you that the Gulu University Research Ethics Committee (GUREC) approved the above referenced application.

Approval of the research is for the period of 4th May 2020 to 3rd May 2021

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:


1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the GUREC for re-review and approval prior to the activation of the changes. The GUREC application number assigned to the research should be cited in any correspondence.



3. Any unanticipated problems involving risks to participants must be promptly reported to the **GUREC**. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for the **GUREC** review.
4. Only approved and stamped consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The **GUREC** may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the **GUREC** eight (8) weeks prior to the above expiration **date of 3rd May 2021** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely manner may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following documents have been approved in this application by the **GUREC**:

	Document	Language	Version	Version Date
1	Protocol	English	Version 2.0	22 nd May 2020
2	Data Collection Tools	English	Version 2.0	22 nd May 2020
3	Informed consent Document	English	Version 2.0	22 nd May 2020

INSTITUTIONAL REVIEW COMMITTEE
APPROVED
 Signed, 
 ★ 22 MAY 2020 ★
 FACULTY OF MEDICINE
 Dr. Gerald Obal
 Chairperson
 P. O. Box 166, Gulu
Gulu University Research Ethics Committee

Appendix 7: Permission Letter from UNCST



Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS518ES

8 January 2021

JANE BWIRUKA
KYAMBOGO UNIVERSITY
Kampala

Re: Research Approval: Student teachers Narratives on Pedagogical Practices that inform their Competences at Makerere University, Uganda

I am pleased to inform you that on **08/01/2021**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **08/01/2021 to 08/01/2022**.

Your research registration number with the UNCST is **SS518ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Informed consent form	English	2.0	22 May 2020
2	Project Proposal	English	ENGLISH VERSION 2.0	
3	Approval Letter	English	ENGLISH VERSION 2.0	2020-05-22
4	Administrative Clearance	English	ENGLISH VERSION 2.0	2020-05-22
4	Risk Management Plan pg 1	English	2.0	22 September 2020
5	RS6 Form	English	2.0	26 June 2020
6	Curriculum Vitae	English	2.0	20 March 2020
7	Risk Management Plan pg 2	English	2.0	22 September 2020
8	Risk Management Plan pg 3	English	2.0	22 September 2020

Yours Sincerely



Hellen Opolot

For: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

LOCATION/CORRESPONDENCE

*Plot 6 Kimera Road, Ntinda
P.O. Box 6884
KAMPALA, UGANDA*

COMMUNICATION

**TEL: (256) 414 705500
FAX: (256) 414-234579
EMAIL: info@uncst.go.ug
WEBSITE: <http://www.uncst.go.ug>**

Appendix 8: Risk Management Plan

Measures for the Prevention and control of risk of spread of COVID-19 during the implementation of research

Study: **“Student Teachers’ Narratives on Pedagogical Practices that Inform their Competences at Makerere University in Uganda.”**

Researcher: **Bwiruka Jane Frida**

Introduction:

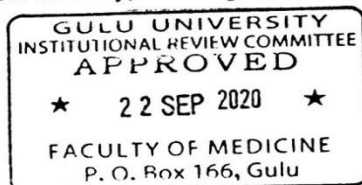
The novel Coronavirus is transmitted from human to human through droplets and direct or close personal contact with an infected individual

Novel Coronavirus signs of infection include respiratory symptoms, fever, cough, shortness of breath and breathing difficulties. In more severe cases, infection can cause pneumonia, severe acute respiratory syndrome, kidney failure and even death.

The virus started spreading into this country at the beginning of this year and the government of Uganda has since March 2020 issued guidelines and imposed restrictions to counteract the spread of COVID 19. Although some restrictions have been eased, the threat of the virus remain in place. Further, Uganda National Council for Science & Technology (UNCST) issued guidelines to researchers/investigators on how best research can be conducted in the country in line with the ministry of Health guidelines on prevention of COVID-19. Without compromising the rights, welfare and safety for both research participants and research teams, and in line with the above commitments, the following will be observed by this research:.

Implementation of the prevention and control measures

In the implementation of the research activities, the investigators are committed to ensuring the safety of its research team, research participants and communities where the study will be conducted. The study team undertakes to comply with the Standard Operating Procedures issued by the Ministry of Health, and presidential directives to mitigate against the risk of infection of COVID-19 notably, rapid detection and effective response to any COVID-19 case that may occur in the process of carrying out the study, screening, face covering, physical distancing, and good



hand hygiene. In response to the above measures this research will undertake to follow and implement the following:

Procedures to be followed during the implementation of this research.

Prior to and during data collection

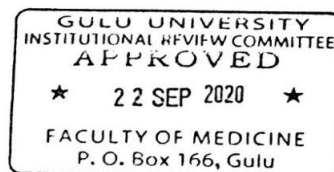
Health guidance: There will be a training session dedicated for COVID-19 sensitization and awareness, to equip the research team with knowledge of signs and symptoms of the COVID-19, and preventive measures such as hand hygiene before placing and removing the mask, as well as storage of the mask and social distancing. This will be repeatedly done at every beginning of each session as advised by the Ministry of Health.

Personal Screening: the researcher, co-researcher, research participants and any other individuals engaged in research activities will screen temperature daily for fever. Screening for temperature will be carried out during all meetings, trainings and community outreach. Any individual found with COVID 19 symptoms will be withdrawn and referred to the COVID – 19 task force for further assessment and management. The withdrawn individual will be allowed to return only if they present a valid certification of their COVID-19 status showing negative result

Frequent hand washing: The researcher will ensure frequent hand washing with water and soap before, during and after interaction with respondents or any other persons within the study environment.

Social distancing: The stipulated social distance of two meter apart will be observed during the consenting process and interview sessions, and while dealing with any other person in the field while carrying out the study.

Wearing of masks: The researcher and respondents shall always wear masks and use it in appropriate manner during the consenting process and interview sessions. I will also move with some disposable masks in case any participant does not have, will be able to provide for him/her.



Carrying and use of sanitizers: The researcher at all times shall carry sanitizers for personal use and to avail to respondents and other persons within proximity especially those involved in the study.

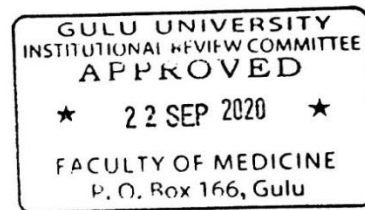
Use of technological devices such as voice recorders during interviews and other relevant digital means.

shared devices used to record or capture data shall be sanitized regularly.

The preventive and control measures will continuously be reviewed based on new information and guidelines communicated by the Ministry of Health

Signed... *Bwiruka Jane Frida* .Date...22/09/2020.....

Researcher: **Bwiruka Jane Frida**



Appendix 9: Introductory letter from Makerere University to access students

MAKERERE

P.O. Box 7062, Kampala, Uganda
Website: www.mak.ac.ug



UNIVERSITY

Telephone: 0414 531 410
e-mail: hrd@mak.ac.ug

**DIRECTORATE OF HUMAN RESOURCES
OFFICE OF THE DIRECTOR**

20th April, 2020

To Whom It May Concern

Dear Sir/Madam

**RECOMMENDATION FOR MS. JANE FRIDA BWIRUKA, REGISTRATION NUMBER
17/U/13218/GDED/PE**

The Directorate of Human Resources has received an endorsement from the Dean, Graduate School, Kyambogo University about Ms. Jane Frida Bwiruka, who is pursuing a Doctor of Philosophy in Education at Kyambogo University.

Ms. Jane Frida Bwiruka intends to carry out research at Makerere University basically in the College of Education and External Studies.

The purpose of this letter therefore, is to grant her permission to carry out her research at Makerere University.

Please accord her the necessary assistance.

Thank you.

Julius Lebo

FOR: DIRECTOR, HUMAN RESOURCES



Copy to: Ms. Jane Bwiruka

Appendix 10: Transcribed data from Respondent 1 (R1)

First putting into practice the risk management plan and ensuring all was in place for the interview. I explained to her all about the research and availed the research consent form for her to sign. After signing, I proceeded with the interview.

Researcher: What is your name? She mentioned the name.

Researcher: When did you start the education course at Makerere and which year are you now?

Respondent: I started in 2017 August and now am in third year madam.

Researcher: Oh, so you are a finalist? Soon you are finding yourself in class

Respondent: yes, we have already tasted it, teaching is good.

Researcher: that's good, so as you will soon become a professional teacher, will you teach for some good time or you want to continue with studies shortly?

Respondent: Haaa, I think, let me first teach to get the experience and even then, I need money for further education. Madam what would you advise me?

Researcher: It's your heart and how you find the work environment, things happen in progress. What is your subject combination at the CEES?

Respondent: I offer Biology and Chemistry.

Researcher: So, you a scientist, that's very good because you will get a school to teach quickly.

Respondent: yaa, by God's grace.

Researcher: I had requested that you avail me with a copy of your results for year two, do you have your print out? And the school practice assessment form.

Respondent: Yes, I came with them here.

Researcher: Ok just want to have a look at your competence development, nga you are doing well, keep it up for the first class you will not regret it.

Respondent: Thank you madam.

Researcher: Ok, now Could you explain how you are always taught in your lecture rooms at the University?

Respondent: Come again, as in how lecturers teach us in the classroom or what do you want me to explain?

Researcher: I mean, how are you normally taught by you lecturers? Just narrate the way teaching is normally done in lecture rooms.

Respondent: Madam, you see teaching varies with different lecturers. Some are lecturers teach well while others not well. Like us in the science class, most lecturers use the lecture method and short lectures.

Researcher: What do you mean by short lectures?

Respondent: They come, present information by giving the main points like dictating notes to us as we are taking the notes and main points. Lectures are normally short-lived because they last for only one hr.

Researcher: Are you allowed to ask questions; in case you've not understood?

Respondent: Uuhm, some lecturers may allow a few questions during the lecture but may be because of time, they just end up presenting information.

Researcher: What do you mean by time, they don't have time for you or what?

Respondent: Anti, madam a lecture only takes one hour, so the lecturer has to utilize it to deliver all his/her content for that day.

Researcher: Eeh.... How do you normally benefit from the teaching learning process in as far as making you a competent teacher?

Respondent: Well, A lot of explanations by lecturers are done to cover a wider perspective on the course outline although in some cases, course outlines are left pending due to some unavoidable circumstances like strikes, public holidays and others.

Researcher: So, tell me, what benefits do you get, or how does the teaching in the lecture room help you to become a good teacher?

Respondent: Yaa, we add on the knowledge if you are attentive to hear what the lecturer teaches. Then may be communication skills, because some lecturers try to explain well.

Researcher: So how will that assist you in your own teaching?

Respondent: Ponders and says, at school level, we do the real teaching unlike at the university, but there are certain things we learn from our lecturers like say time keeping, explaining to students, uuhm yaa.

Researcher: How does the teaching-learning enable students to participate in their learning process (Participative learning pedagogy/andragogy)?

Respondent: Aah... in lecturers we normally get briefs and assignments but we are limited in question by time and rush activities during the lecture.

Researcher: So, what then can you say, are lectures participative or they are restrictive in participation?

Respondent: They are not participative because to me to be participative everyone should give his/her view, be able to ask questions in case you have not understood which is not always the case.

Researcher: In case you have not understood then, what do you do?

Respondent: We have discussion groups which help us to consult our friends, so we get helped mostly by such contacts.

Researcher: What difficulties do you face in your teaching-learning process and how do those challenges influence your learning?

Respondent: Madam, which ones, personal or school?

Researcher: I want teaching and learning in lecture related problems.

Respondent: Ok, lecturers dodge us madam, so the absenteeism of lecturers, then lecturers giving us unclear introductions and course outlines, big classes which create congestion in lecture rooms and generally we lack guidance in practical science lessons.

Researcher: Eel, these are many but I could like you to expound on some, like that one of lack of guidance in practical lessons.

Respondent: ok like you know in chemistry, we have guides to make experiments and we are supposed to do follow them and work on our own. The lecturer does not mark the work done but we just keep on doing them, it is in form of assignments.

Researcher: Alright, let's move on to another question. Generally, how has the teaching helped you to become/acquire a competent teacher/competence?

Respondent: We talked about communication skills, adding on the content but teaching is something you get experienced in with time, so much as we get some techniques from our lecturers, we have to be innovative ourselves because teaching at university is far different from what we are required to do in secondary school.

Researcher: tell me some challenges you face in lecture room teaching and learning

Respondent: the absenteeism of lecturers, lecturers giving unclear introductions and course outlines, big classes which create congestion in lecture rooms and lack of guidance in practical science classes. Challenges of using ICT. ICT has changed learning and it is now a burden to our simple teaching learning life. I have difficulties in the use of ICT in teaching-learning because lecturers use it without considering whether students possess the skills, gadgets or not.

Madam also, Foundations of Education courses and the general methods of teaching are normally not taught well.

Researcher: why, those are vital components of your course.

Respondent: Madam for me I don't see value in the Foundation of Education subjects. To me, its irrelevant material that; "for example I do science but we are forced to do subjects like history of Education, Philosophy and others which don't benefit us when we go the field.

Researcher: Iiiyi mwanagwe Melisa, don't tell me you don't know the importance of foundations of education subjects in your learning. She Laughs.

Ok tell me other challenges you have faced in teaching.

Respondent: I have a problem with failure to cover the syllabus (Course outline) because the semester is always very short, and before you wake up its time for examinations. So, again one cannot get content for teaching from the little work done at the university. You have to read and make new notes.

Researcher: Which approach would you recommend/think to be beneficial for your teaching-learning to equip you with the desired professional competence?

Respondent: Well, we need both the lecture and group presentations because each assist differently, each has its own attributes, some students say that in lecture they acquire new ideas that they have not yet researched on from the lecturers, or those facts not yet available in print. Second, most of people enjoy listening to authoritative prominent individuals presenting his idea to an audience. And third we get to know different ways lecturers communicate and we are motivated to learn the way they also teach as in we imitate their methods of work also.

Perspectives on mentoring

Researcher: What is your understanding of mentoring as a concept?

Respondent: Huum let me try, mentoring is a process which involves skilled, knowledgeable and competent personnel to guide, counsel the student teacher or any other upcoming personnel in any setting.

Researcher: you've indeed tried, that's good enough Melisa, I now confirm you have an idea on what mentoring is all about. Kindly comment on the mentoring practices at Makerere and the school where you did school practice.

Respondent: I would say that mentoring is relative; there is nothing in place to show that mentoring should be done like say a number of sessions to carry it out. It is self-driven where a student identifies good practices and decides to act like him/her. And you know some lecturers are not good role models, others do it differently for example those who organize group teaching do it in form of guidance and counselling but in lecturers I can say it is not done at all. Then at the school practice level, the host teachers try but it also depends on the personality of the teacher. Some are cooperative, others are indifferent. However, it is very necessary in the training.

Researcher: How do you think mentoring practices can influence your teaching competence development?

Respondent: It builds self-motivation.

Researcher: Explain how.

Respondent: of course, when someone is helping you to adjust to a situation, you feel motivated to continue plus madam you told me you are a teacher so you know how teaching can be hard. But if someone helps you to adjust you feel motivated to move on.

Researcher: Still on mentorship, as a student teacher what role do you think you can play to influence the quality of the mentoring process?

Respondent: I would may be talk of regular attendance to lectures or pedagogical sessions being obedient, a good listener, respect to the authorities and punctuality.

Researcher: quite some good roles, that means you are a good student- then before I finish

Respondent: yes madam, I try but I don't know what other people say.

Researcher: I laugh, for me since you accepted to participate in my study, I highly recommend that that you are so good. Alright, what challenges can you talk about your mentoring process both here at the university and at the school practice institution?

Respondent: But madam we talk of mentoring but it does not exist in real sense. Senior teachers are supposed to mentor student teachers yes but we are always not guided and even them they are not guided on how to mentor us and as such they are not aware of what is expected of them and therefore each helps her/his way.

Researcher: Oh, tell me some problems now associated with that kind of scenario.

Respondent: A lot of deception with the lecturers and school teachers, (laughs) it is survival for the fittest. Each one must find his/her level to move on and some people fail to complete the course like many fails to finish school practice.

Researcher: We shall reach school practice, let's go step by step. Now what are some of your suggestions to make mentoring better for effective teacher preparation?

Respondent: Both the lecturers and student teachers need to be trained on mentoring as per say otherwise, mentoring will remain a vague aspect if all practitioners are not engaged to take it seriously. May be all teachers, lecturers and school administrators should be taught in kind of workshop, seminars and conferences organized to teach on how to improve the quality of mentorship in education in Uganda generally. For me I see, all of them don't know how to mentor student teachers.

Researcher: Well, it begins with you or me because first of all we must develop the spirit so that we can be educated on the models, but otherwise I think personally, it is still an elusive aspect, people understand and act differently in mentorship.

Perspectives on school practice

Researcher: We are moving on well with this conversation lets go to the last part, I thank you for your patience. What do you understand the term school practice exercise /what is school practice to you?

Respondent: School practice is when the student teachers put into practice what they have learnt overtime through activities in and around the school under the supervision and guidance of their university lecturers to help them perfect in their teaching and later on profession.

Researcher: eeh that's a good definition, so, please spell out its various roles to you and your future professional competence

Respondent: To me madam school practice equips one with professional values like planning and development of lessons, confidence building. Teamwork and pedagogical skills regarding relating to learners.

Researcher: are you reading from that form, first give it to me then we continue coz I want you to talk from your own point of view not the view of the SP form. Laughter ...what do you mean by pedagogical skills?

Respondent: those skills related to teaching anti me I understand pedagogy to mean teaching, like how to explain a point clearly, how to present yourself to students, how to teach well and even the morals and behaviour of teaching.

Researcher: Yaaya when you talk of morals, its more sounding because teaching has its norms and values like dressing, appearance and conduct, one needs to get acquainted to them.

So, you also mention the challenges you faced in SP both personal and general to your competence development. Kindly don't get tired I have only one more question.

Respondent: No madam am not tired, was just thinking about something. Come again.

Researcher: what are the challenges you encountered/associated with school practice; I think you did school practice? I would like you to tell me personally and even school related challenges you faced while on school practice. Where did you carry it out?

Respondent: My family lives here so I preferred to do School Practice her in Kampala at Namirembe Hill side there in Wampewo.

Research: Yes, I know the school, how was it, any challenges faced, Ok what problems did you face?

Respondent: Madam School Practice is tough in as far as supervision is concerned, supervisors are tough they don't give us time to ask questions. Some supervisors were biased and unprofessional. They were so tough and after the supervision, they would sit quietly and award marks without any discussion or comments because maybe they would be in a hurry going to other stations. Personally, I thought I had failed because I did not get any chance to share anything with the supervisor apart from him giving me the assessment form.

Researcher: Give me that assessment form and I see, is it near there?

Respondent: yes, I have it, it's here madam.

Researcher: I want to first go and listen to what we've discussed today, type it or write it then we meet again for you to proof read and even make additions where need be. Hopefully next week.

Respondent: Ok but we can even do it on what's up madam

Researcher: No, we have to meet first and you read through then we can resort to what's up, I will be even calling you for some discussions, and even Covid, transport and many people prefer to be home.

Ok let's continue, more challenges please.

Respondent: Personally, I found SP interesting apart from supervisor's stress, I was moving from home and even the school was relatively good. We would eat good meals and we were treated well by the school administration. I had some rich experience.

Researcher: Oh, that's fine. So, what are some of your recommendations for the betterment of school practice to equip you with the desired professional competences? What would you like improved and how?

Respondent: I would say that conferencing or sharing with the supervisors on the comments they write for us would help us to correct our mistakes, ask questions where we don't understand and improve on our teaching skills. To me it would be a very good form of feedback to act upon one's weak areas in teaching.

Researcher: How else do you think school practice could be improved for competence development?

Respondent: Basically, improving supervision and as I said it requires a good communication between the supervisor and the student because the student teacher learn from the lecturers and depend on them for school practice marks.

Researcher: Alright thank you so much we can stop there but wait I want to switch off and see you off. We shall keep in touch for you to add on information, crosscheck our conversation so that you really feel these are your right expressions on this topic. Am grateful for this discussion and will endeavor to keep you posted on the work progress. God bless you

Appendix 11: The Analytical Framework

No	QUESTION	RES.	Invariant Constituents (IC)	Minority Responses (MR)	Emerging Aspects (IA)
1	Explain how the teaching	R1	R1		
	Is done in lecture rooms	R2	R2		
	At the university	R3	R3		R3 (Manuals)
		R4		Quotation Internet	
		R5	Quotation 2		
		R6	R6		
		R7		Quotation Short lectures	
		R8	R8		
		R9	Quotation 3		
		R10			Quotation 2
		R11	Quotation 1		
		R12	R12		

Appendix 12: Sample transcription of the student leaders' responses (SL1)

Started with the consent form and after signing it interview starts

Question: You are the guild representative for the whole CEES, which school are you?

Response: am a master's student in the school East African higher education and I major in Education Policy and planning

Question: Ok Thanks, can you also disclose your age year of study, briefly introduce yourself to me

Response: Oh yes, my name is..... am a first-year master's student but a teacher in..... Namutumba in the Eastern region. I am an adult and was elected the Guild speaker after I expressed my interest.

Question: Now I don't want to take much of your time because I have heard you are in exams. Briefly explain to me how you are always taught in your lecture rooms at the University

Response: Well, we at master's level, we are doing a lot of presentations but lectures also are done.

Question: What difficulties do you face in your teaching-learning process and how do those challenges influence your learning?

Response: Well, I may say that we are trying to move on but of course with some problems like lack of enough lecture rooms, furniture and other materials

Question: What about on the part of teaching and learning?

Response: Let me talk about the limited coverage of the syllabus because the time is always a challenge to finish it due to examinations and coursed works.

Question: comment on the use of ICT in Makerere University in teaching and learning.

Response: The University has some facilities for ICT, like WIFI although it may be slow at times. We also have a computer lab and some individual laptops.

Question: But how is it used in lecture rooms?

Response: Ok some lecturers use power point and even us when we are presenting, we use power point.

Question: What of e-learning, do you do e-learning?

Response: Sometimes yaa we do virtue.

Question: Generally, how has the teaching helped you to become/acquire excellent skills in your teaching career?

Response: From lecturers we learn many things like lesson conduct, communication skills, among others.

Question: Which approach would you recommend/think to be beneficial for your teaching-learning to equip you with the desired professional skills?

Response: It depends on the subject and lesson being taught, in some lessons students discussions do well while in others, the lecture method is what works.

Question: In your leadership forums, do you voice out issues and prospects in teaching and learning at the university?

Response: you know lecture room teaching is always automatic for we know we will have to be taught but in council, that's when we get the opportunity to talk about our other problems.

Question: Like what problems, mention some

Response: Like fees issues, staffing, bad policies and financial obligations of the administration.

Mentorship Practices

Question: What is your understanding of mentorship as a concept?

Response: To me, mentorship is guidance by the teacher to a student.

Question: Kindly comment on the mentorship practices at Makerere and the school where you did school practice

Response: Lecturers are our mentors because we keep on following into their footsteps especially the role models.

Question: What do you mean by role models?

Response: The lecturers who are friendly, cooperative, and working closely with the students.

Question: So, do you think mentorship is vital for your study?

Response: Yes of course because we all need to be guided by senior people.

Question: As a student what role do you think you can play to influence the quality of the mentorship process?

Response: whatever am expected to do I make sure I do it well to show cooperation and goodwill. First of all, to do something one has to be willing, and to be mentored one should show interest in what he /she is doing.

Question: What challenges can you talk about your mentorship process both here at the university and at the school practice institution?

Response: Some challenges like many lecturers are not interested in mentoring students, it's the student to show case. Then even many lecturers don't have time to mentor students.

Question: So, what are some of your suggestions to make mentorship better for effective teacher preparation?

Response: May be the university need to organize a frame work to mentor students like what is taking place with the PhD classes, for them they are mentored.

School practice

Question: What do you understand the term school practice exercise /what is school practice?

Response: That's the practical work in teaching when student have to demonstrate their teaching skills to their lecturers, staff and other stakeholders.

Question: What are some of your recommendations for the betterment of school practice to equip students with the desired professional skills?

Response: Students should always do their best to fulfill the purpose of school practice, other than that it will always be useless to them.

Question: Ok let me release you to read for your exams, thank you so much for your time.

Appendix 13: School Practice Assessment Form

MAKERERE UNIVERSITY, SCHOOL OF EDUCATION

Back ground information

School: _____ Date: _____ Time of Lesson: Start: _____ and _____

Name of the Student: _____ RBG/No. _____

Year of Study of the Student: _____ 2nd | 3rd | _____ PSCs _____

Subject taught: _____ Topic: _____

Name of Supervisor: _____ NR OF MARK SHOULD BE DISPLAYED ON THIS SHEET

SCHOOL PRACTICE ASSESSMENTS FORM	Score (circle)	Points arising out of the lesson
1. Lesson Plan and Scheme of work (15 marks) * Appropriate format/layout * Clear statement of Objective * Adequate content to be covered in a lesson * Appropriate teaching methods	0 1 2 3 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
2. Teachers communication (20 marks) * Motivating introduction of lessons * Clear Linkage between previous and current lessons * Adequate voice level projection * Clarity of explanation and task set out * Questioning technique (relevant, clarity, frequency, distribution, thought provoking and answerability) * Encourages students participation and interaction in the lesson	0 1 2 0 1 2 0 1 2 3 0 1 2 3 4 5 0 1 2 3 4 0 1 2 3 4	
3. Knowledge of subject content (16 marks) * Subject content appropriate to level of class * Use of relevant examples and illustrations * Promote knowledge transfer * Use of student questions and answers	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
4. Use of teaching aids and chalkboard (14 marks) * Relevance / suitability of teaching aid * Creativity/use of environment / real objectives * Clarity, attractiveness of teaching aids, readability of writing / diagrams and pictures * Correct frequency use of teaching aids * Systematic use of chalkboard, legibility of letters, straight lines and clean chalkboard after lesson	0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 0 1 2 3	
5. Classroom organisation and management (17 marks) * Classroom cleanliness * Effective Classroom control and management * Use of relevant humor and awareness of class climate/ addresses students by names * Movement and class organisation * Time management	0 1 2 3 0 1 2 3 4 0 1 2 3 0 1 2 3 4 0 1 2 3	
6. Assessments and evaluation (15 marks) * Relevant assessments and feed back given * Evidence of whether learning has taken place through quick review of what has been taught * Evidence of monitoring students work * Meaningful self evaluation * Record keeping	0 1 2 3 0 1 2 3 4 0 1 2 3 0 1 2 3 0 1 2	
7. Ethics and Integrity (10 marks) * Decent dressing/ Cleanliness * Composure and temperament	0 1 0 1 2	
8. Areas of improvement agreed upon during conferencing:		
Overall Total (100 marks)	Signature of Supervisor: Signature of student:	Date: Date:

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