PHILOSOPHICAL EXAMINATION OF PEDAGOGICAL COMPETENCIES AND THE EPISTEMIC ESSENCE OF LECTURE DELIVERY BY KYAMBOGO UNIVERSITY TEACHING STAFF

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A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION IN EDUCATIONAL FOUNDATIONS DEGREE OF KYAMBOGO UNIVERSITY

MARCH, 2024

DECLARATION

I, Okao Denis, do hereby declare that the work contained herein is my original, and has never been submitted to any institution of higher learning or University for any academic award.

Signature:…….....

Date:……

Okao Denis

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APPROVAL

This is to certify that this research report titled: Philosophical Examination of Pedagogical Competencies and the Epistemic Essence of Lecture Delivery by Kyambogo University Teaching (KYU) staff has been carried out under my supervision and is now ready for submission to the examiners.

Signature…… Date…….

Dr. Stephen Ndawula (PhD)

(Supervisor)

Signature…… Date……

Associate Professor Elizabeth Kyazike

(Supervisor)

DEDICATION

This report is dedicated to: my beloved parents Mr. Opito Nicholas and Grace Opito to whom I owe my precious life. My beloved and trusted wife, Mrs. Scovia Okao, who showed me great affection, love, care, and patience during the time of my academic struggle not forgetting my little darlings, Maria Precious Angom, Maximillian Okot, Joshua Opio, Mercy Acen, Ezra Opito and little Mulangira Okao for their patience and constant prayers while struggling at the University. Lastly, my deepest appreciation goes to my beloved brothers: Alex Okello, Bosco Opio, and Jese Okello for their love and immeasurable support.

ACKNOWLEDGEMENTS

A work of this nature could never have been attempted without the support of several people and I hereby acknowledge my indebtedness to them all. The author is extremely grateful to the Almighty God who gave him health and wisdom for writing this dissertation.

I wish to extend my gratitude to my Supervisors, Prof. Elizabeth Kyazike and Dr. Stephen Ndawula, for their patience, constructive guidance and encouragement in the preparation and presentation of this thesis. I am extremely grateful to them for their complimentary opinions on the study.

My gratitude also goes to the lecturers in the Department of Foundations of Education and Education Psychology, Kyambogo University, particularly: The Head of Department, Dr. Disan Kuteesa for his constant guidance and love. Special thanks go to Dr. Elizabeth Opit who introduced me to the Field of Academic Writing. Not forgetting the numerous supports offered wholeheartedly by Dr. Ssenkusu Peter, Dr. Bagonja Godfrey, Dr. Okello Benson and Dr. Wilson Mugizi.

I acknowledge the great effort of my trusted friends: Madam Ketty Auma, Mr. Ogwal Sam, Mr. Thomson Alio Adroa, and Stephen Paul Adome for their moral support that encouraged me to complete this academic work successfully. I owe my success and great determination to Dr. Nyakito Charles and Mr. Pario Lot for permitting and encouraging me during the academic struggle.

I am also grateful to all my family members and in-laws who accorded me support and courage during the time of writing this dissertation.

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LIST OF ABBREVIATIONS AND ACRONYMS

Covid-19	Coronavirus disease 2019
CVI	Content Validity Index
EEoLD	Epistemic Essence of Lecture Delivery
HE	Higher Education
HoDs	Head of Departments
ICT	Information and Communication Technology
ITEK	Institute of Teacher Education Kyambogo
KUTC	Kyambogo University Teaching Staff
KYU	Kyambogo University
MoES	Ministry of Education and Sports
NCHE	National Council of Higher Education
ODeL	Open Distance and e-Learning
OECD	Organization of Economic Cooperation and Development
OER	Open Educational Resources
PC	Pedagogical Competencies
PheEPC	Philosophical Examination of Pedagogical Competencies
Postdoc	Postdoctoral study
SPSS	Statistical Package for Social Sciences
UNEB	Uganda National Examinations Board
UNISE	Uganda National Institute of Special Needs Education
UPK	Uganda Polytechnic Kyambogo

ABSTRACT

The research investigated the influence of Pedagogical Competencies (PC) on lecture delivery among the teaching staff at Kyambogo University and the constituency branches in Soroti and Bushenyi. Constructive theory served as the foundation for the development of three objectives: determining the relationship between pedagogical competencies and lecture preparation, lecture delivery, and students' assessment and evaluation. The analysis of data was mostly done using a quantitative approach while a slight use of qualitative research design was also employed. Teaching staff, academic administrative staff, undergraduate students at Kyambogo University, as well as the constituent branches Soroti and Bushenyi, were the researchers' respondents. Using stratified random and purposive sampling, they were chosen for sampling. Checklists for observations, interview guides, and survey questionnaires were used to get data. Data were analyzed in frequencies, percentages, means, and standard deviations. The thematic analysis of the qualitative data was done in conjunction with the Pearson Correlation approach for the analysis of the research questions. Findings revealed that Pedagogical Competencies influence the quality of lecture preparation; lecture delivery; and learners' assessment and evaluation. Based on this evidence, it was concluded that PC significantly influences lecture preparation; lecture delivery; and assessment and evaluation. It was recommended that the management of Kyambogo University should design and implement sustainable strategies to support and continue improving the pedagogical skills of the teaching staff.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Life has meaning when it is guided by philosophy. Aggarwal (2010) asserts that philosophy is always necessary to improve consistency in action and making intelligent decisions. Philosophy serves to clarify and establish the foundation for the teaching methodology in educational practice (Aggarwal, 2010). One of the primary areas of philosophy that focuses on the nature and processes of knowledge acquisition is epistemology, which has a significant influence on how teaching and learning are conducted (Leong, 2019). Educators worldwide are challenged to demonstrate competencies in pedagogical knowledge and skills. A better teaching-learning process, according to Socrates, is one where the facilitator and learners engage in a shared dialogue led by the facilitator through asking thought-provoking questions (Delic and Besirovic, 2016). According to Farrant (1999), a good teacher understands what his learner needs to learn and a learner's learning capabilities. The above observation implies that the teacher selects a suitable methodology that can enhance his or her ability to deliver effectively, leading to the realization of the desired learning outcomes. Dewey (1897), an American philosopher, advocated for an education system where the educationists employ a hands-on approach to promote students' interaction with the environment to adapt and learn. Collins (1990) quoted Aristotle's view that education's major purpose is a complete realization of a man. He further said that to attain the above goal of education demands that the following questions be answered: How does education comprehensively and specifically portray man’s ability and potential, involving the basic and other characteristics? Which kind of courses will be taught as a means to the goal? Above all, what roles should a facilitator have in mind in light of the established goal and the

desired curriculum? Ezati et. al. (2014), teaching staff in the institution of higher learning should be equipped with both content and pedagogical knowledge to deliver effectively and produce quality graduates. However, pedagogical training is paramount to attaining the above competencies. Training is pivotal in producing and sustaining the best delivery practices for improving education quality. This study conceptualized that pedagogical training is linked to better lecture delivery Negassa & Engdasew, (2017).

1.1 Background

The origin of teaching and learning dates back to ancient times and is deeply rooted in the philosophical traditions of various civilizations (Nikunja, 2015). Philosophers in different cultures have pondered the nature of knowledge, the purpose of education, and the methods of instruction. According to Murphy (2015), the foundation of Western educational philosophy that has influenced other cultures can be traced to ancient Greece, particularly to the works of philosophers like Plato and Aristotle. The persuasive argument regarding the importance of philosophy and how it relates to educational goals is essential. Philosophy has a crucial role in establishing and shaping educational theories and practices (Khan, 2019). This suggests that although the value of philosophy in education is highly intricate, empirical research cannot refute it. Philosophical discipline and method address issues related to education in particular as well as social issues in general. Philosophy considers the nature, goals, and challenges of education (Siegel, 2021). Many philosophical schools of thought provide the foundation for pedagogical approaches (Balogun, 2015). As a result, the main goal of this research is to investigate how pedagogical competencies contribute to improving the epistemic essence of lecture delivery.

Rousseau (1889) revealed that the role of education is to train an all-round child who is a creative and critical thinker. He opined that allowing children to develop and grow naturally without restrictions imposed on them by society allows them to realize their abilities in terms of education and societal expectations. The above observation would require teaching-learning strategies where students can express themselves, share experiences, and interact liberally. Pedagogical competencies have been perceived as critical in determining comprehensive preparation and, hence effective teaching and learning. Postarreff et al. (2007) observed that many countries in recent years have challenged their institutions to staff further their skill as a means of improving preparation and content delivery. Research conducted by Teshale (2018) indicated that most college instructors were not trained in pedagogical skills despite their willingness to be prepared; many of them resort to their approach to deliver, resulting in a lack of standard institutional practice. They further said that lack of pedagogical training has resulted in inadequate lesson planning and evaluation mechanisms, unclear delivery objectives, poor time management, and other related challenges.

OECD (2012) explained that experts in a field such as teaching skills, assessment competencies, and technology could improve teachers' pedagogical skills by providing professional development opportunities. The skills provided should, however, be aligned with the labour market's demand. Okolie, Paul and Charles (2020) argued that educationists who pursue pedagogical training in addition to their prior academic qualifications tend to have better competencies to deliver than those with a higher academic qualification without attending training in pedagogy. The training leads to the attainment of skills to be a better facilitator of the teaching-learning process. Michael's (2013) finding from the investigation done in African universities revealed that only four of the sampled twenty had policies for academic staff

professional development. The implication is that despite the need for general professional staff development on performance improvement, specifically in pedagogical skills, opportunities are not readily available to bridge the gaps.

Nakabugo (2008) found that the expansion of university education resulted in large classes with the related challenges of diversity in the student's background, motivation, and learning needs, which call for repositioning the role and pedagogical skills of the academic staff to suit the above situation. Adding that there was a need for reflective practice among teachers to accept the changing trend in education. The above observation undoubtedly requires pedagogical training on teaching staff to transform their attitude to appreciate relevant changes in teaching and learning situations. European Agency for Development in Special Needs Education (2010) advocates for training teachers on pedagogical skills and specialized knowledge across the member states to promote inclusive education. This implies that training in pedagogical skills may empower teachers to prepare and deliver well and to improve their capacity to handle individual differences in the learning environment.

Ezati, Okurut and Ssentamu (2014) acknowledge that training can improve lecturers' delivery competence. However, pedagogical skills have not been given due consideration in many countries when hiring lecturers. In light of the 21st-century demand for education, teachers must be competent in employing constructivist strategies in teaching and learning. According to Makgato (2012), the constructivist approach employs various strategies that promote active participation in the classroom. The active participation of learners is highly valued because it enhances the intrinsic motivation to learn, resulting in self-confidence among students and opportunities for better learning outcomes (Dorit, 2016).

1.1.1 Historical background

Pedagogy as a practice in education originated from the epistemological question of whether and how information could be transferred from the knowledgeable to an ignorant person (Enoch, Lindsey & Katherine, 2013). Pedagogy is both a philosophical and scientific discipline originating from the two Greek words, "pais" meaning a boy" and "agogus" meaning "a leader" literary referring to a leader of children (Rajendra & Sanothimi, 2021). The authors above agree with Watkins & Martimore (1999) that pedagogy is derived from a Greek word meaning a man responsible for attending to a child. The term's meaning has been translated and coined to suit individual perceptions of a given society and tradition. Ayoub, et al. (2014) coined the term critical pedagogy to mean a transformation-based approach to education. Their main concern is that learning should go beyond the mere transmission of knowledge aimed at preparing learners for the future workforce; and contribute to developing a critical awareness that leads to the conversion of the individual, the learning situation, and the entire society (Abraham, 2014). According to Manen (1994), the etymological roots of pedagogy do not refer to a teacher but to an enslaved person who looked after a student and accompanied him to and from school.

1.1.2 Conceptual background

The study considered pedagogical competencies that consisted of three sub-dimensions that is to say content knowledge, pedagogical skills, classroom management, and classroom action research as an autonomous variable. On the other hand, the epistemic essence of lecture delivery as a dependent variable was operationalized into three sub-dimensions, namely; lecture preparation, delivery and assessment strategies. Different scholars have interpreted pedagogy differently depending on the context and cultural background. Ningtiyas and Jailani (2018) defined pedagogical competencies which are one of the first variables of teachers' capacity to

manage learning, which includes their capacity to engage with students, control the learning process, and conduct assessments. According to Cuenca (2010), pedagogy refers to the instructional approaches used in the teaching and learning environment. Rajendra and Sanothimi (2021) define pedagogy as the art or science of facilitating learning among children. Rejjak et al. (2018) also understood pedagogy as the theory and practice of teaching. They further argued that the teaching process starts with planning, conducting the teaching, and lesson evaluation are all components of pedagogy. Pedagogical skills are critical to the teaching profession at all levels (Radhika, 2020). According to Kedraka and Rotidi (2017), university pedagogy is a multifaceted process that addresses particular teaching techniques and strategies related to the planning, carrying out, and assessing of educational procedures that educators are expected to adhere to in the course of their work. In academic language, pedagogy has been used to substitute the methodology of teaching (Manen, 1991; Loughran, 2006). Child Australia (2017) defined pedagogy as what the teacher does to influence learning in another person.

Pedagogy originated from philosophy and science that were carried out around the 18th and 20th centuries. Due to the dual attitude, pedagogy has repeatedly triggered various interpretations and controversies (Ezati, Okurut & Ssentamu, 2014). Ayeni (2011) observed that pedagogy had various interpretations including pursuing a teaching profession or facilitating teaching and learning. The association between pedagogy and children above has made some scholars prefer andragogy as an approach to facilitating the education process in institutions of higher learning. Zhanga (2012) observed that pedagogy and andragogy are both relevant in education at higher institutions of learning since the transfer of content, development of critical thinking, and application of knowledge in a real-life situation must be done in an environment controlled by the teacher. According to Jacob & Lefgren (2014), pedagogy is the specialized teacher

knowledge that brings out the link between classroom expertise and subject content. Lesson delivery conveys educational content by facilitating students to engage in different activities by the instructor.

According to Ellano (2019), delivery techniques are critical for successful learning and should not be taken lightly by the teacher. He added that the teacher should prove that the learning environment is conducive before delivering a lesson. The above observation is correct; how a lesson is delivered dramatically impacts learning. It can either attract and retain their interest and engagement in the lesson or discourage them, resulting in a lack of interest.

Dabbs (2012) observed that lesson delivery is a very critical step in the process of learning. Before the delivery, the following questions should be asked to decide on the appropriate strategy: will the lesson be teacher-centred or student-centered? Is the lesson best suited for the group? What is the student's role? In addition, how will the lesson commence? According to MacDonald (2021), the teacher needs to have a variety of teaching methods to deliver effectively and engage, motivate, and reach every student. He says delivery methods are determined by many factors, such as the subject, students, and time. Twadell, Onuscheck, Reibel & Gobble, (2019) emphasized that for every student to achieve self-efficacy; the teacher needs to discard the idea of the one-size-fits-all approach. Switching from the traditional approach to a proficiency-based planning and delivery model enhances the possibility of better learning outcomes. Okon and Chukwurah (2020) observed that effective content delivery in modern society is technology-driven and depends on the level of skills a lecturer acquires.

The first sub-dimension under pedagogical competencies was content knowledge. Ningtiyas and Jailani (2018) defined content knowledge as the specific information that teachers need to create

an effective learning environment for every student. According to Phelps, Weren, Croft, and Gitomer (2014), these forms of knowledge are the most effective means of conveying ideas; in other words, they are the methods of expressing and articulating the subject in a way that is understandable to others. The second concept under pedagogical competencies is pedagogical skills. Pedagogical skills are concerned with the methods and approaches to teaching that make learning possible (Amosun &Kolawole, 2015). The term pedagogical skills in this study refers to the process of interaction between teacher and students as well as the learning environment that the teacher creates to improve the learning process.

Classroom management, which is the third idea under pedagogical competencies, is defined as the activities teachers carry out to create and promote an orderly atmosphere so that students can effectively participate in the teaching process in a manner that enhances their personality growth (Kwok, 2021). The broad range of abilities and strategies teachers employ to keep their pupils on target, focused, orderly, attentive, and academically productive during class are collectively referred to as classroom management (Santhanam, 2022, Nagler, 2016). Activities such as student engagement, establishing rules for the classroom, moving purposefully throughout the lesson, providing reinforcement, and efficiently managing time were all covered in this research on classroom management.

The subsequent segment of the theoretical framework pertains to lecture delivery and the associated sub-aspects. Lecture delivery refers to the method or manner in which a lecture is presented to an audience. It involves the way information is conveyed, organized and communicated by a lecturer to the listeners or students (Kate & Oberlin, 2017). In postsecondary educational institutions, lectures are among the most traditional and possibly still the most

popular instructional methods (Marmah, 2014). Effective lecture delivery includes clear communication, an engaging presentation style, and the use of supporting materials to enhance understanding (Zainora, 2012). While most professors use both lecture and engagement tactics to varied degrees in their teaching, Barkley and Major (2018) contend that the argument over lecture versus active learning promotes a deceitful contradiction of one or the other. Students' focus and attention spans grow during lectures when they are actively participating in the subject matter (Ernst & Colthrope 2007).

Lecture preparation, the first sub-dimension under lecture delivery involves choosing a topic, figuring out the learning objectives, choosing a teaching strategy, choosing instructional resources, and choosing the assessment tools to gauge the effectiveness of the instruction (Nundy, 2021). According to this study, preparation is viewed as a wide notion that encompasses far more than just organizing your lecture content. It covers the course organization, any scheduled student activities, the lecture materials, and the setting of the learning environment. Cannon & Knapper (2011) revealed that preparation demands finding out as much as you can about the lectures' broader program context is a crucial first step in your preparation.

Lecture delivery the second sub-dimension is defined as the process of conducting and facilitating the teaching and learning. Anjun and Saeed (2012) revealed that lecture is the most popular and yet most flawed method of imparting knowledge in all of its manifestations. Added that substantial concerns have been raised about lectures efficiency and effectiveness of the method.

1.1.3 Theoretical background

The constructivist theory was used to guide the study. Constructivists' theory attributes the process of learning to both individual effort and social interaction. It considers the active involvement of individual learners in the education process and emphasizes social interaction. Constructivists advocate for the construction of knowledge and reflection on previous experiences

Constructivist theory

Constructivist learning theory is the theoretical framework upon which pedagogical competencies are based. The central focus of the above theory is that human knowledge and meanings are constructed from experiences gained through the things perceived and learned from the social environment (Bada & Olusegun 2015). The constructivist theory emphasizes that a child learns better in a participatory environment. Dewey (1938) revealed that the education system should respect and value all sources of experience to offer an actual learning situation that is not only historical and social but also dynamic and flexible.

A constructivist learning environment promotes democracy; there is maximum interaction. The teaching is learner-centred, and the teacher is a facilitator. Rajni and Veenu (2017) claimed that we live in the 21st century, where technology and innovation require children to develop scientific thinking. This can only be possible by changing the teaching approach from teacher-centeredness to a constructive approach. The constructivist theory has been classified into social, cognitive, and radical constructivism.

Social constructivism believes that children learn by observing the actions of others, including parents and peers. This theory, therefore, is of relevance in pedagogical training and lesson delivery by university lecturers in Uganda: The following are some of the strengths of this theory concerning this study;

One of the primary strengths of this theory is its flexibility in explaining differences in a lecturer's ability to deliver the lesson and behaviour or learning. In addition, constructivist learning theory emphasizes learning in a social environment. It emphasizes that a change in the environment may affect the student's behaviour.

1.1.4 Contextual background

Kyambogo University is Uganda's second-largest public University, established by the Universities and Other Tertiary Institutions Act 2001. Its existence was the outcome of a union of Uganda the Institute of Teacher Education, Kyambogo (ITEK), Uganda Polytechnic Kyambogo (UPK), and the Uganda National Institute of Special Education (UNISE). Kyambogo University was established to produce a highly skilled workforce, and strengthen and expand vocational studies (Statutory instruments supplement, 2003). The University's vision is to be a centre of academic and professional excellence. The University has gone through many transformations in leadership, academic programs, staff recruitment, enrolment of students, society's demand for appropriate education, and others (Namubiru, Onen & Oonyu, 2018). According to Kasule & Neema (2014), Kyambogo University lacks a coherent staff development system resulting in insufficient funds for the continuous professional development of staff as well as support for staff upgrading, and an unsuitable policy for training and development.

The increase in the enrolment of students, in particular, is an opportunity and a challenge to significant institutions. It is an opportunity because it enables the University to generate income, mainly from private students. However, it is a challenge in terms of space, resources, and equipment for teaching and the cultural diversity of students as well as learning needs, which require University management to focus on continuous academic staff development. Kasule & Neema (2014) recommended that there was the need for induction training for newly recruited lecturers, organizing workshops and seminars for enhancing skills for mentorship and coaching among staff at the faculty level.

The observation made above is proper; academic staff needs to be empowered to use modern technology and conduct research as a way of developing the capacity to find out society's existing gaps. There is also a need to enhance their pedagogical skills in line with the modern approach to promote the vision of being the centre of academic and professional excellence. The increased student enrolment and the demand for quality education call for a change from the teacher-centred approach to learner-centred strategies that encourage more active involvement in the teaching-learning environment.

According to Kikoyo, et al. (2020), despite the government's intervention, Kyambogo University still grapples with preparation and delivery strategies challenges. The declining standards in the delivery of content to learners in the University are reflected through inadequate prior lesson preparation (UNEB, 2015). The strategies for teachers' professional development at Kyambogo University seem to be deficient (Kagolo, 2014; MoES, 2014). The number of students dropping out and failing at Kyambogo University may increase if the standard of pedagogy is not given adequate attention and this may result in resource wastage and under-development of human resources.

1.2 Problem Statement

University teaching staff are required to employ suitable teaching methods while performing their duties (Murphy, 2014; Walder, 2017). This can only be realized when teaching staff possess sufficient knowledge of the subject matter, proficiency in organizing their courses, the ability to choose appropriate teaching strategies, and, most importantly, the skill to effectively manage their classroom environment. According to Orori, et al. (2022), the above competencies would lead to the realization of quality graduates that suit the demand of the workforce required the society. Pedagogical knowledge is paramount in enhancing the teacher's abilities since it can positively affect the delivery of subject matter and influence the teacher to develop a positive attitude toward the profession (Anjali, 2016). According to Odalen, et al. (2019), training in pedagogical skills has a great potential to improve the teacher’s confidence and delivery skills.

However, it has been observed that the criteria for recruiting teaching staff at most Universities rely more on the classification or grade of their academic degrees rather than their pedagogical expertise and knowledge (Ezati, 2014). At Kyambogo University, teaching staff are recruited based on their competencies in the subject area rather than their background in pedagogical training (Human Resource Manual, 2014). That implies there is a possibility of lectures being conducted by the staff possessing limited training in pedagogy. According to Kasule (2017), the approach to teaching and learning at Kyambogo University is traditional and teacher-driven, the teaching staff stands in front of the students and dictates notes as students copy in their books. These situations once left to continue, Kyambogo University's contributions to support the national goal and development plan of transforming the nation would not be fully realised. This

study explores the performance of teaching staff despite less emphasis on prior pedagogical competencies.

1.3 Purpose of the study

The purpose of this study is to undertake a philosophical examination of the connection between pedagogical competencies and the epistemic essence of lecture delivery by Kyambogo University teaching staff lecture.

1.4 Objectives of the study

The study was guided by the following objectives:

i. To assess the relationship between pedagogical competencies and lecture preparation among Kyambogo University teaching staff.
ii. To establish the relationship between pedagogical competencies and lecture delivery by Kyambogo University teaching staff.
iii. To find out the relationship between pedagogical competencies and learners' assessment by Kyambogo University teaching staff

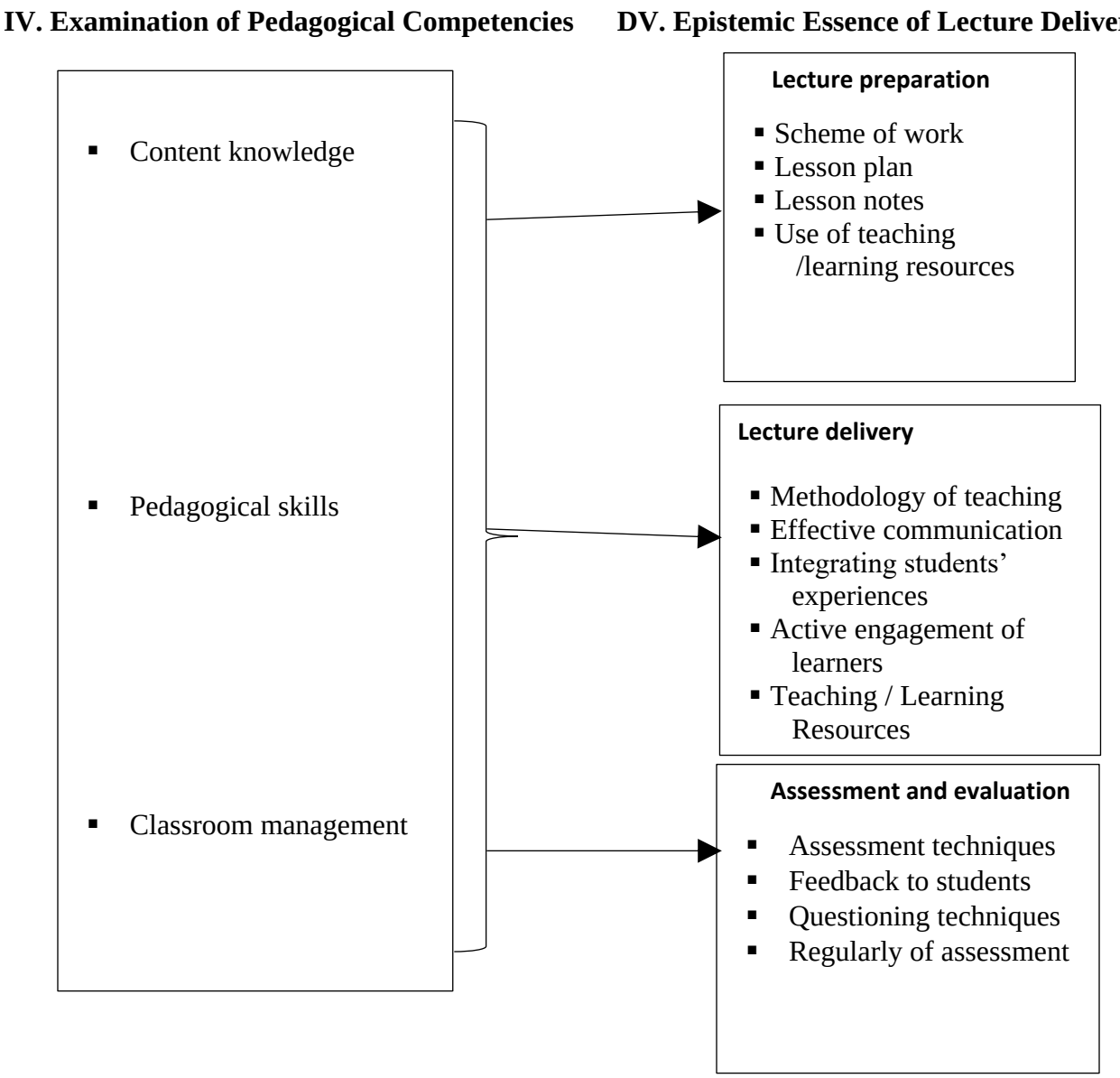
1.5 Research Questions

The following questions were answered by this research:

i. What is the relationship between pedagogical competencies and lecture preparation among Kyambogo University teaching staff?
ii. How pedagogical competencies are related to lecture delivery by Kyambogo University teaching staff?
iii. What is the relationship between pedagogical competencies and the assessment and evaluation of learners by the teaching staff at Kyambogo University?

1.6 Conceptual Framework

This section outlines how the variables were translated into practical terms during the empirical phase of the study. The framework is designed to provide a conceptual understanding of how pedagogical competencies influence the epistemic essence of lecture delivery by Kyambogo University teaching staff.



1.6.1 Relationship between the two variables

In Figure 1 above, the philosophical examination of pedagogical competencies (PhEPC) encompasses aspects such as content knowledge, pedagogical skills and management classroom. When teaching staff proficiently observe these pedagogical competencies, it is expected that their lecture delivery will improve. This improvement is manifested through effective lecture preparation, interactive lecture delivery and improved strategies of assessment. However, the successful realization of these improvements relies on the presence of support from the University management, job satisfaction, and the availability of the necessary resources to support the implementation of these pedagogical competencies.

1.7 Scope of Study

This research considered geographical, content, and time scope.

1.7.1 Geographical scope

This research was carried out in the School of Education and Faculty of Arts and Humanities of Kyambogo University and the two learning centres of Soroti and Bushenyi. The University was selected for the study because there is a need to improve the academic staff's skills to enhance the quality of knowledge and skills of its graduates.

1.7.2 Content scope

It examines pedagogical competencies and the epistemic essence of lecture delivery among university lecturers. Pedagogical competencies focus on content knowledge, delivery skills and classroom management, lecture preparation, delivery and assessment of learners.

1.7.3 Time scope

This study was carried out over three academic years (2020-2022). The study period was long because of the interferences of the COVID-19 phenomenon that affected the normal progress of the academic institutions. However, the period was still within the duration of the academic program according to the admission policy.

1.8 Significance of the study

The Ministry of Education and Sports (MoES) could derive valuable insights from this study, as the results may assist them in prioritizing higher education by allocating adequate resources for faculty development programs. This, in turn, would enhance the effective implementation of policies aimed at enhancing pedagogical practices among academic staff.

As for the National Council for Higher Education (NCHE), the study's findings would serve as a foundation for shaping their policies related to teaching and learning.

The study's outcomes would contribute to the operationalization of existing teaching and learning policies, as well as the newly proposed ICT policy.

The study's findings would also find utility within the Human Resource Development department at Kyambogo University. They could aimed at enhancing academic staff's pedagogical practices and student learning.

For the teaching staff themselves, the study's results would stimulate discussions and institutional dialogues regarding pedagogical competencies designed to improve their delivery competencies. This, in turn, would provide teaching staff with the opportunity to engage in pedagogical competencies, ultimately enhancing their pedagogical skills.

From the researcher's perspective, the study findings would serve as a crucial source of information on how pedagogical training influences the delivery Practices within the School of education and Faculty of Arts and Humanities at Kyambogo University.

Through the effective administration and organization of pedagogical formation for the teaching staff based on the study's guidance, the teaching staff would employ appropriate pedagogical practices, resulting in more effective teaching and learning experiences for students.

1.9 Justification of the study

Many scholars argued that pedagogical competencies hold the potential to empower university educators to deliver effectively and address the educational challenges encountered in higher education (Moreira, et al., 2023; Abykanova, et al., 2016; European University Association, 2019).

Conducting this research would provide the teaching staff with an opportunity to enhance their pedagogical practices in areas such as content knowledge, preparation, familiarity with pedagogical approaches, and classroom management. These aspects are fundamental for effective teaching in higher education.

This research would significantly contribute to the implementation of Kyambogo University's existing teaching and learning guidelines, as well as Open, Distance and E-Learning (ODEL) policies.

This study would confirm the notion that pedagogical competencies play a pivotal role in ensuring institutional excellence by improving the content delivery of the teaching staff.

1.10 Limitations of the Study

During data collection, the researcher encountered the following challenges:

The insufficiency of funds during the time of carrying out the research has significantly interfered with the timely collection of the necessary data and access to the resources needed to make meaningful contributions to the study.

COVID-19 and its related consequences, such as lockdown and avoidance of face-to-face contact, processing data, typing, printing, and binding the dissertation, which delayed the research process and submission of the final dissertation.

Distances between Kyambogo University and the two learning centres (Bushenyi and Soroti), coupled with scattered respondents in these centres, made it difficult to contact the entire group of respondents.

Furthermore, a portion of the individuals involved in the study exhibited reluctance to cooperate, primarily because of their demanding work schedules and concerns about contracting the COVID-19 virus. Consequently, some of the academic staff did not allocate sufficient time to complete the self-administered questionnaires.

1.11 Delimitations

The researcher borrowed funds from some family members and friends and participated in agricultural activities to generate supplementary income to support the cost of typing, printing, and binding the proposal and final dissertation and transport.

The researcher used boda boda where possible to reach some respondents within the same location to minimize the cost of transport. The questionnaire was sent online to an identified and

responsible acquaintance to help print, seek permission from the Dean of the respective learning centres, distribute the questionnaire, and collect and return them through available and reliable means.

Online applications such as Zoom meetings, e-mail and telephone calls were used to consult with the supervisors and interview some respondents after scheduling the time. The purpose of the study was shared with respondents to increase their commitment. Prior consultation through phone calls and time was scheduled to cater for those with minimal time due to domestic and administrative engagement.

The issue of uncooperative respondents was addressed by providing them with an explanation regarding the study's purpose, specifically emphasizing that it was solely for academic purposes and that its results would be utilized to enhance the pedagogical practices of academic staff.

1.12 Definition of key Terms

Philosophical examination: refers to a critical and analytical inquiry or study conducted within the context of philosophy.

Pedagogical competencies refer to the knowledge, skills, and strategies necessary for effective teaching and learning.

Epistemic essence in this study refers to the fundamental nature of knowledge, beliefs, or the epistemological aspects related to understanding how we acquire, justify, or evaluate knowledge and beliefs.

Lecture delivery refers to the process of presenting information, concepts, or educational content to an audience, typically in an instructional or academic setting.

University teaching staff: In this study, the concept of University teaching staff (UTC)refers to a person who facilitates the teaching-learning process at Kyambogo University.

CHAPTER TWO

REVIEW OF LITERATURE

2. 0 Introduction

Improving the quality of the university education system requires highly qualified academic staff in the subject area and adequate pedagogical abilities. Pedagogical competencies involve content mastery and facilitation skills. This chapter presents the scholarly works that are related to this study. It is intended to establish the existing academic background of the study so that the investigation is not carried out in the void. It is presented according to the objectives of the study.

2.1 Philosophical background of pedagogy

The philosophical background of pedagogy arises from the human quest for the nature of knowledge, how knowledge is constructed, and whether knowledge can be transferred from one to another. Pedagogy as the art and science of teaching and educating has a rich philosophical background that has influenced its development and practice over the centuries according to most scholars, some of the most significant philosophical perspectives of pedagogy include, but are not limited to, idealism, pragmatism, constructivism, humanism, and critical theory. Idealism which is one of the schools of thought in education holds that education is the key to creating a better society and that teachers play a crucial role in shaping students' character and values. According to this view, education should focus on the development of the intellectual and moral qualities of the individual, and teachers should strive to impart knowledge and inspire students to pursue their highest ideals. (Sarkar & Al Mamun, 2023). Education according to John Dewey should put more emphasis on hands-on practice as a means to solve human problems and achieve its goals (Morgan, 2017). In her view, education should be tailored to student's needs and

interests, and teachers should engage students in active learning that encourages critical thinking and problem-solving skills.

Giroux (2011) advocated that education is a tool for social transformation and works to empower marginalized groups. According to this view, education should challenge prevailing social and cultural norms and promote social justice and equality. Teachers should engage students in critical reflection and dialogue that foster awareness and action for social change.

Kapur, (2020) revealed that pedagogy is concerned with teaching and learning; in his view, instructors at every stage of education are required to employ appropriate methods, instructional resources, and strategies to enhance student's learning. Skerry et al., (2013) revealed that pedagogy is as old as whether and how information can be transferred from a knowledgeable person to an ignorant individual. Mares (2018) highlights that the teaching and learning process emerged from great philosophers such as Socrates, Plato, and Aristotle. According to him, Socrates emphasized and used questions and answers in teaching while roaming around streets, gardens, squares, and agora with his followers in Athens. Similarly, Plato in his Academy also highlights questions and answers as well as argument and discussion in addition to the lecture method (Murphy, 2015). Rajendra and Sanothimi (2021) added that pedagogy is closely linked to the tradition of Greek Philosophy and, more particularly, to the Socratic method of inquiry. In line with the above, John Locke also advocated for a comparatively gentle educational approach, learning by example and respect for the child as outstandingly modern (Petar, 2020).

In summary, philosophical perspectives have influenced the development of various pedagogical approaches, such as traditional, progressive, experiential, and transformative pedagogies that

reflect different views on the role of the teacher, the nature of learning, and the purpose of education.

2.2 Philosophical origin of Lecture method

The philosophical origin of lecture delivery can be traced back to the ancient Greek tradition of sophism, which emphasized the art of persuasion through public speaking. Sophists were skilled orators who taught their students the art of rhetoric, or the ability to use language effectively to persuade or influence an audience (Sidiropoulos, 2022). The origin of the teaching according to Plato can be traced back to the ancient Greek concept of the symposium, which was a gathering of scholars, philosophers, and intellectuals to discuss various topics and exchange ideas (Madonna, 2015). In the Middle Ages, instruction was given mainly in the form of readings of texts, often accompanied by commentary and analysis by the lecturer. This approach was rooted in the scholastic tradition, which emphasized the importance of study and interpretation of texts in gaining knowledge (Balsamo (2017) observed that the instructional format evolved towards more interactive elements such as question-and-answer sessions and debates during the Renaissance period. In his view, the above was influenced by humanist philosophy, which emphasized the importance of engaging with ideas and learning through conversation. In modern times, the format of instruction has evolved and adapted to changing educational needs and philosophies. Some educational theorists have criticized lectures as passive and uninteresting, while others see them as an effective way to convey information and stimulate critical thinking. Ultimately, the philosophical underpinnings of lecturing depend on the particular educational context and the goals of the faculty and the institution (Barkley, Cross, & Major, 2014).

2.3 Relationship between Pedagogical competencies and lecture preparation

Careful preparation can go a long way in addressing lecture effectiveness, student motivation, and stress level; preparation skills deserve special attention. There is a need to be reasonably efficient during the preparation process to avoid the common drawback of spending too much time on it. Waste of time can be due to a lack of skill in preparation or procrastination (Cannon & Knapper, 2011). According to Postdoc Academic (2020), thorough presentation preparation boosts your confidence, improves your speaking style, and increases your presentation's effectiveness.

Pedagogical knowledge refers to teachers' specialized knowledge of creating an environment where teaching and learning can be conducted effectively (OECD). According to Biku, et al. (2018), offering pedagogical training to teachers helps in providing quality education leading to the production of graduates who can meet society's demands. Pedagogical competence enhances the ability of the teacher to plan and deliver effectively (Julkifli, 2016). There is a need for obligatory and continuous pedagogical further training of the teaching staff at the University to enhance their proficiency in lesson delivery.

Orori, Keraro and Wachanga (2022) revealed that lecturers should be made aware of the need for expanded teaching skills, which are influenced not only by their subject specialization but also by their pedagogical training. They added that pedagogical training should be a prerequisite for the employment of lecturers at the universities in addition to the qualification in their subject areas because it improves their competencies in planning for instructions and methodology of teaching and learning. Related to the above, Musset (2010) stressed the need for the initial training of teachers on pedagogy because it can influence their analyses of the learning

environment. Odalen et al. (2018) in their study, revealed that teachers who participate in pedagogical training develop self-confidence and can carry out self-reflection about their teaching role, which helps to improve their practice of teaching and learning significantly.

Harris et al. (2021) revealed that students highly value enthusiastic, engaging lectures more than any one specific model of delivery. Sullivan and McIntosh (1996) assert that lectures in their many forms are the most commonly used despite the ineffectiveness of the traditional lecture approach. The traditional form of lecture delivery in Universities involves presenting content to the students by lecture accompanied by tutorials. In the modern lecture approach, delivery is engaging and more interactive. According to Krishna (2012), the traditional lecture approach is a banking learning model since the teacher is regarded as an expert and a storehouse of knowledge. However, the learning process should enable students to reflect and better understand values. The observation above is in line with the view of Freire (1970) that the traditional classroom by the teacher has full power, and the learner submits to the teacher's absolute authority. In this approach, learning emphasizes memorization, facts, formulae, and discipline instead of students taking responsibility for what and how to learn. A study by Otto (2011) on the learner support system at Kyambogo University revealed that there were poor facilitation skills by lecturers, and there was a need for training of the academic staff to improve the quality of learner support. Ssengendo revealed that many challenges, including teaching methods, face Uganda's Universities. According to him, the lecture method is the most dominant strategy at the expense of students student-centred approach in many Universities in Uganda**.**

2.4 Relationship between Pedagogical competencies and lecture delivery by Kyambogo University teaching Staff

Research on teacher education suggests that a teacher's knowledge is tied to their experiences and the contexts in which they teach. This knowledge encompasses their understanding of the subject matter and their beliefs about their teaching practices (Vereijken & Van der Rijst, 2021). Pedagogical competencies are a unique form of knowledge that helps teachers make the content understandable for their students (Vereijken & Van der Rijst, 2021). Recent studies have indicated that university lecturers, like schoolteachers, utilize an integrated set of conceptions and knowledge that draws from both subject matter expertise and pedagogical knowledge in their teaching (Nabaho, Aguti & Oonyu, 2016; Nguyen, 2017; Liu & Liao, 2019; Vereijken et al. and Van der Rijst, 2021).

In a study conducted by Biku, Demas, Woldehawariat, Gatahun, and Mekonnen in 2018, they examined the impact of pedagogical training on teaching practices at St. Paul's Hospital Millennium College in Addis Ababa. They used semi-structured open-ended questions to collect qualitative data, which was analyzed using thematic analysis. Their findings revealed that many instructors relied on their teaching methods, which lacked elements like lesson plans, clear objectives, and effective time management, and sometimes resulted in overlapping content. It's important to note that this earlier study was purely qualitative, while the current study will incorporate some quantitative data. Additionally, the previous study did not explore dimensions such as active learning, collaborative learning, coherence, and their relation to pedagogical practices, as done in the present study.

Lecture is the most common pedagogical method used in many educational institutions. It is an approach where the instructor uses various teaching-learning materials and strategies (Kapur, 2020). Mbalamula (2017) asserts that lecture remains one of the most dominant teaching pedagogy in institutions of higher learning although it adequately caters to the diverse student population. According to Gyagenda (2023), the principles and practices upon which the educational system was founded are now outmoded and unsuitable for the demands of modern society. As a result, it is necessary to review the philosophy, educational system, teaching style, curriculum, and methods of measurement and assessment.

Ezati, et al. (2014) observed that effective teaching and high-quality graduates require a combination of content and pedagogical knowledge from a university teacher. They added that it is unfortunate that university teacher recruitment focuses more on educational qualifications than pedagogical knowledge. Orori, Keraro, and Wachanga (2022) emphasized the importance of pedagogical knowledge in lecture delivery by suggesting that training programs to prepare university teachers should be planned for and conducted to equip them with the necessary pedagogical competencies since securing a teaching job at a university in many countries does not require the applicant to demonstrate teaching competency.

According to Gibbs & Martin (2000), the training of teachers for higher education has long been taken for granted until recently despite the importance of pedagogical skills. The teaching approach according to Pestalozzi is an independent discipline to be learned in its own right as an academic subject of great value to the teaching profession (Mesquida, Pereira & Bernz, 2017). Odalen, et al. (2019) found that training university teachers enhance their ability to teach

confidently, reflect individual delivery practices, and become acquainted with major teaching and learning strategies such as student-centred methodology.

World Health Organization (2013) advises that education institutions in general and those in charge of training health workers specifically need to enhance the competencies of their teaching staff delivery skills, update their curriculum and connect the training to the needs of society. Regarding participation in a short online pedagogical training, Henna, et al. (2019) found that teachers who are trained in pedagogy have the potential to interpret the teaching-learning situations better. They recommended that pedagogical training of University teachers be conducted at the beginning of their career to improve the teacher's delivery skills. Shirani, et al. (2016) revealed the need for adequate preparation of University professors in pedagogical skills if they are to plan and conduct teaching and learning effectively.

Ezati, et al. (2014) revealed an alarm in the quality of lecture delivery by University lecturers because many countries recruit lecturers based on how best and highly qualified one is in subject areas rather than experience and pedagogical skills. Therefore, the demand for a training program to empower lecturers with preparation and delivery skills is essential. Pacetti (2018) emphasized a need to provide teachers with relevant pedagogical skills, including using ICT in education. The above arrangement according to him can enhance interaction and participation between the learner and facilitator during the teaching and learning process.

OECD (2012) argued that there is increasing demand for teachers in higher learning institutions to build a new profile that matches the new pedagogical approaches and opportunities offered by the advancement of technology to be proficient in curriculum design, participatory approach, and improve on the assessment skills. It further expressed the need for higher education leadership to

reflect and identify the gaps in the teaching staff's professional development to lay a basis on which training programs can be designed.

Cavner and Fox (2014) observed that postmodern education needs to prepare students with new skills and knowledge. Educational institutions are challenged to plan training programs that empower teachers with relevant knowledge and skills to use technology and digital opportunities in teaching, learning, and 21st-century strategies. Sanford (2001) viewed pedagogical training on the use of technology from the perspective of constructivism. He observed that University teachers exposed to online pedagogical training have the potential to change the teachers' attitudes to appreciate that online education is more interactive and participatory than face-to-face interaction. A study on the importance of pedagogical training by Teshale, et al.. (2018) revealed that the lack of pedagogical training by higher learning institutions poses a significant challenge in uplifting and maintaining the minimum set standard because instructors prepare and teach according to their preferred individual methods, hence compromising the quality of students' academic outcome.

Postareff (2007) found that training University teachers in pedagogy has a great potential to influence the ability of lecturers to deliver effectively. They further noted that pedagogical training for University teachers had become a significant area of concern in many countries. The above finding agrees with Katarina & Sebastian (2015), whose study revealed that University teachers in Slovenia attribute substantial value to pedagogy although many of them had not been trained in pedagogical skills. A study by the OECD (2019) also found that pedagogical knowledge is indispensable. Training teachers in practical knowledge is required to handle the situation competently in a teaching-learning environment.

Many scholars (Campbell & Malkus, 2011; Garet, Cronen, Eaton, Jacob & Lefgren, 2008; Joyce & Showers, 1981; Linxiu, et al., 2013) have carried out studies on teachers' professional development. Although these studies have not specifically addressed the situation in Uganda, they have added to the body of knowledge demonstrating the critical role of teacher professional development in enhancing teacher classroom practices.

Darling-Hammond, Wei, Adree, Richardson & Orphanos, 2009; Carpenter, Fennema, Peterson, Chiang & Loef, 1989) revealed that teachers' performance depends a lot on the level of professional development. However, Campbell and Malkus (2011) argued that the professional development of the teacher certainly affects lesson delivery when conducted by a seasoned educator with a profound knowledge of the subject matter. Linxiu, et al. (2013) revealed that teacher professional development was not effective when it comes to classroom delivery. However, the above study did not reveal the relationship between teacher training and the quality of the pedagogical application.

Many experimental studies show that activities such as workshops when conducted for a longer duration significantly improve the quality of the teachers' delivery (Darling-Hammond, Wei, Adree, Richardson & Orphanos, 2009). Truesdale (2003) recommends coaching teachers as a more practical approach to improving pedagogical skills because it involves applying classroom practices from the seniors.

According to Otaala, et al. (2013), most lecturers at Kyambogo University and secondary school teachers use teacher-centred teaching methods; they recommended training lecturers on pedagogical courses. Baluma (2013) revealed that there is limited application of different forms of Open Educational Resources (OER) among lecturers at Makerere University (MUK) and

Kyambogo University. They added that numerous challenges hindered the use of Open Educational Resources, ranging from the academic staff's infrastructural attitudes and inadequate skills. Neeman and Barak (2013) revealed that traditional perceptions and practices still preoccupy most schools' educational processes. According to Milton (1972), the institutions of higher learning have neglected the elementary learning principles in favour of the traditional approach and continue to teach the way they were taught.

Ssekamwa & Lugumba (2010) argued that changes in higher education (HE), including funding at Ugandan universities and competition between institutions, the use of technology, and the emphasis on the learner's active engagement during the lesson had changed teachers' role. Unfortunately, teachers are reluctant to select and apply pedagogical methods appropriate to an education that increasingly depends on higher cognitive and interpersonal skills. According to Ezati, et al. (2014), the criteria for recruiting University teachers focus more on educational qualification than pedagogical knowledge. However, practical teaching and quality graduates require the trainer to have content knowledge and pedagogical skills

In line with the above, Orori, Keraro and Wachanga (2022) revealed that securing a teaching job in a university in many countries does not require the applicant to demonstrate teaching competency. A training program to prepare the teachers should be planned for and conducted to equip them with the necessary pedagogical skills. University academic staff pedagogical skills training has been recounted to have an enormous influence in not only lecture planning, lecture room control and continuous assessment but also enhancing active students' participation during the lecturing processes (Negassa & Engdasew, 2017). According to Mulkeen (2010), applicants do not have to provide proof of their teaching qualifications when applying for a teaching

position at a university; a doctorate or equivalent is considered sufficient to demonstrate academic competence. Concerns have been raised about their ability to teach effectively without pedagogical training, teachers conduct teaching the way they were taught, and as a result, they find it challenging to employ strategies that promote the active engagement of learners (OECD, 2012).

2.5 Relationship between Pedagogical competencies and Learners' assessment and Evaluation by the teaching staff of the University

Pedagogical competencies refer to the knowledge, skills and strategies that educators require to effectively teach and facilitate learning. These competencies have a direct impact on how students are assessed and evaluated in the educational setting. According to Khan (2012), the relationship between pedagogical competencies and students' assessment is significant and intertwined. Added that the calibre of learning depends on the excellence of assessment methods employed within the classroom. Based on the observation above, it is worth noting that teachers with pedagogical competencies are better equipped to design assessments that are aligned with learning objectives and instructional methods. They can create valid and reliable assessments that accurately measure what students have learned.

Pedagogical competencies include the ability to provide constructive feedback to students. Educators with these competencies can offer feedback that guides students' improvement and supports their learning. They are also skilled at grading assessments fairly and consistently. Teachers with pedagogical competencies can employ a variety of assessment methods which cater to different learning styles and abilities (Marcelle, Siegel & Cathy, 2011). Masuku, Nokukhanya and Sabela (2021) observed that pedagogically competent educators ensure that

assessments are aligned with the learning objectives and outcomes of the course. This alignment helps students understand the purpose of assessments and how they relate to their learning.

Pedagogical competence includes the ability to differentiate assessments to meet the diverse needs of students, this ensures that assessments are fair and provide opportunities for all students to demonstrate their learning (Kanellopoulou & Darra, 2022). Similarly, Channa & Sahito (2022) revealed that teachers with pedagogical competencies are knowledgeable about various assessment methods and their best practices. According to Heritage (2007), educators with pedagogical competencies can effectively use assessment data to inform their teaching to identify areas where students may need additional support and adjust their instructional methods accordingly.

Pedagogical competencies enable teachers to be aware of and consider the need for fairness and inclusivity in assessment. Teachers with pedagogical competence consider the diverse backgrounds and experiences of learners to create assessments that are unbiased and accessible to all students (Lin, Lake & Rice, 2008). Pauline (2019) in his study on the impact of professional development programs on the assessment competency of teachers revealed that effective assessment practices are intertwined with pedagogical competencies, as these educators use assessments as tools to motivate and engage students in their learning process. Racheal (2018) quoted the remark made during the nine-month training of Assistant lecturers at Makerere University that pedagogical skills training is an extraordinary undertaking that empowers University academic staff with the required competencies for effective and efficient performance. University academic staff pedagogical skills training has been recounted to have an enormous influence in not only lecture planning, lecture room control and enhancing active

students' participation but also carrying out a continuous assessment during the lecturing processes (Negassa & Engdasew, 2017). In the same vein, Liisa, Ylanne & Nevgi (2007) acknowledged that teachers who acquired formal training in pedagogy perform better than those who did not have the chance to access the training. According to Ezati, et al. (2014), the University academic staff training needs range from assessing and evaluating learners to classroom management and using modern equipment in teaching and learning. She, however, emphasized the need to address the institutional challenges that impede the application of the pedagogical knowledge and skills acquired. Monoz, et al. (2013) pointed out that most lecturers have proficiency in content preparation instead of assessment skills.

In summary, pedagogical competencies play a critical role in the design, administration, and impact of student assessments. Educators with strong pedagogical competencies are more likely to create assessments that are fair, meaningful, and aligned with their teaching methods and learning objectives. This, in turn, contributes to more effective and comprehensive evaluations of student learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the methodology for the research project, including details on the design, size, and selection of the sample population, the research tools used to gather data, the process for collecting and analyzing data, as well as ethical considerations that were taken into account throughout the study.

3.2 Research Design

A combination of both cross-sectional and descriptive research designs was used in this study to enable in-depth analysis and contextual understanding of the research problem (Almalki, 2016). The descriptive research design, for example, was used to yield an in-depth contextual description of the research phenomenon, whereas; the cross-sectional research design was adopted to provide real-time facts on sparsely located respondents. Correlational techniques were also used to establish the relationship between variables (Boucaud, 2017).

The researcher applied both qualitative and quantitative approaches to be able to describe and quantify the findings. For example, the quantitative approach helped the researcher quantify the number of respondents whose responses supported or denied the importance of pedagogical training competencies. In contrast, a qualitative approach was used to collect data describing current training needs.

3.3 Study Population

This study targeted 3541 persons from the School of Education and Faculty of Arts and Humanities**, 3350 were students, and 191 were teaching staff**.

3.4 Sample size

The participants used for this study were 442; of these, 379 were students and 63 teaching staff. The primary respondents included students and teaching staff of the two faculties of Education and Arts and Social Sciences and the two learning centres of Soroti and Bushenyi.

Using Krejcie and Morgan's (1970) table for the sample size determination approach, a sample size of 442 respondents was selected from the total population of 3425 students and teaching staff.

Table 3. 1: This table shows how the sample population is distributed among different categories or groups.

Category	**Target population**	**Sample size**	**Sampling Techniques**
Teaching staff	75	63	Purposive sampling
Students (year I, II & III)	3350	379	Simple random
Total	**3425**	**442**	

Source: Revised from Morgan and Krejcie's work, (1970) table

3.5 Sampling Procedure

The researchers employed two methods for selecting participants in the study, including purposive sampling, which involves selecting individuals based on specific criteria, and simple random sampling, which involves selecting individuals randomly from the population without any predetermined criteria.

3.5.1 Purposive Sampling

The researchers utilized purposive sampling to select teaching staff who could provide essential information about the variables being studied. According to Ames, et al. (2019), this sampling technique is employed to gather key information from this particular group. The teaching staff was selected because the researcher assumed they would give detailed information on teaching staff preparation and delivery. A stratified sampling method was employed for selecting

academic staff, with the sample size allocated in proportion to the size of each stratum. Initially, this process began by categorizing the academic staff into two strata, Faculty of Education and Arts and Social Science.

Within each of these respective Faculties, a further stratification of academic staff was carried out based on their ranks. This approach aimed to ensure that there was fair and proportional representation among the various ranks, allowing for an appropriate examination of delivery practices. The ranks considered included assistant lecturers, lecturers, senior lecturers and associate professors, and these categories were used to sample academic staff.

3.5.2 Simple random Sampling

This was used while selecting students. It helped to give all the students equal chances of being selected for the study. Simple random sampling is the type of sampling where all the participants have equal chances of being selected for the study (Datta, 2018). The researcher identified and defined a sample of study to be obtained purposively and classified into strata to determine the number of participants in each stratum. The researcher made a list of all the participants in each stratum, assigned consecutive numbers ranging from zero onwards to the last participants in each stratum, and then selected an arbitrary number in the table of the random numbers from each stratum. Random numbers were given to students at Kyambogo University, and whoever picked the right numbers was included in the study. The researcher repeated the procedure until the required number of 341 was reached. The above helped to reduce bias among respondents since they all had equal probabilities of being chosen.

3.6 Study Instruments

Data collection methods and tools included a questionnaire and interview guide:

3.6.1 Questionnaires

The above tool helped in collecting information from 379 students and 63 teaching staff. A questionnaire is a research instrument consisting of a set of questions or other types of prompts to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-form questions allow respondents to elaborate on their thoughts (Hyman & Sierra, 2016). According to Dalati & Gomez (2018), questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. Both open and closed-ended questionnaires were used to let the respondents give their own opinions about the research problem. While collecting data, 341 questionnaires were administered to students, and the researcher tried to reduce contracting and transmitting COVID-19 by using sanitizer and a mask.

3.6.2 Interview Guide

To gather information from important sources such as academic leaders in the faculty, the researcher utilized one-on-one interviews as the data collection method. The interviews were conducted using a structured interview guide that provided a framework for the discussion. This instrument was used since it was appropriate for seeking in-depth information from respondents through probing and prompting. An interview guide is a research instrument containing key questions meant to guide the interviewer in the process of data collection. It helps the researcher stick to the research objectives and ensures the respondents answer all vital questions of the study (Sarantakos, 2005). The interview guide was prepared in line with the areas in the two variables. They were also in line with the research questions and questions in the questionnaire, but comprehensive in the manner, which can bring out deeper insights, especially from youth

leaders and coordinators. The interview guide had ten (10) questions, which were very useful in collecting detailed information from the key participants.

As the interviews progressed, the interviewer maintained flexibility, open-mindedness, and ethical conduct to encourage rich, open conversations. After each interview, follow-up measures were discussed, allowing them to review their input and engage in further discussions about their experiences. These initial interviews typically lasted 20 to 30 minutes, and follow-up sessions were conducted to ensure accuracy and completeness.

The second phase of interviews delved deeper into specific areas, providing an opportunity for reflection and further exploration of participants' thoughts and experiences related to the pedagogical practices of the teaching staff.

All interviews were recorded. The in-depth interview guides facilitated in-depth discussions of study concepts, allowing for detailed responses not captured by other methods. These interviews helped participants provide insights into the impact of pedagogical competencies on academic staff delivery practices

3.6.3. Observation

Another primary method for collecting data was through observation. This approach was employed to examine critical aspects of the teaching staff's delivery practices. The tool used for this method was an observation checklist, which included specific items to be observed during the teaching and learning processes. These observations encompassed various aspects of pedagogical practices, including activities related to the course content, teaching methods,

interactions between teachers and students, interactions among students, time management, and classroom discipline.

Before conducting the actual observations, the researcher needed to identify and notify the heads of departments to confirm which lecturers were responsible for different course units, the location of their classes, and their class schedules. The observations were carried out throughout the entire duration of the lectures, from the beginning to the end. The use of the observation checklist in this study allowed for data collection without disrupting the study's participants.

To mitigate researcher bias, the researcher introduced himself as a student of Kyambogo University, conducting a study on pedagogical competencies and lecture delivery in the faculties of Education and Arts and Social Science. The observation checklist was filled out objectively, following established guidelines to enable the researcher to observe the teaching staff's delivery practices and produce a report on the issues being investigated. This report served as a means of addressing any potential bias on the part of the researcher before, during, and after the observation of the participants.

Furthermore, the researcher making multiple visits to the faculties under study managed the potential impact of the researcher’s presence on the participants during the observations. These visits involved attending various lectures conducted by different instructors to establish familiarity and create a comfortable atmosphere for the participants. This approach aimed to ensure that the participants were comfortable.

3.7 Validity and Reliability

Validity and reliability are methods to ensure data quality control and primarily depend on the accuracy and efficiency of the research tools. The study aims to attain a validity index and a reliability coefficient of at least 0.7 or 70%. These are generally accepted in research (Kothari, 2010).

3.7.1 Validity of Instruments

The validity of instruments is the degree to which they determine what they are supposed to measure. According to Dawit (2020), the study findings can only be accurately interpreted and inferences extended to the entire population if the data collection tool is valid. The Content Validity Index (CVI) was used in this study to measure the instruments' validity. The CVI of 0.7 and above was accepted as valid. The formula below was used to calculate the CVI for research instruments.

CVI = Total Number of items declared valid

Total number of items in the instrument

Experts determined the validity of the study instruments by rating the significance of every element in the tool to the appropriate study objective. Items in the instrument were also rated on a scale of 1 to 5. Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4) and Strongly Agree (5).

The study guaranteed external validity by focusing on population validity, which means that it included all the crucial characteristics of the study population, such as gender, teaching experience, and rank, in the final sample. This allowed the study to generalize its findings from

the sample to the entire target population within the School of Education and Faculty of Arts and Social Science at Kyambogo University and the constituent branches of Soroti and Bushenyi.

In terms of the validity of qualitative instruments, the study ensured credibility by asking similar questions at different intervals. Additionally, the credibility of the data was further confirmed through in-depth interviews.

Moreover, the study maintained protocols for observations, which involved the researcher introducing himself and explaining the study's purpose to participants beforehand. In the case of in-depth interviews, participants were informed in advance about the study's purpose and the expected duration of the interviews. These measures collectively contributed to a high level of data dependability.

3.7.2 Reliability of Instruments

Naveed, Jann & Anwar (2020) define reliability as the degree to which a measuring instrument consistently measures the construct or phenomenon it is intended to measure. In other words, if an instrument is reliable, it produces consistent results each time it is used to measure the same thing. In this study, the reliability of the instruments was determined by performing the Cronbach Alpha Reliability Coefficient test, which was carried out with the aid of a computer program called SPSS. Cronbach Alpha Reliability Coefficient estimated the reliability of the questionnaire. Any Cronbach Alpha Reliability Coefficient of 0.7 and above was regarded as reliable (Naveed, Jann & Anwar, 2020)).

A pilot study was carried out to collect the data for calculating the reliability of the instruments. The study questionnaire was used during the pilot study. Konjengbam and Meite (2020) opine that test-retest reliability helps quantify the degree to which the research tool can give

dependable results in case a repeated measure is done under similar conditions on the same persons. The pre-test findings helped in the modification of items in the study instruments. The results were later exposed for reliability analysis.

The reliability and validity of the questionnaire were tested using Cronbach's alpha coefficient, and the following reliability results were realized. The scales were examined using Cronbach's coefficient, and the composite reliabilities met the minimum recommended cut-off of 0.7 (Samuels, 2017). Therefore, the scales had adequate internal consistency yielding the same meaning of the measurement items to the respondents.

Table 3. 2: Reliability and Validity

Variable	Cronbach Alpha Coefficient	Content Validity Index
Content mastery	.937	.813
Active teaching and learning	.883	.875
Student assessment	.881	.833

3.8 Data Collection Procedure

After formulating data collection instruments, the researcher took the tools to the supervisor for approval. The researcher distributed the research instruments to a few selected respondents for pre-testing. Pretesting helped the researcher get feedback to establish the reliability and validity of the items in the instruments. After that, the researcher obtained an Introductory Letter from the office of the Dean's Postgraduate School Kyambogo University. The introductory letter was presented to the authorities (Deans of the selected faculties at Kyambogo University's main campus, Heads of study Bushenyi and Soroti study centres) to seek permission to interact with the targeted respondents.

Afterwards, the researcher presented the introductory letter to respondents to seek their consent before issuing the questionnaires. The researcher also had an appointment with some selected respondents to be interviewed and conducted the interviews as scheduled. After collecting the data, it was scrutinized and the findings were interpreted to address the research questions. A research report was then written based on the results and submitted to the supervisors for evaluation and approval.

3.9 Data Analysis

According to Rahman and Muktadir (2021), data analysis systematically applies statistical and logical techniques to describe, summarize and compare data. Quantitative data obtained were analyzed using SPSS version 16.

3.9.1 Quantitative Data Analysis

Quantitative data collected in the field underwent several steps including cleaning, coding, and analysis using the Statistical Package for Social Scientists (SPSS Version 16). This software facilitated data entry, editing, coding, and data processing. In the initial univariate analysis, the data was examined using descriptive statistics, which included measures such as frequencies, percentages, means, and standard deviations. Descriptive statistics were employed to summarize and characterize the participants' responses, particularly in terms of their level of agreement or disagreement regarding pedagogical competencies and lecture delivery.

Subsequently, the study utilized Pearson's Correlation Coefficient Index and Simple Linear Regression Analysis Techniques to investigate the relationship between pedagogical competencies and lecture delivery. To assess the influence of one continuous variable on another

continuous variable, Pearson's Correlation analysis techniques were deemed the most appropriate and relevant methods for this study.

3.9.2 Qualitative Data Analysis

Qualitative data obtained from the field was recorded and then subjected to a coding process based on the themes related to the study's concepts. This was done to scrutinize the words and phrases that conveyed the knowledge and skills possessed by university teaching staff concerning pedagogical competencies and lecture delivery.

In this process, a coding pattern was developed that aligned with the key themes and subthemes outlined in the study's conceptual framework. Qualitative thematic analysis is recognized as a systematic and replicable approach to condense large amounts of text into a smaller number of thematic categories, guided by clear coding rules (Stemler, 2001).

Subsequently, the collected qualitative data from sources such as in-depth interviews and observations underwent thematic analysis. Thematic data analysis served the purpose of sifting out any irrelevant or unnecessary data that did not pertain to pedagogical competencies and teaching staff's delivery as defined in the conceptual framework.

3.10 Ethical Considerations

Ethical considerations being critical in research, the following was done on each of the aspects to uphold them:

Confidentiality and privacy: The researcher kept the respondents' information confidential, not allowing any other person to access it (Mugenda 1999).

Anonymity: The researcher used codes to identify respondents, keeping their identity anonymous even when coding and recording (Creswell, 2013).

Informed consent: The researcher informed the respondents about the purpose of the research, and they voluntarily agreed to participate. Those who were not willing were left out.

Plagiarism: The researcher avoided this by acknowledging all the authors of any literature used during the research process.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study and the resulting interpretations. It covers the background characteristics of the sampled members of the teaching staff and students of the two Faculties of Education, Arts, and Social Sciences at Kyambogo University, the two learning centres of Bushenyi and Soroti. These background characteristics were captured concerning their gender, age groups, the highest level of education, status at the University, years spent working or studying at the University, and the responsibility held by the University (in the case of teaching staff members). Frequency tables and percentages were used to capture these characteristics of the respondents. The chapter also presents the results of correlation analyses to establish relationships between the study variables: pedagogical competencies and the quality of lecture delivery by the teaching staff at Kyambogo University. The results were organized and presented based on the research questions that were outlined below:

i. The first research question sought to examine the relationship between pedagogical competencies and lecture preparation among teaching staff at Kyambogo University.
ii. How are pedagogical competencies related to lecture delivery by Kyambogo University teaching staff?
iii. What is the relationship between pedagogical competencies and learner's assessment and evaluation by Kyambogo University teaching staff?

4.2 Bio-data and Characteristics of Respondents

To have a clear understanding of the respondents, they were asked to report on their various characteristics

4.2.1 Response Rate

The table below shows the rate of response from the sample population.

Table 4. 1: Response Rate

Group	Target	Attained	Rate of response
Teaching Staff	63	42	66.7%
Students	379	341	89.9%

Source: Primary data

The above table shows the teaching staff response rate was 66.7% and 89.9% for the students. It was far above the minimum acceptable response rate of 75.0%.

Table 4. 2: Gender of Teaching Staff Respondents

What is your gender?					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Male	29	69.0	69.0	69.0
	Female	13	31.0	31.0	31.0
	Total	42	100.0	100.0	100.0

Source: Primary data

From **Table 4.2** above, it was found that the study involved both male and female respondents. The number of male respondents was more than female respondents (69.0%). Meanwhile, the females constituted only 31.0%. The above clearly showed that the number of the male population who responded was more than that of the female gender.

Table 4. 3: Table showing the sex of student respondents

Gender					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Male	196	57.1	57.5	57.5
	Female	145	42.3	42.5	42.5
	Total	341	99.4	100.0	100.0
Missing	System	2	0.6		
Total		343	100.0		

Source: Primary data

The above table illustrated that male respondents constituted the majority, represented by 196

(57.5 %) compared to their Female counterparts at 145 (42.5 %). While the number of female students was fairly less than the male students, the results reveal balanced participation.

4. 3: Age groups of teaching staff respondents

The respondents were asked to report on their age group, and their responses were as shown in the table below

Table 4. 4: Age group of student Respondents

Age group					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	20-29 years	289	84.3	84.8	84.8
	30-39 years	35	10.2	10.3	10.3
	40-49 years	16	4.7	4.7	4.7
	50 years and above	1	0.3	0.3	0.3
	Total	341	99.4	100.0	100.0
Missing	System	2	.6		
Total		343	100.0		

Source: Primary data

Data in Table 4.5 above shows that the larger number of the student respondents, 289(84.8%), were between 20-29 years, followed by those between 30-39 years who were 35 (10.3%), then those between 40-49 years were 16 (4.7%) while those above 50 years was only 1 (0.3%). The above data reveal the participation of diverse age groups. It helped to capture different opinions according to age.

Table 4. 5: The highest level of education attained

What is your level of education?					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Master Degree	31	73.8	73.8	73.8
	PhD	11	26.2	26.2	26.2
	Total	42	100.0	100.0	100.0

Source: Primary data

The above data illustrate that the majority of the teaching staff respondents (31), represented by 73.8%, were Master's Degree holders. Meanwhile, the Doctorate of Philosophy was 11, representing 26.2%. Therefore, most of the teaching staff respondents were Master's Degree holders.

Table 4. 6: Showing the duration of service at the University

How long have you been teaching at the University?					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	22	52.4	52.4	52.4
	5-10 years	11	26.2	26.2	26.2
	11 years and above	9	21.4	21.4	21.4
	Total	42	100.0	100.0	100.0

Source: Primary data

The findings showed that those who had served at Kyambogo University for less than five years constituted the majority (52.4 %). Meanwhile, 26.2% of staff had served at the University for 5–10 years. Those who had served for 11 years and above constitute 21.4%.

Table 4. 7: Year of study of student respondents

Year of Study					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Year 1	31	9.0	9.1	9.1
	Year 2	182	53.1	53.4	53.4
	Year 3	128	37.3	37.5	37.5
	Total	341	99.4	100.0	100.0
Missing	System	2	.6		
Total		343	100.0		

Source: Primary source

Data presented in Table 4.8 shows the majority, 182 (53.4%) of the student respondents, had been in year 2, followed by 128 (37.5%) who had been in their third year of the academic

program at the University. The remaining 31 (9.0%) had been in the University for their first year. With the majority of the respondents in their second and third year, the researcher presumed that they better understood the teaching-learning environment at the University.

Table 4. 8: Shows the responsibility held at Kyambogo University

What responsibility do you hold in the University?					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Assistant lecturer	19	45.2	45.2	45.2
	Lecturer	18	42.9	42.9	42.9
	Head of Department	5	11.9	11.9	11.9
	Total	42	100.0	100.0	100.0

Source: Primary data

The above findings showed that the majority of teaching staff members involved in the study held the position of assistant lecturers, represented by 45.2%, and those holding the position of lecturers, followed by 42.9. Those holding the position of Head of Department were the smallest respondents, represented by 11.9%.

Table 4. 9: Responsibility held by the student respondents at the University

Responsibility in class					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Guild representative	6	1.7	1.8	1.8
	Class coordinator	47	13.7	13.8	13.8
	Student	273	79.6	80.1	80.1
	Others	15	4.4	4.4	4.4
	Total	341	99.4	100.0	100.0
Missing	System	2	.6		
Total		343	100.0		

Source: Primary data

Table 4.10 above shows that most of the students who participated in the study did not hold

any responsibility, represented by 273 (80.1%). The data shows that 47 students (13.8%) were class coordinators, 15 students (4.4%) held other responsibilities while 6 (1.8%) were Guild representatives

Table 4. 10: Professional rank of the teaching staff

What professional ranks the University?					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Associate Professor	1	2.4	2.4	2.4
	Senior lecturer	7	16.7	16.7	16.7
	Lecturer	7	16.7	16.7	16.7
	Assistant lecturer	27	64.3	64.3	64.3
	Total	42	100.0	100.0	100.0

Source: Primary data

From the table above, most of the teaching staff involved in the study held the rank of assistant lecturers, representing 64.3%. Meanwhile, those who held the rank of lecturers and senior lecturers followed by 16.7%, respectively. The rank of Associate Professor was the least respondents, represented by only 2.4%.

Table 4. 11: Faculty of the teaching staff respondents

Which of these Faculties do you belong to?					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Education	25	59.5	59.5	59.5
	Arts and Social Sciences	17	40.5	40.5	40.5
	Total	42	100.0	100.0	100.0

Source: Primary data

The teaching staff respondents were also asked to report on their faculty of attachment at the University. Their responses in the table showed that 59.5% of the respondents were attached to

the School of Education, while 40.5% were attached to the Faculty of Arts and Social Sciences of Kyambogo University.

Table 4. 12: Faculty of study of student respondents

Faculty					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Education	197	57.4	57.8	57.8
	Arts and Social Science	144	42.0	42.2	42.2
	Total	341	99.4	100.0	100.0
Missing	System	2	.6		
Total		343	100.0		

Source: Primary data

The student respondents were also asked to report on their faculty of attachment at the University. Their responses in the table showed that 197 (57.8%) of the respondents were attached to the School of Education, while 144 (42.2%) were attached to the Faculty of Arts and Social Sciences of Kyambogo University.

The study's first objective was to determine the extent to which pedagogical training competencies affect the quality of lecture delivery by the teaching staff at Kyambogo University. Before this could be done, it was necessary to establish the relationship between the two variables. Amin (2005) asserts that an independent variable can only influence or affect the dependent variable if the two are correlated.

4.4: Descriptive statistics on pedagogical competencies

In this section, descriptive figures are provided to summarize the data collected from the study participants. The results are presented using means and frequencies and describe the participant's

responses to the independent variables related to pedagogical competencies. The data was collected through a self-administered quantitative questionnaire using a 5-point Likert scale ranging from "strongly disagree" to "strongly agree." A mean score below 3.00 indicates that the respondents disagreed with the research question items, while a mean score above 3.00 indicates agreement with the question items.

Table 4. 13: Descriptive statistics of teaching staff on pedagogical competencies

Pedagogical competencies	**Valid**	**Mean**	**SD (%)**	**D (%)**	**NS (%)**	**A (%)**	**SA (%)**
Teaching staff at the University possess adequate content knowledge	42	4.38	2.4	-	4.8	42.9	50.0
Teaching staff at the University demonstrate possession of pedagogical skills	42	4.31	-	9.5	4.8	31.0	54.8
Teaching staff are well versed in the use of modern technology in teaching and learning	42	4.02	9.5	4.8	-	45.2	40.5
Teaching staff are well versed in modern teaching and learning methodology	42	3.74	9.5	9.5	-	59.5	21.4
Teaching staff demonstrate mastery and understanding of their students	42	2.14	26.2	47.6	11.9	14.3	-
There exists a positive attitude towards the teaching profession by the teaching staff at Kyambogo University	42	4.31	-	-	9.5	50.0	40.5
The teaching staff demonstrates effective classroom management	42	3.74	4.8	4.8	19.0	54.8	16.7
Teaching staff establish a respectful learning environment for a diverse population of students	42	4.48	-	-	4.8	42.9	52.4
Teaching staff keeps a record of assessment marks	42	4.50	-	-	-	50.0	50.0

Source: Primary data

According to the data presented in Table 4.13%, it can be concluded that the university lecturers have adequate knowledge of the content. The mean score for this variable was 4.38, indicating a high level of agreement among the respondents. Specifically, 42.9% of the participants agreed

with the statement, while 50.0% strongly agreed with it. Only 2.4% of the participants strongly disagreed with the statement. Table 4.13 further revealed that the teaching staff of the university possess pedagogical skills. The results on the item were a Mean = 4.31, with the larger number of respondents, 54.8% and 31.0% of the respondents strongly agreeing and agreeing, respectively, while 4.8% of the respondents were unsure. Those who disagreed were 9.5%. In the interviews with the Heads of Department (HoDs), one respondent said, "Most lecturers need pedagogical skills and knowledge about online teaching, and this can be done through workshops and seminars."

Further, the data in the table above revealed that the teaching staff are well versed in modern technology in teaching and learning. The results on the item were a Mean = 3.74, with the number of the respondents strongly agreeing, constituting 59.5% and 21.4% agreeing. Those who disagreed were 4.8%, and 9.5% strongly disagreed. The results of the interviews revealed that one of the interviewees pointed out the need for philosophical orientation concerning new teaching methods for the teaching staff. According to him, this should be done after clarifying to them the importance of the new teaching methods.

However, the respondents indicated that there was a need for the teaching staff to master and understand their students. Based on the data presented, the results for this item had a mean score of 2.14%, indicating a relatively low level of agreement among the respondents. Specifically, 47.6% of the participants disagreed with the statement, with 26.2% strongly disagreeing. On the other hand, only 14.3% of the participants agreed with the statement, while 11.9% of the respondents were unsure.

The respondents also indicated that the teaching staff holds a positive attitude toward the

teaching profession at Kyambogo University. The mean score on the above was (4.31). The number of respondents agreeing was 50.0%; 40.5% strongly agreed, while 9.5% were unsure. The table above shows that the teaching staff demonstrates effective classroom management. The results for this item had a mean score of 3.74, indicating a relatively high level of agreement among the respondents. Specifically, 54.8% of the participants agreed with the statement, with 16.7% strongly agreeing. However, 19.0% of the respondents were unsure about the statement. On the other hand, only 4.8% of the participants disagreed with the statement, and 4.8% strongly disagreed with it. The results were a Mean = 3.74, with the larger number of respondents, 54.8% agreeing and 16.7% strongly agreeing, while 19.0% were not sure Those who disagreed were 4.8 %, and 4.8 % strongly disagreed.

The respondents further indicated that the teaching-learning environment was friendly and accommodating to cater to the interests of learners' diversity. The results were a Mean = 4.48, with a larger number of respondents, 52.4% strongly agreeing and 42.9% agreeing, while 4.8% were unsure. The respondents also indicated that the teaching staff keeps records of assessments and marks. The mean results = 4.50, the respondents who agreed were 50.0%, and those who strongly agreed were 50%.

4.5 Pedagogical competencies and lecture preparation

This study item considered the study's first objective to assess the relationship between pedagogical competencies and lecture preparation at Kyambogo University. The items studied included evidence to prove that the teaching staff does adequate planning and preparation before the lecture. The above included possession of class attendance register as a tool to check on students' attendance for lectures, preparation of scheme of work and lecture plan, good time management, preparation of suitable teaching and learning resources for lectures, organization

of the teaching-learning environment, the existence of record of work covered and the activities prepared for students' engagement during lectures.

Table 4. 14: Descriptive statistics of teaching staff on lecture preparation

Lecture preparation	Valid	Mean	SD (%)	D (%)	NS (%)	A (%)	SA (%)
There exists evidence to prove that the teaching staff does adequate planning and preparation before lecture lectures	42	4.33	4.8	-	-	47.6	47.6
Teaching staff possess class attendance register as a tool to check on students' attendance for lectures	42	1.98	35.7	42.9	9.5	11.9	-
A scheme of work is prepared before every lecture by the teaching staff at Kyambogo University	42	1.95	38.1	47.6	-	9.5	4.8
Teaching staff prepare lecture plans for every lecture	42	4.45		-	-	54.8	45.2
During lectures, teaching staff are good at time management	42	4.12	4.8	9.5	-	40.5	45.2
Most teaching staff prepare suitable teaching and learning resources for lectures	42	3.88	4.8	9.5	-	64.3	21.4
The lecture environment at the university is organized before lectures	42	3.48	14.3	14.3	-	52.4	19.0
There exists a record of work covered by the teaching staff at Kyambogo University	42	2.52	23.8	38.1	4.8	28.6	4.8
Relevant and adequate activities are prepared for students' engagement during lectures	42	4.38	-	4.8	-	47.6	47.6

Source: ***Primary Data***

According to the data presented in Table 4.14, it can be concluded that the lecturers adequately prepare before the lecture. The mean score for this variable was 4.33, indicating a high level of agreement among the respondents. Specifically, 47.6% of the participants agreed with the statement, while 47.6% strongly agreed with it. Those who strongly disagreed were 4.8%. Teaching staff revealed that they do not possess a class attendance register to check students'

attendance during lectures. The outcomes obtained on the item were a Mean =1.98 having 42.9% and 35.7% disagreeing and strongly disagreeing, respectively. Those who agreed were 11.9%, while 9.5% were not sure.

Further, the respondents revealed that they did not prepare a scheme of work before the lecture. The results for this item had a mean score of 1.95, indicating a low level of agreement among the respondents. Specifically, 47.6% of the participants disagreed with the statement, with 38.1% strongly disagreeing. On the other hand, only 9.5% of the participants agreed with the statement, while 4.8% of the respondents strongly agreed. The respondents also indicated that the teaching staff prepares lecture plans for every lecture. The results obtained on the item were a Mean = 4.45, with a larger number of the respondents 54.8% and 45.2% agreeing and strongly agreeing respectively.

The results pointed out that time management is effective, Mean = 4.12, with a larger number of respondents, 45.2% strongly agreeing and 40.5% agreeing. Those who disagreed were 9.5%, and 4.8% strongly disagreed. In addition, the respondents revealed that most teaching staff prepare suitable teaching and learning resources for lectures. The results were a Mean = 3.88, with the greater number of respondents, 64.3% agreeing and 21.4% strongly agreeing. Those who disagreed were 9.5 %, and 4.8% strongly disagreed. The observation above is in line with the opinion of the students' respondents who equally asserted that the teaching staff's use of teaching and learning resources during lectures was being observed.

The teaching staff's perceptions of the lecture environment revealed that the lecture environment was organized. The mean score for the lecture environment was 3.48, indicating that most respondents agreed that the lecture environment was well organized

before lectures. Specifically, 52.4% of respondents agreed, and 19.0% strongly agreed. However, 14.3% disagreed, and 14.3% strongly disagreed.

Regarding record keeping, the mean score was 2.52, indicating that most respondents disagreed that a record of work covered by the teaching staff exists. Specifically, 38.1% of respondents disagreed, and 23.8% strongly disagreed. However, 28.6% agreed, and 4.8% strongly agreed. 4.8% of respondents were unsure.

Besides, the respondents showed that relevant and adequate activities are prepared for students' engagement during lectures. The results on this item were a Mean = 4.38, with the larger number of respondents, 47.6% and 47.6% agreeing and strongly agreeing respectively. Those who disagreed were 4.8%.

Table 4. 15: Showing the correlation matrix of pedagogical competencies and lecture preparation

Correlations			
		Pedagogical Competencies of the Teaching Staff	Preparation for lectures by the Academic Staff
Pedagogical Competencies of the Teaching Staff	**Pearson Correlation**	**1**	**0.535****
	Sig. (2-tailed)		.000
	N	42	42
Preparation for lectures by the Academic Staff	**Pearson Correlation**	**0.535****	1
	Sig. (2-tailed)	.000	
	N	42	42
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: ***Primary data***

The findings of the correlation analysis presented in Table 4.15 indicate that there is a moderate positive association between the pedagogical competencies and the preparation level for lectures

by the academic staff of Kyambogo University. The correlation coefficient (r) obtained was 0.535**, which suggests a moderate positive correlation. The p-value obtained was less than 0.01, indicating that the correlation is statistically significant. It implied that the pedagogical competencies of the teaching staff improved the level of preparation for lectures. Moreover, inadequate pedagogical competencies of the teaching staff would result in inadequate lecture preparation.

4.6: Pedagogical competencies and lecture delivery

This study item investigated the study's second objective, which sought to examine the relationship between pedagogical competencies and lecture delivery at Kyambogo University. The items studied included whether the content delivered during lectures was relevant and adequate; clarity and audibility in communication during lectures; use of modern technology during the teaching-learning processes; opportunities to ask questions and seek clarification during lectures, adherence to the time allocated for lectures, management of students' discipline, use of relevant teaching learning resources, various methodology used during lectures and the use of relevant examples to illustrate key ideas while lecturing.

Table 4. 16: Descriptive Statistics of students' responses on lecture delivery

Lecture delivery	Valid	Missing	Mean	SD (%)	D (%)	NS (%)	A (%)	SA (%)
The content delivered during lectures is relevant and adequate	341	2	4.4194	0.3	0.9	1.8	3.2	6.5
Teaching staff communicates clearly and audibly during lectures	341	2	3.7214	6.7	15.8	3.2	46.9	27.3
Teaching staff used suitable modern technology during the teaching-learning processes	341	2	2.9179	18.2	31.4	6.5	28.4	15.5
Students are given opportunities to ask questions and seek clarification	341	2	3.9648	5.6	7.6	3.2	51.9	31.7

during the lecture								
Teaching staff adhere to the time allocated for lectures effectively	341		3.7361	7.6	13.5	5.3	44.9	28.7
Students' discipline is well managed as required during lecture delivery	341	2	3.6774	6.7	14.4	2.1	58.1	18.8
Effective use of relevant and suitable teaching learning resources demonstrated during lectures	341	2	3.0176	10.3	35.2	3.2	45.2	6.2
A variety of methodologies are used during lectures to improve teaching and learning activity	341	2	2.6569	27.9	29.0	5.0	25.8	12.3
Teaching staff use a variety of relevant examples to illustrate key ideas while lecturing	341	2	3.7507	6.7	14.4	3.8	47.2	2.7.9
The flow of content delivered is linked to the previous lecture and students' experience	341	2	4.0850	6.7	14.4	3.8	47.2	27.9

Source: Primary Data

The data presented in Table 4.16 indicate that the teaching staff at Kyambogo University deliver relevant and adequate content during their lectures. The mean score obtained was 4.4194. The majority of the respondents, representing 50.7%, agreed with the statement, while 46.3% strongly agreed with it. Only 1.8% of the respondents were unsure about the statement. Those who disagreed with the statement were only 0.9%, and 0.3% strongly disagreed with it. The respondents in the interviews provided additional insights into the findings of the study. They reported that the teaching staff at Kyambogo University were selected based on their merits and had sufficient knowledge of the content in their respective subject areas. They further expressed confidence that the content prepared and delivered by the teaching staff was appropriate and relevant.

There was positive feedback from the respondents on the clarity and audibility of the teaching staff during lectures. The students' class coordinators provided positive feedback on the teachers' presentation skills, including a logical flow and clear voice projection. It seems like the overall perception of the quality of teaching at Kyambogo University is positive. The mean score = 3.7214, with a majority of students represented by 46.9% agreeing and 27.3% strongly agreeing with the items related to content relevance, teaching preparation, and pedagogical competencies. 3.2% were unsure while 15.8% disagreed, and 6.7% strongly disagreed. The students' class coordinators interviewed revealed that there was a logical flow of presentation by the teachers; the voice projections were very audible and clear. The only challenge pointed out concerning audibility was during large classes where there was no public address system to amplify the voice such that those sitting at the back of the class could also get whatever was being delivered.

The study's results also revealed that teaching staff does not use suitable modern technology during the teaching-learning processes (Mean =2.9179). The number of respondents representing, 31.4% disagreed and 18.2% strongly disagreed, and 6.5% were unsure. Those who agreed were 28.4%, and 15.5% strongly agreed. In interviews, all the students' leaders indicated that the use of modern technology in teaching and learning is limited to computers and projectors. One respondent indicated that only a few teaching staff use laptops during their lectures". Another respondent said that the teaching staff seems to have poor attitudes toward using modern technology.

Further, the student respondents revealed that students were given opportunities to ask questions and seek clarification during lectures. The results on the item indicated a Mean score of 3.9648, with a larger number of respondents 51.9% and 31.7% agreeing and strongly

agreeing, while 3.2% of the respondents were not sure. Those who disagreed were 7.6% and 5.6% strongly disagreed. The respondents also indicated that the questioning techniques were very effective. The respondents further observed that teaching staff adhere to the teaching timetable; the result obtained on the item was a mean =3.7361, with the larger number of the respondents, 44.9% agreeing and 28.7% strongly agreeing. Those who disagreed were 13.5%, and 7.6% strongly disagreed. Those who were not sure were 5.3%.

Besides, the respondents showed that Students' discipline was effectively managed during the lecture. The results on this item were a Mean = 3.6774, with a larger number of respondents, 58.1% agreeing and 18.8 strongly agreeing. The least number of respondents representing 2.1%, represented those who were unsure. 14.4% disagreed, while 6.7% strongly disagreed.

On the use of relevant teaching and learning resources, the mean score was 3.0176. A larger number of the student respondents agreed that teaching learning resources were used represented by 45.2%; 6.2% strongly agreed, while 3.2% were unsure. Those who disagreed were 35.2%, and strongly disagreed were 10.3%.

The table above further revealed that the teaching staff does not employ various methodologies during the teaching-learning process. The mean score =2.6569. A larger number of respondents, represented by 29.0%, disagreed with the use of various teaching methodologies, while 27.9% strongly disagreed; 5.0% were unsure. The number of respondents who agreed on the use of various methodologies was 25.8%.

Respondents also showed that teaching staff uses relevant examples to illustrate key ideas while lecturing. The above was reflected by 47.2% of the respondents who strongly agreed that various

relevant examples illustrate key ideas while delivering lectures. It was followed by 27.9% who strongly agreed. 14.4% disagreed, 6.7% disagreed, and 3.8% were unsure.

The respondents also showed that the content delivered is linked to the previous lecture and students' experience, mean = 4.0850. A larger number of the respondents, represented by 47.2%, agreed, while 27.9% strongly agreed and 3.8%) were unsure. Those who disagreed were 14.4%, and 6.7 strongly disagreed.

Table 4. 17: Descriptive statistics of teaching staff on lecture delivery

Lecture delivery	**Valid**	**Mean**	**SD (%)**	**D (%)**	**NS (%)**	**A (%)**	**SA (%)**
The content delivered during lectures is relevant and adequate	42	4.33	-	4.8	-	47.6	47.6
Teaching staff communicates clearly and audibly during lectures	42	4.12	11.9	9.5	-	42.9	35.7
Teaching staff used suitable modern technology during the teaching-learning processes	42	1.95	38.1	47.6	-	9.5	4.8
Students are given opportunities to ask questions and seek clarification during the lecture	42	4.45	-	-	-	54.8	45.2
Teaching staff adhere to the time allocated for lectures effectively	42	4.12	4.8	9.5	-	40.5	45.2
Students' discipline is well managed as required during lecture delivery	42	3.88	4.8	9.5	-	64.3	21.4
Effective use of relevant and suitable teaching learning resources demonstrated during lectures	42	3.48	14.3	14.3	-	52.4	19.0
A variety of methodologies are used during lectures to improve teaching and learning activity	42	2.52	23.8	38.1	4.8	28.6	4.8
Teaching staff use a variety of relevant examples to illustrate key ideas while lecturing	42	4.38	-	4.8	-	47.6	47.6

Source: Primary source

The information in Table 4.17 demonstrates that the lecturers provided pertinent and sufficient material. 47.6% of respondents agreed, and 67.6% strongly agreed, yielding a mean score of 4.33 and a bigger sample size. 4.8% of respondents disagreed. During the interviews with the Heads of Departments, they were asked if the teaching staff creates quality content. In response, they noted that the teaching staff is highly engaged in research to enhance and uncover novel and current information.

The data in the table above also shows that teaching staff communicates clearly and audibly during lectures. The item obtained a mean score of 4.12, indicating that, on average, respondents had a positive attitude towards it. The majority of respondents, 42.9%, agreed with the item, while 35.7% strongly agreed. A smaller proportion of respondents disagreed with the item, with 9.5% indicating disagreement and 11.9% strongly disagreeing.

However, the respondents expressed difficulty in using modern technology during the teaching and learning process at Kyambogo University. The item obtained a mean score of 1.95, indicating that, on average, respondents disagreed with the statement. A majority of respondents, 47.6%, disagreed with the item, while 38.1% strongly disagreed. A smaller proportion of respondents, 9.5%, agreed with the item, while only 4.8% strongly agreed.

Further, the teaching staff respondents revealed that they give students opportunities to ask questions and seek clarification during lectures. The item obtained a mean score of 4.45, indicating that, on average, respondents had a positive attitude towards it. The majority of respondents, 54.8%, agreed with the item, while 45.2% strongly agreed. The data in Table also showed that teaching staff effectively followed the time allocated for lectures. The results for this item were a mean score of 4.12, indicating that, on average, respondents had a positive

attitude towards it. A greater proportion of respondents, 45.2%, strongly agreed with the item, while 40.5% agreed. A smaller proportion of respondents disagreed with the item, with 9.5% indicating disagreement and 4.8% strongly disagreeing.

According to the table, the management of students' discipline during lecture delivery is considered effective. The item obtained a mean score of 3.88, indicating that, on average, respondents agreed with the statement. The majority of respondents, 64.3%, agreed with the item, while 21.4% strongly agreed. A smaller proportion of respondents disagreed with the item, with 9.5% indicating disagreement and 4.8% strongly disagreeing.

Additionally, the respondents reported that the teaching staff makes effective use of relevant teaching and learning resources during lectures. The item obtained a mean score of 3.2379, indicating that, on average, respondents agreed with the statement. A majority of respondents, 52.4%, agreed with the item, while 19.0% strongly agreed. A smaller proportion of respondents, 14.3%, disagreed with the item, while 14.3% strongly disagreed. However, the respondents indicated that the teachers do not apply various methodologies during lectures. The mean score=2.52, with most respondents 38.1% disagree, 23.8% strongly disagree, and 4.8 % undecided. Of those who agreed that teaching staff use various methodologies during the learning process, 28.6% and only 4.8% strongly agreed. Besides, the results showed that teachers use a variety of relevant examples to illustrate key ideas while lecturing. The results obtained for this item were a mean score of 4.38, indicating that, on average, respondents had a positive attitude towards it. A larger proportion of respondents, 47.6%, agreed with the item, while an equal percentage of respondents, 47.6%, strongly agreed. A smaller proportion of respondents, 4.8%, disagreed with the item.

Table 4. 18: Correlation matrix between pedagogical competencies and delivery of lectures by Kyambogo University academic staff

Correlations			
		Pedagogical competencies	Lecture Delivery
Pedagogical competencies	**Pearson Correlation**	**1**	**0.529****
	Sig. (2-tailed)		.000
	N	42	42
Lecture Delivery	**Pearson Correlation**	**0.529****	**1**
	Sig. (2-tailed)	.000	
	N	42	42
**. Correlation is significant at the 0.01 level (2-tailed).			

Results in Table 4.18 above show a moderate positive relationship between Pedagogical competencies and the effectiveness of Lecture Delivery by academic staff of Kyambogo University ($r = 0.529^{**}$, p-value <0.01). It means that the effective lecture delivery by the academic staff of Kyambogo University would improve with improvement in their Pedagogical competencies. Conversely, when the pedagogical competencies of the academic staff of Kyambogo University declined, their effectiveness in delivering lectures would also decline.

4.7: Pedagogical competencies and lecture Assessment

This study item investigated the study's third objective, which sought to examine the relationship between pedagogical competencies and assessment and evaluation at Kyambogo University. The items studied included whether students are assessed at the end of every lecture by the teaching staff, suitability of the assessment following the student's level, whether the assessment conducted caters for all the learning domains, i.e., cognitive, affective and psychomotor domains, appropriateness and timely giving of feedback to

students responses during lectures, the use of thought-provoking questions to encourage students to think and reflect on their life experiences, relevancy and clarity of instructions to students during the assessment, monitoring and guiding of students during activities and administering of the assignment in line with the planned lecture competencies. Table 4.19 presents the data related to the items.

Table 4. 19: Descriptive statistics of students on assessment and evaluation of learners

Assessment and evaluation of learners	Valid	Mean	SD (%)	D (%)	NS (%)	A (%)	SA (%)
Students are assessed at the end of every lecture by the teaching staff	341	3.0176	10.3	35.2	3.2	45.2	6.2
The assessments conducted are relevant and suitable following the students' level	341	4.3636	0.6	2.1	3.2	48.7	45.5
The assessment conducted caters to all the learning domains, i.e., cognitive, affective and psychomotor domain	341	3.7214	6.7	15.8	3.2	46.9	27.3
Appropriate feedback is given to students' responses during lectures	341	2.9179	18.2	31.4	6.5	28.4	15.5
Feedback is given in time by the teaching staff	341	3.9648	5.6	7.6	3.2	51.9	31.7
Staff use thought-provoking questions to encourage students to think and reflect on their life experiences	341	3.7361	7.6	13.5	5.3	44.9	28.7
Teachers give relevant and clear instructions to students during assessment	341	3.6774	6.7	14.4	2.1	58.1	18.8
Students are monitored and guided throughout the classroom activities	341	3.0176	10.3	35.2	3.2	45.2	6.2
Assessment activities administered are in line with the planned lecture competencies	341	4.0117	5.3	8.2	5.9	41.3	39.3

Source: Primary data

According to the data presented in Table 4.19, the teaching staff conducts assessments at the end of every lecture. The item obtained a mean score of 3.0176, indicating that, on average, respondents agreed with the statement. A majority of respondents, 45.2%, agreed with the item,

while 6.2% strongly agreed. A smaller proportion of respondents, 3.2%, were not sure. A significant proportion of respondents, 35.2%, disagreed with the item, while 10.3% strongly disagreed. The students also indicated that the assessment conducted were relevant and aligned with the student's level. The Mean = 4.3636, with a majority of 48.7% agreeing and 48.7% strongly agreeing, reflects the aforementioned. Uncertain respondents made up 3.2%, disagreeing respondents made up 2.1%, and strongly disagreeing respondents made up 0.6%.

The respondents further indicated that the assessment caters for the entire learning domain, i.e., cognitive, affective and psychomotor domains. The findings on the item had a mean score of 3.7214, with a higher percentage of respondents agreeing 46.9% and strongly agreeing, 27.3%while only 3.2% were unsure. 15.8% of respondents disagreed, and 6.7% of them strongly disagreed

However, the results revealed that the teacher's feedback to students during lectures was inappropriate. The results obtained on the item were a Mean = 2.9179, with a larger number of respondents, 31.4 % disagreeing and 18.2% strongly disagreeing. Those who were not sure constitute 6.5%. The number of respondents who agreed was 28.4%) and 15.5%) strongly agreed. In the interviews, however, the teaching staff pointed out that the feedback given to students was appropriate. It was pointed out that the teaching staff were friendly to their students and tried to create a more learner-friendly classroom while teaching.

In addition, the respondents showed that the teaching staff gives feedback timely. The findings for the item had a mean score of 3.9648, with a higher percentage of respondents agreeing (51.9%), strongly agreeing (31.7%), and 3.2% disagreeing. 7.6% of respondents disagreed, with 5.6% strongly disagreeing.

Besides, the respondents showed that staff uses thought-provoking questions during lectures to encourage students to think and reflect on their life experiences. The results on this item were a Mean = 3.7361 with a larger number of respondents, 44.9% and 28.7% agreeing and strongly agreeing respectively, and 5.3% of the respondents were unsure. Those who disagreed were 13.5%, and 7.6% strongly disagreed. The study also revealed that teachers give relevant and clear instructions to students during the assessment. The results on the item produced a Mean = 3.6774, with the majority of the respondents 58.1 % agreeing and 18.8% strongly agreeing, while those who were not sure were 2.1%. Those who disagreed were 14.4%, and 6.7% strongly disagreed.

The respondents also indicated that students are monitored and guided during classroom activities. The results obtained on the item were a Mean = 3.0176, with a larger number of respondents, 45.2% agreeing and 6.2% strongly agreeing. The respondents who were not sure constituted 3.2%. Those who disagreed were 35.2 and 10.3% strongly disagreed.

Further, the respondents revealed that the assessment activities aligned with the planned lecture competencies. The results on the item were a Mean = 4.0117, with a larger number of the respondents 41.3 % and 49.3%) agreeing and strongly agreeing respectively, while 5.9% were not sure. Those who disagreed 8.2% and 5.3%) strongly disagreed.

Table 4. 20: Descriptive statistics of teaching staff on assessment and evaluation of learners

Assessment and evaluation of learners	Valid	Mean	SD (%)	D (%)	NS (%)	A (%)	SA (%)
Students are assessed at the end of every lecture by the teaching staff	42	2.60	31.0	26.2	4.8	28.6	9.5
The assessments conducted are relevant and suitable following the students' level	42	3.98	9.5	11.9	-	35.7	42.9
The assessment conducted caters to all the learning domains, i.e., cognitive, affective and psychomotor domain	42	3.45	9.5	4.8	-	11.9	47.6
Appropriate feedback is given to students' responses during lectures	42	4.45	-	-	-	54.8	45.2
Feedback is given timely by the teaching staff	42	2.57	28.6	33.3	4.8	19.0	14.3
Staff use thought-provoking questions to encourage students to think and reflect on their life experiences	42	3.88	4.8	9.5	-	64.3	21.4
Teachers give relevant and clear instructions to students during assessment	42	3.48	14.3	14.3	-	52.4	19.0
Students are monitored and guided throughout the classroom activities	42	2.52	4.8	28.6	4.8	38.1	23.8
Assessment activities administered are in line with the planned lecture competencies	42	4.26	-	7.1	-	52.4	40.5

Source: Primary data

The information in Table 4.20 above demonstrates that the teaching staff does not carry out evaluations and assessments at the end of every lecture. The results on the item were a Mean = 2.60, with a larger number of respondents, 31.0% strongly disagreeing and 26.2% disagreeing, while 4.8% of the respondents were unsure. 28.6% of respondents said they agreed, with 9.5% strongly agreeing. The observation above is contrary to the opinion of student respondents, which says that students were assessed and evaluated at the end of every lecture.

The staff's views on the quality of assessment and evaluation were in line with the student's

observations; they indicated that the assessment conducted was relevant and by the student's level. The above is reflected by the Mean = 1.98 having the majority of 42.9 % strongly agreeing and 35.7% agreeing respectively. The respondents who disagreed were 11.9%, and the strongly disagreed were 9.5%.

The respondents further indicated that the assessment caters for the entire learning domain, i.e., cognitive, affective and psychomotor domains. The results obtained on the item were a Mean = 1.95, with a larger number of respondents, 47.6% strongly agreeing and 11.9% agreeing. Those who disagreed were 4.8 %, and 9.5% strongly disagreed.

In addition, the respondents showed that the feedback given to students was appropriate. The mean score was 4.45, the number of respondents agreeing was 54.8% and strongly agreeing was 45.2%. However, the results above contradict the opinion of student respondents, which revealed that the feedback given by the teachers to students during lectures was inappropriate.

Further, the respondents showed that the teaching staff did not give timely feedback. A higher number of respondents gave the item's results a mean score of 2.57: 33.3% disagreed, 28.6% strongly disagreed, and 4.8% were not sure. Those who agreed were 19.0% and 14.3% strongly agreed.

Besides, the teaching staff respondents similarly showed that staff uses thought-provoking questions during lectures to encourage students to think and reflect on their life experiences. The results on this item were a Mean = 3.88, with the number of respondents 64.3% and 21.4% agreeing and strongly agreeing respectively. Those who disagreed were 9.5%, and 4.8% strongly disagreed. The study also revealed that teachers give relevant and clear instructions to students during the assessment. A mean score of 3.48 was obtained for the response to the

question, with 52.4% of respondents agreeing and 19.0% strongly agreeing. 14.3% of respondents disagreed, and 14.3% strongly disagreed.

The responses from the teaching staff revealed that students are monitored and guided during classroom activities. The responses for the item had a mean score of 2.52, with a higher percentage of respondents agreeing (38.1%) and strongly agreeing (23.8%). 4.8% of the respondents expressed uncertainty. 28.6% of respondents disagreed, with 4.8% strongly disagreeing. The respondents also indicated that the assessment procedures matched the competencies for the scheduled lectures. The results on the item were a Mean = 4.26, with a larger number of the respondents 52.4% and 40.5%) agreeing and strongly agreeing respectively. Those who disagreed were 7.1%.

Table 4. 21: Correlation Matrix between Pedagogical competencies and assessment and evaluation by Kyambogo University academic staff

Correlations			
		Pedagogical competencies	Assessment and Evaluation of Students
Pedagogical competencies	**Pearson Correlation**	**1**	**0.384***
	Sig. (2-tailed)		.012
	N	42	42
Assessment and Evaluation of Students	**Pearson Correlation**	**0.384***	**1**
	Sig. (2-tailed)	.012	
	N	42	42
*. Correlation is significant at the 0.05 level (2-tailed).			

The information in the above table confirms a weak positive relationship between Pedagogical competencies and the effectiveness of evaluation and assessment of lectures by academic staff of Kyambogo University ($r = 0.384^{**}$, p-value <0.05). It means that the effective lecture delivery by the academic staff of Kyambogo University and their Pedagogical competencies changed in the same direction. If the pedagogical competencies of the academic staff improved, the effectiveness of their evaluation and assessment of lectures would also improve. Conversely, when the pedagogical competencies of the academic staff of Kyambogo University declined, their effectiveness in evaluating and assessing the lectures declined.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings, discussions, and conclusions derived from this study, which was intended to examine the relationship between pedagogical competencies and lecture delivery among the teaching staff of Kyambogo University. It also provides recommendations that could be pursued by the management of Kyambogo University and other Public Universities in Uganda to improve the quality of teaching and learning.

5.1 Summary of Findings

The study was conducted among the teaching staff members at Kyambogo University and the two learning centres of Soroti and Bushenyi. The respondents comprised the two Faculties of Education, Arts, and Social Sciences. They were selected using a purposive sampling technique (for the teaching staff members) and a simple random sampling technique (for the students of the two faculties). It employed quantitative and qualitative research methods. Primary data was collected using a Questionnaire, interview and observation. The statistical tools used included Descriptive analyses to establish the respondents' demographical characteristics. Correlation Analysis was performed to establish the relationship between the various study variables. The findings of this study were summarized and presented according to the research objectives as stated below.

5.1.1 Pedagogical competencies and lecture preparation by Kyambogo University teaching staff

The first objective of the study was to establish the relationship between pedagogical competencies and lecture preparation. The Pearson correlation analysis results revealed that pedagogical competencies have a direct positive significance on the teaching staff lecture preparation at Kyambogo University ($r = 0.535^{**}$, p-value < 0.01). The data also revealed that this relationship between pedagogical competencies and lecture preparation among Kyambogo University teaching staff was statistically significant at 0.01 or 1%. This suggests that there is a high possibility among the teaching staff possessing pedagogical competencies to facilitate the teaching and learning process in a more engaging and interactive mode while inadequacy of the above knowledge and skills automatically leads to the reverse. The results from this study indicated that pedagogical competencies had a clear and positive impact on improving interactive teaching and learning among educators. This finding aligns with a prior study conducted by Baiku, Demas, Woldekawariat, Gatahun, and Mekonnen (2018). In their research, they investigated the impact of teaching without formal pedagogical training at St. Paul's Hospital Millennium College. Their study found that many instructors relied on their teaching methods. Therefore, the result could be accepted as real and was not purely due to chance in choosing the samples.

The findings on the above objective are in line with constructivism theory, which suggests that learners actively build their understanding and knowledge through experiences, reflection, and interaction with their environment. In the context of lecture delivery, the application of constructivist theory can be beneficial in creating a more engaging and effective learning

experience. The study findings were in agreement with Maryani, Martaningsih, and Bhakti (2017) who revealed that teachers with strong pedagogical competencies can design well-structured and engaging lessons, appropriate instructional materials, and varied teaching strategies that can capture students' interest and motivate them to participate actively.

5.1.2 Pedagogical competencies and lecture delivery by Kyambogo University teaching staff

The second objective of the study was to establish the relationship between pedagogical competencies and lecture delivery by the teaching staff at Kyambogo University. The findings of the study revealed that pedagogical competencies have a moderately positive significant influence on lecture presentation. This finding suggests that the pedagogical competencies of the teaching staff have significant potential to enhance their capacity to effectively plan lectures and employ various presentation strategies and techniques during the teaching and learning process.

5.1.3 Pedagogical competencies and students' assessment by Kyambogo University teaching staff

It was found that the relationship between pedagogical competencies and learners' assessment by Kyambogo University teaching staff was weak, positive and statistically significant ($r = 0.384^{**}$, p-value <0.05). The data also revealed that this relationship between pedagogical competencies and learners' assessment by Kyambogo University teaching staff was statistically significant at 0.05 or 5%.

5.2 Discussions of Findings

The discussions of the findings of this research were presented according to the research objectives as outlined below.

5.2.1 Pedagogical competencies and lecture preparation among Kyambogo University teaching staff

The first objective of this study was to establish the relationship between pedagogical competencies and lecture preparation. This research results revealed a moderately positive relationship between pedagogical competencies and lecture preparation among Kyambogo University teaching staff. This suggests that pedagogical competencies are key in determining the quality of lecture preparation while inadequacy or lack of pedagogical knowledge and skills implies the alternative. The improvement in the level of pedagogical competencies of the teaching staff could be upheld and improved through continuous professional development workshops, training, seminars, and mentorships. These training opportunities would equip the teaching staff members with the modern technical knowledge and skills to more elaborately prepare schemes of work and lesson plans, lecture notes, designing more suitable and relevant teaching and learning resources for their students.

This finding was in agreement with Ningtiyas and Jailani (2018), who found that possession of pedagogical knowledge and skills by the teaching staff determines the quality of preparation in areas such as preparation of teaching-learning resources, methodologies and the use of modern equipment in the classroom environment. This competencies have the potential to influence teacher preparation and delivery positively. Key informants indicated that the University teaching staff needs training, especially in using modern technology in teaching and learning. It

was also reported that a significant number of the teaching staff were familiar with the traditional teaching and learning approaches. Hence, the University management should emphasize training of teaching staff on using modern technologies to promote interactive teaching and learning at the University.

Similarly, Cunado and Abocejo (2018) in their study discovered that the teacher's competencies in instructional preparation in general and lesson planning in particular, are significantly useful in the teaching service. Teachers must be exposed to opportunities that can support their preparation for teaching. The researcher agrees with the notion that pedagogical competencies greatly improve the quality of the teachers' preparation. Teachers' pedagogical competency is more likely to be used in lesson plans, which is the basis for implementing the learning process and assessment (Hastuti, et al. (2020). Japemar, et al. (2020) found that academic supervision activities could improve teachers' pedagogical ability to make appropriate lesson preparations.

5.2.2 Pedagogical competencies and lecture delivery by Kyambogo University teaching staff

The second study objective was to establish the relationship between pedagogical competencies and lecture delivery. Findings of this objective revealed a moderate positive relationship between pedagogical competencies and lecture delivery by the teaching staff at Kyambogo University. According to this finding, pedagogical competencies have a strong relationship with lecture delivery strategies. This implies that possession of pedagogical competency is followed by an improvement in the quality of lecture delivery among the teaching staff at Kyambogo University. The competencies equipped the teaching staff with skills in promoting interactive teaching and learning environment as well as creating friendly teaching and learning classroom. This is in line

with Muchiri, Ondigi and Mueni (2022), which recognize the value of pedagogical competencies in enhancing the classroom performance of teachers. Early preparedness in pedagogy would encourage teachers to be proactive and increase their experience of quality lesson delivery. The improvement in quality lecture delivery would be reflected in more effective communication, frequent use of modern equipment in the classroom, more meaningful learner engagement during lectures, improvement in managing classroom discipline and choice, and use of a better methodology of teaching. Fakhra & Mahar (2014) revealed that teachers who possess pedagogical competencies demonstrate better skills when delivering and assessing learners than those who lack the knowledge and skills in pedagogical practices. Further argued that a training program should always be organized to boost teachers' pedagogical skills.

This research finding also concurs with Biku, et al. (2018), which revealed the importance of pedagogical competencies in enhancing the quality of teaching and learning. According to their study, gaps in pedagogical skills have led teachers to adopt personal teaching methods, which hurts the standardization of lesson delivery. They added that teachers' lack of pedagogical skills could be improved with proper pedagogical training, resulting in quality delivery leading to competent graduates.

According to Rahman (2014), professional and pedagogical competencies enhance the teachers' performance, especially in lesson delivery and teachers should therefore be given opportunities for training regularly. Kporyi and Arko (2021) noted with confidence that when teachers expand their knowledge and skills to manage the classroom, they can set high expectations for students' social support, guidance, and independent thinking during the learning process. Orori, et al. (2022), in their study at Egerton University, also noted with confidence that Compulsory and

continuous pedagogical training is needed for university teaching staff to improve their overall teaching skills. In addition, university teachers should be made aware of the need to expand their teaching skills, which are enhanced by their specialization and pedagogical competencies.

5.2.3 Pedagogical competencies and learners' assessment and evaluation by Kyambogo University teaching staff

This study established a weak positive relationship between pedagogical competencies and learners' assessment and evaluation by the teaching staff at Kyambogo University. The finding implied that an improvement in pedagogical competencies would be followed by an improvement in the quality of student assessment among the teaching staff at Kyambogo University. The pedagogical competencies could be enhanced through training on the assessment strategies, peer support supervision and feedback, ongoing support by the faculty academic management and providing inter-university exchange visit program for the teaching staff. The quality assessment would be improved by designing better assessment criteria, quality and frequency in assessment exercises and tests, a more comprehensive assessment that caters to the affective, psychomotor and cognitive domains and clearer assessment instructions.

The findings concur with the finding of Adnan (2015), which revealed that pedagogical training plays a significant role in enhancing the teacher's skills concerning the quality of learners' evaluation. In line with the above, Andiema (2020) conducted a study on teachers' competencies in assessing competency-based curriculum among learners with special needs and found that most teachers need regular training on different assessment strategies especially in line with the assessment of special needs learners. Negassa and Engdasew (2017) pointed out that pedagogical

training positively influences teaching staff in preparatory skills such as lesson planning, continuous assessment, and lesson management.

5.3 Conclusions

In light of the findings of this study, the following was concluded:

5.3.1 Objective One:

Based on the findings of this objective, it can be concluded that pedagogical competencies have a positive and significant impact on the way academic staff at Kyambogo University handle their lectures in terms of lecture preparation. In other words, when recruiting academic staff in different subject disciplines, ensuring that prior knowledge of methodology is of prime consideration. There is a higher likelihood that the staff with prior pedagogical competencies will prepare for their lecture effectively and appropriately. Contrariwise, a lack of pedagogical competencies would lead to inadequate and inappropriate preparation practices among the academic staff.

5.3.2 Objective Two:

The conclusion drawn is that pedagogical competencies have a positive and significant impact on how the academic staff at Kyambogo University organizes and delivers their subject matter. This implies that selecting the teaching staff based on their experience of methodology and organizing CPDs of pedagogy to enhance the ability of staff would ensure the effectiveness of lecture delivery. Conversely, the absence of pedagogical competencies would result in inappropriate course organization and presentation by teaching staff.

5.3.3 Objective Three:

The findings of this objective indicate that pedagogical competencies have the potential to exert a positive and significant influence on the ability of the teaching staff to use the appropriate approaches in assessing students at Kyambogo University. This study suggests that when the knowledge and skills increase the potential of the academic staff to assess students effectively, consequently resulting in improvements of students' learning outcomes. Conversely, the absence of pedagogical competencies would result in inadequate assessment techniques.

5.4 Recommendation

From the discussion, findings and recommendation, there is a relationship between pedagogical competencies and the quality of lecture preparation, lecture delivery and student assessment among the teaching staff at Kyambogo University. Therefore, the management of Kyambogo University should design and implement sustainable strategies to uphold, support and continue improving the pedagogical skills of the teaching staff. The university policy-making organs like the university council and senate should be to strengthen an enabling environment and institutional infrastructure to support pedagogical practices.

These may be done through continuous professional development workshops and training, building a mentorship support system, arranging for exchange visits with other institutions of higher learning within and without the continent, and organizing induction training on pedagogical competencies for newly recruited teaching staff.

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APPENDICES

Appendix I: Questionnaire for the Teaching Staff

Dear Respondent,

I am Okao Denis, a student of Kyambogo University currently pursuing a course leading to the award of a Master's Degree in Educational Foundation. **I am carrying out a study on the Philosophical examination of pedagogical competencies and the epistemic essence of lecture delivery by Kyambogo University Teaching staff**. Your participation by filling out this questionnaire will be used for academic purposes only. I will be very grateful for the time and effort spared to provide me with the required information. Your responses will be treated with the utmost confidentiality and will not be disclosed to any person or organization.

Yours sincerely

…….

OKAO DENIS

SECTION A: Bio Data

Please tick an option that you consider the most appropriate.

A.1. What is your gender?

Male	Female

A. 2. Your age group

20-29 years	30-39 years	40-49 years	50 years and above

A. 3. What is your level of education

Bachelor's Degree	Master Degree	PhD

A. 4. How long have you been teaching at Kyambogo University?

Less than 5 years	5 - 10 years	11 years and above

A5. What responsibility do you hold in the University?

Assistant lecturer	Lecturer	Head of Department	Dean of Faculty

A6. What is your professional rank at the University?

Professor	Assoc. Professor	Senior Lecturer	Lecturer	Assis. Lecturer

A7. Which of these Faculties do you belong to?

Education	Arts and Social Science

SECTION: B Response on the Independent and Dependent Variables

You are requested to indicate the extent to which you rate the academic staff performance levels in Kyambogo University, using the scale **where 1= Strongly Disagree (SD), 2=Disagree (D), 3=Not sure (NS), 4= Agree (A), and 5= strongly agree (SA)**

Pedagogical training competencies	**SD**	**D**	**NS**	**A**	**SA**

		1	2	3	4	5
B1.1	Teaching staff at the University possess adequate content knowledge					
B1.2	Teaching staff at the University demonstrate possession of pedagogical skills					
B1.3	Teaching staff are well versed in the use of modern technology in teaching and learning					
B1.4	Teaching staff are well versed in modern teaching and learning methodology					
B1.5	Teaching staff demonstrates mastery and understanding of their students.					
B1.6	There exists a positive attitude towards the teaching profession by the teaching staff at Kyambogo University					
B1.7	The teaching staff demonstrates effective classroom management					
B1.8	Teaching staff establish a respectful learning environment for a diverse population of students					
B1.9	Teaching staff keeps a record of assessment marks					
Preparation for lectures		**SD**	**D**	**NS**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
B2.1	There exists evidence to prove that the teaching staff does adequate planning and preparation before the lecture					
B2.2	Teaching staff possess class attendance register as a tool to check on students' attendance for lectures					
B2.3	A scheme of work is prepared before every lecture by the teaching staff at Kyambogo University					
B2.4	Teaching staff prepare lecture plans for every lecture					
B2.5	During lectures, teaching staff are good at time management					
B2.6	Most teaching staff prepare suitable teaching and learning resources for lectures					
B2.7	The lecture environment at the university is organized before lectures					
B2.8	There exists record of work covered by the teaching staff at Kyambogo University					
B2.9	Relevant and adequate activities are prepared for students' engagement during lectures					
Lecture delivery		**SD**	**D**	**NS**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
B3.1	The content delivered during lectures is relevant and adequate					
B3.2	Teaching staff communicates clearly and audibly during lectures					
B3.3	Teaching staff used suitable modern technology during the teaching-learning processes					
B3.4	Students are given opportunities to ask questions and seek clarification during the lecture					
B3.5	Teaching staff adhere to the time allocated for lectures effectively					

B3.6	Students' discipline is well managed as required during lecture delivery					
B3.7	Effective use of relevant and suitable teaching learning resources demonstrated during lectures					
B3.8	A variety of methodologies are used during lectures to improve teaching and learning activity					
B3.9	Teaching staff use a variety of relevant examples to illustrate key ideas while lecturing					
B3.10	There is a logical flow in the content presentation					
Lecture assessment		**SD**	**D**	**NS**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
Students are assessed at the end of every lecture by the teaching staff						
The assessments conducted are relevant and suitable with the student's level						
The assessment conducted caters to all the learning domains, i.e. cognitive, affective and psychomotor domain						
Appropriate feedback is given to students' responses during lectures						
Feedback is given timely by the teaching staff						
Staff use thought-provoking questions to encourage students to think and reflect on their life experiences						
Teachers give relevant and clear instructions to students during assessment						
Students are monitored and guided throughout the classroom activities						
Assessment activities administered are in line with the planned lecture competencies						

Section C: Assessment of Pedagogical Training Needs

1. Which areas in the teaching-learning do you think lecturers need more support?.....

   .....

   .....

   .....

2. Identify the nature of support that can address the areas mentioned above……

   ……

   ……

3. As a lecturer, what challenges are you faced with concerning teaching and learning at the University?.....

.....

.....

.....

4. Suggest how the above challenges can be addressed to improve the quality of teaching andlearning……..……

……

……..

5. In general, how can the University improve on the quality of teaching and learning?.....

.....

.....

.....

.....

End

Thank you for your time

Appendix II: Questionnaire for Students

Dear Respondent,

I am Okao Denis, a student of Kyambogo University currently pursuing a course leading to the award of a Master's Degree in Educational Foundations. **I am carrying out a study on the Philosophical examination of pedagogical competencies and the epistemic essence of lecture delivery by Kyambogo University Teaching staff**. Your participation by filling out this questionnaire will be used for academic purposes only. I will be very grateful for the time and effort spared to provide me with the required information. Your responses will be treated with the utmost confidentiality and will not be disclosed to any person or organization.

Yours sincerely

…….

OKAO DENIS

A1. What is your gender?

Male	Female

A2. Your age group

20-29 years	30-39 years	40-49 years	50 years and above

A3. Year of study?

Year 1	Year 2	Year 3

A4. What responsibility do you hold in the Class?

Guild representative	Class coordinator	Students

A5. Which Faculty do you belong to?

Education	Arts and Social Science

SECTION: B Response on the Independent and Dependent Variables

You are requested to indicate the extent to which you agree or disagree with the statements on Pedagogical Training Competencies, preparation for Lectures, Delivery of Lectures and assessment and evaluation of lectures by the Academic Staff of Kyambogo University. Rate the academic staff performance levels in Kyambogo University, using the scale **where 1= Strongly Disagree, 2=Disagree, 3=Agree, 4= Strongly Agree and 5= Not sure**

Lecture delivery		**SD**	**D**	**NS**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
B1.1	The content delivered during lectures is relevant and adequate					
B1.2	Teaching staff communicates clearly and audibly during lectures					
B1.3	Teaching staff used suitable modern technology during the teaching-learning processes					
B1.4	Students are given opportunities to ask questions and seek clarification during the lecture					
B1.5	Teaching staff adhere to the time allocated for lectures effectively					
B1.6	Students' discipline is well managed as required during lecture delivery					
B1.7	Effective use of relevant and suitable teaching learning resources demonstrated during lectures					
B1.8	A variety of methodologies are used during lectures to improve teaching and learning activity					
B1.9	Teaching staff use a variety of relevant examples to illustrate key ideas while lecturing					
B1.10	The flow of content delivered is linked to the previous lecture and students' experience					
Assessment and evaluation		**SD**	**D**	**NS**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
B2.1	Students are assessed at the end of every lecture by the teaching staff					

B2.2	The assessments conducted are relevant and suitable with the student's level					
B2.3	The assessment conducted caters to all the learning domains, i.e. cognitive, affective and psychomotor domain					
B2.4	Appropriate feedback is given to students' responses during lectures					
B2.5	Feedback is given timely by the teaching staff					
B2.6	Staff use thought-provoking questions to encourage students to think and reflect on their life experiences					
B2.7	Teachers give relevant and clear instructions to students during assessment					
B2.8	Students are monitored and guided throughout the classroom activities					
B2.9	Assessment activities administered are in line with the planned lecture competencies					
B2.10	Assessment activities administered are in line with the planned lecture competencies					

End

Thank you for your time

Appendix III: Interview Guide for Key Informants (Dean of faculties and Head of Departments)

I. What forms of preparation for lectures do the teaching staff usually do?

II. Suggest any other arrangements you feel are necessary by the teaching staff before lecture delivery in your department.

III. What are the common methodologies used to deliver lectures by the teaching staff in your department?

IV. Are there other methodologies you would propose currently not being used for the lecture?

V. Do the teaching staff engage students actively during lecturer delivery?

VI. What challenges are being faced in your department concerning lecture delivery?

VII. Suggest possible solutions to overcome the above challenges

VIII. Are there any training gaps concerning lecture delivery by the teaching staff in your department?

IX. Does the University have any policy for training newly employed academic staff and retraining those already in service to improve their lecture delivery competencies?

X. Is there any program for training the teaching staff in pedagogical competencies at the University?

Appendix IV: Observation Checklist for Academic Staff Pedagogical Practices

Lecture preparation	**comments**
There exists evidence to prove that the teaching staff does adequate planning and preparation before the lecture	
Teaching staff possess class attendance register as a tool to check on students' attendance for lectures	
Most teaching staff prepare suitable teaching and learning resources for lectures	
The lecture environment at the university is organized before lectures	
Relevant and adequate activities are prepared for students' engagement during lectures	
Most teaching staff prepare suitable teaching and learning resources for lectures	
Lecture delivery	
The content delivered during lectures is relevant and adequate	
Teaching staff communicates clearly and audibly during lectures	
Teaching staff used suitable modern technology during the teaching-learning processes	
Students are given opportunities to ask questions and seek clarification during the lecture	
Teaching staff adhere to the time allocated for lectures effectively	
Students' discipline is well managed as required during lecture delivery	
Effective use of relevant and suitable teaching learning resources demonstrated during lectures	
A variety of methodologies are used during lectures to improve teaching and learning activity	
Lecture assessment	
The assessments conducted are relevant and suitable with the student's level	
The assessment conducted caters to all the learning domains, i.e. cognitive, affective and psychomotor domain	
Appropriate feedback is given to students' responses during lectures	
Feedback is given timely by the teaching staff	
Staff use thought-provoking questions to encourage students to think and reflect on their life experiences	
Teachers give relevant and clear instructions to students during assessment	
Students are monitored and guided throughout the classroom activities	

End

Appendix V: Time Frame

Time summary	**Activities**
April-July, 2020	Identification, approval of topic and Proposal writing
July-August, 2020	Preparation of instruments and pre-testing of instruments
August-October, 2021	Data collection and analysis
October-November, 2021	Report writing and submission of draft thesis
January, 2024	Submission of final thesis

Appendix VI: Research Budget

Description	**Qty**	**Amount**	**Financial summary**
Transport/Travel and Communication	10 trips	150,000/=	1,500,000/=
Accommodations	10 days per diem	140,000/=	1,400,000/=
Photocopying paper	2 reams	20,000/=	40,000/=
Notebook	01	10,000/=	10,000/=
Pens	05 pieces	500/=	2,500
Data bundle	60 GB	150,000/=	300,000/=
Printing research proposal	1 copy	30,000/=	30,000/=
Printing final work	5 copies	70,000/=	350,000/=
Binding	5 copies	20,000/=	100,000/=
Others			500,000/=
TOTAL			**4,232,500/=**