

**LECTURER COMPETENCE AND PERCEIVED IMPACT ON STUDENTS'  
ACADEMIC PERFORMANCE IN UGANDA NATIONALTEACHERS' COLLEGES:  
A CASE OF MUNI AND MUBENDE**

**BY**

**AFEMA AGNES**

**14/U/12823/GMED/PE**

**A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A  
DEGREE OF MASTER OF EDUCATION IN POLICY, PLANNING AND  
MANAGEMENT OF KYAMBOGO UNIVERSITY**

**DECEMBER, 2016**

**DECLARATION**

I AFEMA AGNES, hereby declare that this research report is my original work and has never been presented in any other University for academic award.

Signed.....

**AFEMA AGNES**

Date.....

## APPROVAL

We certify that this research report has been done under our supervision and is now ready for submission.

Signature.....

**Dr. Kasule George Wilson**

Date.....

Signature.....

**Dr. Peter Okello**

Date.....

## **DEDICATION**

I dedicate this work to my dear husband Mr. Ben Butele and children; Blessing Isabella, Patricia, Norbert, Arnold and Sharon, my family who have tirelessly supported me both emotionally and materially in accomplishing this study.

## **ACKNOWLEDGEMENT**

First and foremost I thank the Almighty God for his protection and guidance that has enabled me pass through this Master's Degree course despite a number of challenges. I wish to express my sincere gratitude to my supervisors Dr. George Wilson Kasule and Dr. Peter Okello for their patience, professional guidance and continuous encouragement, and support which has enabled me to carry out this research up to the conclusion.

Special thanks go to my dear husband, Mr. Ben Butele for his patience and support that he has rendered me during the study. I also thank my dad, brother and sisters for their moral support.

I wish to appreciate and acknowledge the teamwork from my classmates with whom we have supported each other to go this far.

Finally, I thank all those whose names I have not mentioned that have contributed to my success including my work mates, data collectors and class coordinators and particularly Ms Robinah Munduru who helped in data collection.

## **LIST OF ABBREVIATIONS/ ACRONYMS**

BTC TTE-Belgian Technical Corporation Teacher Training Education Project

CVI-Content validity index

DEP –Diploma in Education Primary

DES Diploma in Education Secondary

DV-Dependent variable

HoDs-Head of Departments

ITEK-Institute of Teacher Education Kyambogo

IV-Independent variable

KYU-Kyambogo University

NTC-National Teachers College

TIET-Teachers and Instructors Education and Training

## TABLE OF CONTENT

TITLE PAGE.....	0
DECLARATION.....	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
LIST OF ABBREVIATIONS/ ACRONYMS.....	v
TABLE OF CONTENT.....	vi
LIST OF FIGURES.....	ix
LIST OF TABLES.....	x
ABSTRACT.....	xiv
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study.....	6
1.4 Objectives of the Study.....	6
1.5 Research Questions.....	7
1.6 Significance of the Study.....	7
1.7 Scope of the Study.....	8
1.8 Conceptual Framework.....	10
CHAPTER TWO: REVIEW OF LITERATURE.....	11
2.0 Introduction.....	11
2.1 Theoretical review.....	11
2.2 Related literature.....	15
2.2.1 Lecturer professional competence and perceived impact on students' academic performance.....	15
2.2.2 Lecturer pedagogical competence and perceived impact on students' academic performance.....	16
2.2.3 Lecturer personality competence and perceived impact on students' academic performance.....	17

2.2.4 Lecturer social competence and perceived impact on students' academic performance.....	18
CHAPTER THREE: RESEARCH METHODOLOGY .....	20
3.0 Introduction.....	20
3.1 Research Design.....	20
3.2 Study Population.....	20
3.2.1 Sample Size and Selection.....	20
3.2.2 Sampling Techniques.....	21
3.3 Research Instruments.....	22
3.3.1 Questionnaire.....	22
3.3.2 Interview.....	22
3.3.3 Documentary Review.....	23
3.4 Research Procedure.....	23
3.5 Validity and Reliability of Instruments.....	23
3.5.1 Validity of Instruments.....	23
3.5.2 Reliability.....	24
3.6 Data Analysis.....	25
3.7 Ethical Consideration.....	25
3.8 Limitations of the Study.....	25
3.9 Delimitation.....	25
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....	26
4.0 Introduction.....	26
4.1 Presentation of Respondents' Background Information.....	26
4.2.1 The Relationship between Lecturer professional Competence and Perceived Impact on Students' Academic Performance.....	30
4.2.3 The Relationship between Lecturer Social Competence and Perceived Impact on Students' Academic Performance.....	45
4.2.4 The Relationship between Lecturer Personality Competence and Perceived Impact on Students' Academic Performance.....	51
4.3 Results from Document Analysis.....	57
CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATION.....	59
5.0 Introduction.....	59

5.1 Discussion of findings.....	59
5.1.1 Lecturer professional competence and perceived impact on students' academic performance .....	59
5.1.2 Lecturers pedagogical competence and perceived impact on students' academic performance .....	60
5.1.3 Lecturer social competence and perceived impact on students' academic performance.....	62
5.1.4 Lecturer personality competence and perceived impact on students' academic performance .....	63
5.2 Conclusion .....	64
5.3 Recommendations.....	66
5.4 Areas for Further Research .....	66
REFERENCES .....	67
APPENDIX A: Questionnaire for Lecturers of business education .....	70
APPENDIX B: Questionnaire for Student teachers of business education .....	76
APPENDIX C: Interview Guide for NTC Administrators .....	81

## LIST OF FIGURES

Figure 1: Conceptual frame work .....	10
Figure 2: Main components of Teachers' professional competence .....	19

## LIST OF TABLES

Table 1: Target population and sample size .....	21
Table 2: Gender of Lecturers .....	26
Table 3: Gender of Student Teachers.....	26
Table 4: Year of study of student teachers .....	27
Table 5: Age of Lecturers .....	27
Table 6: Age of Student Teachers.....	27
Table 7: Marital Status of Lecturers .....	28
Table 8: Years of Service in Teaching Profession of Lecturers .....	28
Table 9: Highest Qualification of Lecturers .....	29
Table 10: Lecturers' ability to use variety of teaching methods during the instruction process as perceived by the lecturers themselves.....	30
Table 11: Lecturers' ability to use a variety of teaching methods during the instruction process as perceived by the student teachers .....	30
Table 12: Lecturers' responses regarding whether they allow students to organize and distribute part of the assignments to be performed in the course.....	31
Table 13: Student teachers' responses regarding whether lecturers allow them to organize and distribute part of the assignments to be performed in the course .....	31
Table 14: Lecturers' responses regarding whether they provide clear information about objectives, content and assessment methods in the subject's curriculum .....	32
Table 15: Student teachers' responses regarding whether their lecturers provide clear information about objectives, tutorials, content and assessment methods in the subject's curriculum .....	32
Table 16: Lecturers' responses regarding whether they inform students of the competencies they are expected to acquire.....	33
Table 17: Student teachers' responses regarding whether their lecturers inform them of the competencies they will be expected to acquire.....	33
Table 18: Lecturers' responses regarding whether they present the content following a clear and logical framework, highlighting the important aspects.....	34
Table 19: Student teachers' responses regarding whether their lecturers present the content following a clear and logical framework, highlighting the important aspects.....	34
Table 20: Lecturers' descriptive Statistics regarding their professional competence .....	35

Table 21: Student Teachers' descriptive Statistics regarding Professional competence.....	36
Table 22: Correlation Results between Lecturer Professional Competence and Student Teachers' Academic Performance.....	36
Table 23: Lecturers' responses regarding whether they have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room .....	37
Table 24: Student teachers' responses regarding whether their lecturers have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room .....	38
Table 25: Lecturers' responses regarding whether they have done trainings, attended workshops and done Action research in Active teaching and learning which has improved their performance in their duties as lecturers .....	39
Table 26: Student teachers' responses regarding whether their lecturers have done trainings, attended workshops and done Action research in Active teaching and learning which has improved their performance in their duties as lecturers.....	39
Table 27: Lecturers' responses regarding whether they foster research and critical thinking in students .....	40
Table 28: Student teachers' responses regarding whether their lecturers foster research and a critical thinking in students.....	40
Table 29: Lecturers' responses regarding whether they apply the assessment criteria of activities as established in the subject's curriculum .....	41
Table 30: Student teachers' responses regarding whether their lecturers apply the assessment criteria of activities as established in the subject's curriculum .....	41
Table 31: Lecturers' responses regarding whether they have good command of the content of the course they teach.....	42
Table 32: Student teachers' responses regarding whether their lecturers have good command of the content of the course they teach.....	42
Table 33: Lecturers' descriptive Statistics regarding pedagogical competence .....	43
Table 34: Student Teachers' descriptive Statistics regarding Pedagogical competence of Lecturers .....	44

Table 35: Correlation Results between Lecturer Pedagogical Competence and Student Teachers' Academic Performance .....	45
Table 36: Lecturers' responses regarding whether they attend and respond clearly to questions asked in class.....	45
Table 37: Student teachers' responses regarding whether their lecturers attend and respond clearly to questions asked in class .....	46
Table 38: Lecturers' responses regarding whether they facilitate student-student and student-lecturer interaction .....	46
Table 39: Student teachers' responses regarding whether their lecturers facilitate student-student and student-lecturer interaction.....	46
Table 40: Lecturers' responses regarding whether they promote team work in class.....	47
Table 41: Student teachers' responses regarding whether their lecturers promote team work in class.....	47
Table 42: Lecturers' responses regarding whether they have joined social network groups in Facebook on Active teaching and Learning to enhance their job performance.....	47
Table 43: Student teachers' responses regarding whether their lecturers promote social academic network groups.....	48
Table 44: Lecturers' descriptive Statistics regarding Social competence .....	49
Table 45: Student Teachers' descriptive Statistics regarding Social competence of their Lecturers .....	49
Table 46: Correlation Results between Lecturer Social Competence and Student Teachers' Academic Performance .....	50
Table 47: Lecturers' responses regarding whether they maintain an objective and respectful position with the students.....	51
Table 48: Student teachers' responses regarding whether their lecturers maintain an objective and respectful position with the students.....	51
Table 49: Lecturers' responses regarding whether they are easily approachable by students .....	51
Table 50: Student teachers' responses regarding whether their lecturers are approachable .....	52
Table 51: Lecturers' responses regarding whether they encourage student interest and motivation to learn .....	52

Table 52: Student teachers' responses regarding whether their lecturers encourage student interest and motivation to learn .....	53
Table 53: Lecturers' responses regarding whether they promote individual work among students .....	53
Table 54: Student teachers' responses regarding whether their lecturers promote individual work among students.....	54
Table 55: Lecturers' responses regarding whether they are involved in bench marking the best practices from other Teacher colleges, universities, organizations, government sector among others.....	54
Table 56: Student teachers' responses regarding whether their lecturers are involved in bench marking the best practices from other Teacher colleges, universities, organizations, government sector among others. ....	55
Table 57: Lecturers' Descriptive Statistics Regarding Personality Competence .....	55
Table 58: Student Teachers' Descriptive Statistics Regarding Personality Competence.....	56
Table 59: Correlation Results between Lecturer Personality Competence and Student Teachers' Academic Performance.....	57

## **ABSTRACT**

The study was about lecturer competence and perceived impact on student's academic performance in Uganda National Teachers' Colleges. The purpose of the study was to establish whether there was a significant relationship between Lecturer competence and perceived impact on students' academic performance in Uganda National Teachers' colleges. The research was carried out in National Teachers' Colleges Muni and Mubende. The study used both quantitative and qualitative data analysis techniques. The study sample was selected through simple random and purposive sampling techniques. The sample size comprised of three college administrators, eight business education lecturers and one hundred nineteen students. Data was collected through questionnaires, interview and document analysis. The research established that more than half of the lecturers in NTC's are Master's degree holders and some had Bachelor's degrees thus need to be assisted to upgrade to higher academic qualifications. The findings further revealed that upgrading improves on lecturers' pedagogical competence.

The findings indicated that in 2014 students' in first class were 3.7% and second class upper were 29.62% and in 2015 first class increased to 4.83% and second class upper increased 89.51% which means majority of the students passed in first and second class diploma. The study therefore recommended that lecturers' in National Teachers' colleges should be encouraged to upgrade to acquire higher qualifications, and do Continuous Professional Development, attend seminars, workshops to update their knowledge, pedagogical competence for efficiency and effectiveness in their jobs. Furthermore, the Ministry of Education and Sports should have a standardized system of recruitment of lecturers to avoid incompetent lecturers being recruited in National Teachers' colleges.

## **CHAPTER ONE:INTRODUCTION**

### **1.0 Introduction**

The study focused on lecturer professional, pedagogical, personality and social competence and its perceived impact on students' academic performance in business education in Uganda National Teacher's colleges. This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, scope of the study, significance of the study and limitations of the study.

### **1.1 Background of the Study**

#### **Historical Perspective**

Lecturer or teacher competence plays an important role in the creation of quality and establishment of quality of the learning process for students and also shows professionalism of teachers and contributes to improvement in student performance. According to Indonesian Law number 20 of (2003) on vocational education system stated that "Educators are professionals in charge of planning and implementing learning process, assessing learning outcomes, coaching and training as well as conducting research and community service." Focused on the law that educators can be categorized as professionals are expected to improve the quality of students in to a superior human. Besides, the success of the students in the classroom learning process cannot be separated from the role and competence of their teachers. For instance, the Federal government of Nigeria (2004) stated that teacher's education will continue to be given major emphasis in all our educational planning. It is against this background policy on Education (2004:26) states that "no education system can rise above the quality of its teachers." Hence, the teachers' job is so vital that it has been generally accepted to the central organ of education.

According to Mulyasa (2007) pedagogical competence is the ability to manage the learning of learners. It includes an understanding of learners, instructional design and implementation,

evaluation of learning outcomes and development of learners to actualize their potential. Moreover, the progress of development of a nation is highly dependent on the quality of the lecturers and teachers. This means that improving the quality of lecturers and teachers is a requirement that should be top priority if any state wants to progress, Uganda being no exception. However, it is vital to note that the quality of education is directly related to the quality of teaching staff.

According to Spenser and Spenser (1993) competence is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the work place or in certain situations. Other experts claim that competence is the basis of personal characteristics that is the deciding factor in the success or failure of a person doing a job or in a particular situation (McClelland, 1993). Moeheriono (2009: 4) states that a lot of International management consulting firm defines competence as basic a characteristic which consists of skills, knowledge and personal attributes more able to distinguish someone who does and does not do. As such, competence is a decisive tool to predict the success of a person working in a certain position.

### **Theoretical perspective**

The study was guided by teacher professional development theory. The teacher professional development theories included both cognitive and social aspects of learning (Borkoi 2004), social learning perspective has considered professional learning through participation (Lave and Wenger, 1991).

The study was complimented by a competence model advanced by Westera (2009), which

indicated that teacher's performance is comprised of subject matter and pedagogy which is greatly linked to teacher's competence, characteristics and attitude. This explains the pedagogical and professional competence of the lecturers.

Social learning provides a theoretical approach that integrates cognitive aspects and social effects in learning. Competence can be presented from the standards approach where by competence can be understood in reference to quality of outcome of an individual's performance. Whereas, the input approach aims at describing knowledge, skills and abilities that an individual would require to produce efficient and competent performance. Meanwhile, the output approach describes that competence are linked to observable performance or behavior. The study was guided by the output and standards approach because they focus on tasks that a competent teacher should be able to perform and demonstrate his/her competence and obtain accreditation as competent.

### **Conceptual perspective**

Teachers are regarded as the most imperative school based factor that influences student's achievement levels. Poor academic performance by numerous students in both higher education and training public and private institutions has gained significant attention by most researchers in the field of educational management. Previous studies on subject on student's academic performance by AL-Mutairi (2011) and Kang'ahi et al (2012) indicate that although there exist several factors that influence student's academic performance in higher educational institutions, lecturer competence remains one of the major determinants of student's academic achievements.

The term professional competence is the mastery of learning materials, broad and deep, covering mastery of curriculum, content and substance of scientific subjects philosophically (Jamal, 2009:157).

According to Mulyasa (2007), pedagogical competence is the ability to manage the learning of learners, includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes and development of learners to actualize their potential. For instance, Adunola (2011) accentuated that teaching methods adopted by lecturers should be aligned to the subject content and specific outcomes in order to effectively enhance transmission of knowledge and information from the lecturer to the students.

Komara (2007) states that personality competence includes steady, noble, wise and prudent, dignified, stable, mature, honest, becoming role models for students and the community to objectively evaluate their own performance and develop themselves independently and sustainably.

Mulyasa (2007) states that social competence is the ability of teachers as part of the public to communicate and interact effectively with others including learners, fellow teachers, parents/guardians of the students and the community. The indicators to measure social competence are ability to communicate and interact effectively with the students, fellow teachers, education personnel and parents and guardians of students and the community.

### **Contextual Perspective**

The quality of education and training depends largely on the quality of teachers or lecturers in terms of academic qualification, professional training, their commitment, dedication, conducive working environment and appropriate terms of service (Republic of Kenya, 1999).

Teachers play an essential role in the quality of education, thus quality of education system cannot exceed the quality of its teachers (Savolainen, 2009). In the same line of argument, Ochanda (1987) did observe that quality of teaching staff is often said to be the main determinant

in achievement of students in examination.

In National Teachers' Colleges in Uganda there has generally been poor students' academic performance in business education. In Uganda, the process of teacher training and education is tailored along this line with the overall aim of broadening and deepening the trainees' academic knowledge of the teaching subjects so as to produce a competent, reliable, honest and responsible teacher who is highly motivated, conscientious and efficient.

Professional training enables the teachers to impart knowledge more efficiently and effectively than those who are not trained (Bowman and Anderson, 1971).

Heck (2009) states that schools are commonly evaluated using achievements data. Teachers cannot be disassociated from the schools they teach and academic results of schools. There is a growing concern now days about the type of students' schools produce, as such; policy makers, educators and the parents are now questioning the competence of the present day teachers. It further acknowledges that effective pupil learning and achievement is hampered by weaknesses in teacher's pedagogical content, knowledge and classroom practice (Pontefract & Hardman, 2005; Akyeampong, Lewis and Sayed, 2005).

It is against the above background that the study seeks to determine whether a significant relationship exists between lecturer professional, pedagogical, personality and social competence and students' academic performance in business education in Uganda NTC'S.

## **1.2 Statement of the Problem**

In Uganda, there is increasing concern about the high failure rates of business education students in course tests and Kyambogo University examinations in National Teachers Colleges. This is a serious problem for the country as it greatly need high quality human resource in the various

labour sectors if it is to attain vision 2040, which aim at transforming Ugandan society from a peasant to modern and prosperous country within the coming one and half decades. There are several factors that could be responsible for the high failure rates of business education student's in Uganda National Teachers' Colleges. One of the notable ones could be incompetence of lecturer's in National Teachers' Colleges to perform their teaching duties effectively and efficiently. However, to our knowledge there is no empirical study conducted to examine the relationship that exists between lecturer competence and perceived impact on student academic performance in Uganda National Teachers Colleges especially, in the field of business education. As such, this study is set to help in addressing this literature gap by exploring the relationship that exist between lecturer professional, pedagogical, personality and social competence and students' academic performance in business education in Uganda National Teachers 'Colleges.

### **1.3 Purpose of the Study**

The purpose of the study was to establish whether there was a significant relationship between lecturers professional, pedagogical, social and personality competence and perceived impact on students' academic performance in business education in Uganda National Teachers 'Colleges.

### **1.4 Objectives of the Study**

The following are the objectives of the study;

- i. To examine the influence of lecturer professional competence and perceived impact on students' academic performance in business education in Uganda National Teachers' Colleges.
- ii. To establish the relationship between lecturer pedagogical competence and perceived impact on students' academic performance in business education in Uganda National Teachers' Colleges.

iii. To determine the relationship between lecturer social competence and perceived impact on students' academic performance in business education in Uganda National Teachers' colleges.

iv. To examine the relationship between lecturer personality competence and perceived impact on students' academic performance in business education in Uganda National Teachers' Colleges.

### **1.5 Research Questions**

1. Is there a significant relationship between lecturer professional competence and perceived impact on students' academic performance in business education in Uganda National Teachers Colleges?

2. Is there a significant relationship between lecturer pedagogical competence and perceived impact on students' academic performance in business education in Uganda National Teachers colleges?

3. Is there a significant relationship between lecturer social competence and perceived impact on students' academic performance in business education in Uganda National Teachers colleges?

4. Is there a significant relationship between lecturer personality competence and perceived impact on students' academic performance in business education in Uganda National Teachers Colleges?

### **1.6 Significance of the Study**

The study highlighted the prevailing situation in the colleges covered with respect to availability or otherwise of structures for ensuring and promoting the competence of lecturers.

The study is beneficial to the Ministry of Education and sports and Principals of NTC'S to come

up with relevant policies and programs regarding teacher training, recruitment and continuous professional development.

Whereas this study primarily contribute to knowledge gap in the area of relationship between lecturers professional, pedagogical, personality and social competence and students' academic performance in business education, in two NTCs (Muni and Mubende) it can be generalized in all NTCs in Uganda in sub-Sahara with similar curricula.

The study will also act as a basis for further research in the field of Teacher education and training in Uganda.

## **1.7 Scope of the Study**

### **Geographical Scope**

The study was carried out in selected NTC'S of Muni in Northern region and Mubende in the Central region of Uganda. I selected the two colleges because NTC Muni was one of the colleges selected by Belgian Technical Corporation in order to offer pedagogical support to lecturers and NTC Mubende was not in the initial plan of Belgian Technical Corporation project which carried out pedagogical training of lecturers. NTC Mubende was included in the project later on as a result of the request by the Ministry of Education and Sports to include all the five National Teachers colleges. So the researcher wants to compare the two colleges. The lecturers from National Teachers' college Muni have done trainings in Active teaching and learning and pedagogical support has been given to them and mentor teachers were also trained to give support to their peers. Infrastructural development has been done in NTC Muni and the project has provided teaching-learning resources. The lecturers of NTC Mubende joined the trainings later and there was no infrastructural development in the college. The researcher wants to find out the effect of the intervention by BTC TTE project on the colleges as Muni has benefited

more than Mubende from the project.

### **Content Scope**

The study covered lecturer competence and students' academic performance in business education in Uganda National Teachers Colleges. Lecturer competence is important for them to perform their duty efficiently and effectively and this had a positive effect on student's academic performance.

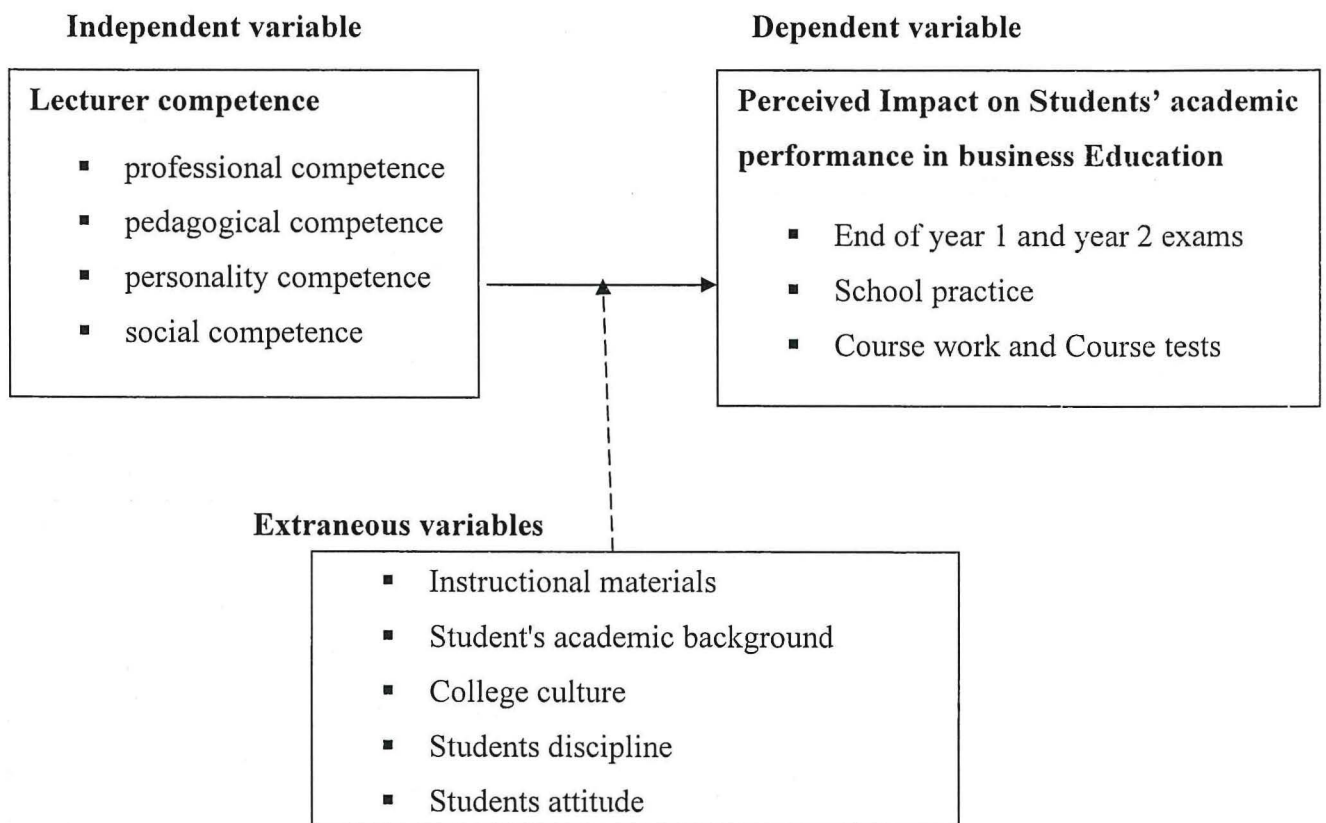
### **Time Scope**

The study was carried out in 2016 and relied on data ranging from 2010 to 2015. The researcher considered this time because it captures the time before the BTC project intervention and during the intervention. The researcher wanted to see if the intervention had an impact on the lecturer competence and student's academic performance in Uganda NTC'S.

## 1.8 Conceptual Framework

The conceptual frame work showing the relationship between lecturers' professional, pedagogical, personality and social competence and students' academic performance in business education in Uganda National Teachers' Colleges.

**Figure 1: Conceptual Framework**



*Source: Adopted and modified from Kathryn (1998).*

The above fig. 1 illustrates the relationship between lecturer professional, pedagogical, personality and social competence and how it is likely to affect student's academic performance in final exams in year 1 and year 2, Course work and School practice.

## **CHAPTER TWO: REVIEW OF LITERATURE**

### **2.0 Introduction**

This chapter represents a theoretical review and review of literature related to lecturer professional, pedagogical, personality and social competence and perceived impact on students' academic performance in business education in Uganda National Teachers 'Colleges. The literature will be reviewed under the sub-headings as per the objectives in chapter one.

### **2.1 Theoretical review**

The theories that guided the study were competence theory and was supplemented by teacher professional development theories. As mentioned earlier, the competence model as advanced by Westera (2001) indicated that teacher's performance is comprised of subject matter and general pedagogy which is linked to teacher's competences, characteristics and attitude. On the basis of this review, it seems that there are two distinct denotations of competences in education. From a theoretical perspective, competence is conceived as a cognitive structure that facilitates specified behaviors. From an operational perspective, competences seem to cover a broad range of higher-order skills and behavior's that represent the ability to cope with complex, unpredictable situations; this operational definition includes knowledge, skills, attitudes, meta-cognition and strategic thinking, and presupposes conscious and intentional decision making (Wim Westera, 2001).

Professional development theory that focuses on student learning and helps teachers develop the pedagogical skills to teach specific kinds of content has strong positive effects on practice (Blank,de las Alas, and Smith,2007;Wenglinsky,2000). Research on effective professional development also highlighted the importance of collaborative and collegial learning environments that help develop communities of practice able to promote school change beyond

individual classrooms (Darling-Hammond and McLaughlin, 1995; Hord, 1997; Knapp, 2003; Louis, Marks and Kruse, 1996; Perez et al., 2007). In review of the studies, Yoon, Duncan, Lee, Scarloss and Shapley (2007) found out that sustained and intensive professional development was related to students' academic achievement.

According to Stepich & Cox (2006), the input approach aims at describing the knowledge, skills and abilities that an individual would require to produce efficient and competent performance. This approach or theory relates to the lecturer professional competence and students' academic performance in Uganda National Teachers' Colleges. However, it is crucial to note that teacher's performance mainly depends on their professional competence although their commitment and motivation is also important (Kasule, Wesselink and Mulder, 2016). Teachers' competencies not only affect their values, behavior's, communication, aims and practices they also support professional development and curricular studies (Selvi, 2010). Competencies can be defined as the set of knowledge, skills and experience necessary for future, which manifests in activities, Fakhra and Mahar (2014).

Whereas the output approach describes the competences that are linked to observable performance or behavior. Competence can be understood in reference to the quality of the outcome of an individual's performance. This is related the lecturer pedagogical competence and students' academic performance in business education in Uganda NTC'S. The lecturer's ability to distinguish the knowledge base and his/ her teaching lies at the intersection of content and pedagogy in the respective teacher's capacity to transform content knowledge in to practices that are pedagogically influential and adaptive to numerous students' abilities and backgrounds (Glutton,1990).

Apart from the above observations, an analysis by Eggen & Kauchak (2001) found out that negative teacher's attitudes are fundamental to effective teaching and students' academic achievements and performance. Another study by Brunning, et al (1999) as quoted by Adediwura, A. A, and Bada, T (2007) indicated a number of elements that constitute teachers' attitude that will facilitate a caring and supportive classroom environment. These elements include caring, enthusiasm, teaching efficacy, democratic practices to promote student's responsibility, effective use of lessons, constructive interaction with learners and high expectations to promote learner's motivation. This is related to lecturer personality competence and students' academic performance in business education in Uganda National Teachers' Colleges. Further analysis indicates that the above factors are associated with increase in students' academic performance. It is vital to note that at every level, enhancement of teachers' or lecturers' competence to improve their performance is of great importance.

According to Akiri & Ugborugbo (2009), lecturer competence is regarded as a multi-dimensional construct teaching which encompasses numerous interconnected elements towards transformation of knowledge of learners. Previous studies conducted by Schacter and Thum (2004), Adediwura & Tayo (2007) and Adu & Olatundun (2007) reveal that different elements of lecturer competence include lecturer's subject knowledge, teaching skills, lecturer attitude and lecturer attendance.

According to a study by Manlove & Elliott (1977) it was found out that the overall academic performance of students in institutions is negatively affected by high teacher absenteeism. Further analysis found out a correlation between teacher attendance and students' academic performance. Similarly, Jacobs & Kristsonis (1997) study revealed that teachers who posted highest level of absenteeism recorded the lowest scores of students' academic performances.

Consistent with the above findings are the results of Pickoff (1993), where it was established that teachers who received low or poor performance marks missed a large number of days than those who did not. Additionally, Bruno (2000) purported that high absenteeism by certain teachers tends to lower the morale of the remaining teachers, thereby resulting in high teacher turnover as other teachers tend to feel more burdened regarding additional planning for their absent colleagues which affects student's performance. This is related to the lecturer social competence and students' academic performance in business education in Uganda National Teachers' Colleges.

Fakhra and Mahar, (2014) defined teacher's competencies as knowledge and skills of teachers required for effective and quality education at Higher education level. These include a set of teaching skills that a teacher at tertiary level needs to possess in order to become effective teachers and these are pedagogical skills, management and assessment skills and research skills. For instance, University and College lecturers in the new era of ICT are expected to have additional competencies related to Research; Smooth student self – governing learning; and Respect for and relationship with students and other teachers (Le, 2003). Teacher's competences lie behind quality in teaching and learning. There is no doubt, that quality in teaching and education is given and produced by competence of teachers. This concurs with Jamani (2007) assertion that the quality and level of excellence in education depends upon the quality and competence of teachers.

## **2.2 Related literature**

### **2.2.1 Lecturer professional competence and perceived impact on students' academic performance.**

Professional competence involves more than just knowledge, skills, attitudes and motivational variables and also contribute to the mastery of teaching and learning. Professionalism is the condition, direction, values, goals and quality of expertise and authority relating to a person's livelihood. Teachers are professionals who have adequate educational qualifications, competence in their particular field, communication skills, have a creative spirit, high work ethic and commitment to the profession and having the willingness to develop their abilities. Act No. 14 of Teachers and Lecturers (Indonesia 2007) states that professionalism is the work or activity undertaken by a person and the source of livelihood that requires expertise, skills that meet certain quality standards or norms and require professional education.

A good teacher should possess a wide range of qualifications which include; personality traits related to the professional role of a teacher which can be nurtured and developed through initial education and continuous training (Whitty, 1996: 89-90). Flexibility in terms of appearance of student's, a sense of humor, sense of fairness, patience, enthusiasm, creativity, care and interest in students all contribute to the effectiveness of teachers (Malikow, 2005; Harslett et al 2000). The attitudes of teachers affect their degree of commitment to their duties, the way they teach and treat their students as well as how they perceive their professional growth (Chen & Rovegno 2000; Darling-Hammond, 2000). Teachers that have high expectations for their student's and insist on promoting learning for all students tend to be more effective (Malikow, 2005; McBer, 2000).

Besides, teachers should know the curriculum, text books, rules and laws of the education system and as a whole the state's role in education (Shulman, 1986,; Shulman, 1987). Furthermore, teachers have an important role to improve the quality of education which are required to have the expertise, competence and high professionalism for their duty (Mc Cully in Raka Joni, 2005).

### **2.2.2 Lecturer pedagogical competence and perceived impact on students' academic performance.**

Ryeyard et al (2008) argued that the correct and comprehensive definition of pedagogical competence includes components like that which supports students learning. Moreover, voluminous research in pedagogy for Higher education show that there is a correlation between lecturers understanding of what and how students learn along with conditions for learning and the lecturer's success in lecturing (Marton et al, 1984; Prosser & Trigwell,1998; Ramsden, 1992, Biggs, 2003). In light of this, Ryegard et al (2008) argue that knowledge about learning and the conditions of learning are indispensable requirements. While emphasizing factors that support students learning they reiterate the fact that lecturer's perseverance, attitude, ability to adapt to situations dictates knowledge and knowledge about learning are critical if the lecturer is to be taken to be a professional by students, colleagues and superiors.

In a more concise way, Tagerud (2010) also emphasizes that even if pedagogical competence is defined with different words at different institutions, there is a basic understanding that is shared by everyone, namely that pedagogical competence comprises much more than teaching skills. Pedagogical competence is based on sound, broad and current knowledge within the subject area as well as knowledge of student learning and subject based teaching and learning issues. It also presupposes a reflective and critical approach to teaching and learning and pedagogical development over time, as it is tied to one's own professional role. Pedagogical competence is

demonstrated by successful teaching and development of teaching as well as by evaluations and student learning. Both general and subject-specific knowledge of how students learn is a prerequisite as well as for continuous development of pedagogical competence to be possible. Pedagogical competence also comprises the ability and willingness to take part in discussions on pedagogy to achieve personal development and contribute to the development of others (Ryegard, Olsson and Apelgren 2010). This is buttressed by Antman & Olsson (2007) who advance that if a lecturer is pedagogically competent, she/he shares knowledge in the same way that a researcher shares research results.

### **2.2.3 Lecturer personality competence and perceived impact on students' academic performance.**

Personality competence is the most important, but it does not mean that the other three (3) competences that is pedagogic, professional and social are not important and the solicitation of the other three components depends on the personality of the teacher in question ( Mulyasa, 2003). The personality competence is the basis for the three other kinds of competence. In this case, the teacher is demanded to explain the learning process and the most important thing is how a teacher makes a learning process the site of a student's competence formatting and personality quality improvement. Personality is what will determine whether he was a good educator and builder for students. In contrast to other competences, personal competence according to Joni, (2008) needs special attention, because most of the personality is not formed through direct learning in context of formal education, but most are formed as a result of accumulated escort learning experiences gained on preposition and previous education are formed even in a family environment.

#### **2.2.4 Lecturer social competence and perceived impact on students' academic performance.**

As a human being, a teacher must be able to communicate with other parties including the learners. The teacher should have the competence to communicate orally, in writing and gestures, use information and communication technology functionally, interact effectively with student's, fellow teachers, staff, parents/ guardians of students and get along politely with surrounding communities (Mulyana, 2007). Social competence affects the performance of lecturers (Hamidi and Indrastuti, 2012). According to Welsh, Parke, Widaman and O'Neil (2001) a reciprocal relationship exists between social competence and academic achievement and more research needs to be done to fully understand how this relationship works. Welsh et al. (2001) documented and hypothesized as to why social competence and academic achievement are correlated. Academic achievement was found to have significant influence over social competence with low academic achievement relating to negative social competence and high academic achievement relating to positive social competence. The idea of reciprocal relationship between social competence and academic achievement is the foundation for studying these two concepts. Chen, Ruben and Li (1997) suggested that academic achievement may be facilitated by social development and vice versa. Wentzel (1991) suggested that social competence is in fact a more accurate indicator of achievement that measures intelligence.

Blomeke and Delaney (2012) proposed a model that identifies cognitive abilities and Affective-motivational characteristics as the two main components of teacher's professional competence in the Figure 2 below;

**Figure 2: Main Components of Teacher's Professional Competence.**

<b>Cognitive Abilities</b>	<b>Affective-Motivational Characteristics</b>
<ul style="list-style-type: none"><li>▪ professional knowledge</li><li>▪ general pedagogic knowledge</li><li>▪ content knowledge</li><li>▪ pedagogical content knowledge</li></ul>	<ul style="list-style-type: none"><li>▪ motivation</li><li>▪ self-regulation</li><li>▪ professional beliefs about teaching, Learning and subject content</li></ul>

*Source: Guerriero (2012). Teachers' Pedagogical Knowledge and the Teaching Profession.*

### **2.3 Summary of the literature reviewed**

The literature reviewed on lecturer competence and perceived impact on student performance in business studies showed that there were four (4) competences that a lecturer needs in order to perform their duties effectively and efficiently. These are: professional, pedagogical, social and personality competences. The researcher was able to find out how the four competences influenced the students' academic performance in business education in Uganda NTCs.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter describes the research design used, population and sampling techniques, research instruments and procedures of data collection and analysis the researcher used in studying Lecturer competence and perceived impact on student performance in Uganda NTCs: a case of Muni in northern and Mubende in central Uganda.

### **3.1 Research Design**

The researcher used both qualitative and quantitative methods in the study so as gets a clear picture of the domain being investigated. As all methods have specific limitations as well as particular strengths, many discussants propose that qualitative and quantitative methods should be combined in order to compensate for their mutual and overlapping weaknesses (Udo, 2008). In particular, the researcher used a cross-sectional survey research design to find out whether lecturer competence affects student's academic performance in business education in Uganda NTCs. This design was considered appropriate because it collected information from a random sample which had been drawn from a target population. The sample represented a cross-section of the target population. In a cross-sectional survey different categories of respondents were studied at the same time (Amin, 2005).

### **3.2 Study Population**

The study population consisted of Principals, Academic Registrars, and Heads of Departments of business education, lecturers and business education student teachers in the 2 selected NTCs in Uganda.

#### **3.2.1 Sample Size and Selection**

The researcher's sample population consisted of 2 Principals, 2 Academic Registrars, 2 Heads of

Departments of business education, 12 lecturers of Business studies and 140 students. Sample determining criterion as in table below.

**Table 1: Target population and sample size**

Serial no	Respondents	Population size	Sample size	Method
1	Principals	2	2	Purposive sampling
2	Academic Registrars	2	2	Purposive sampling
3	HoDs	2	2	Purposive sampling
4	Lecturers	12	10	Simple random sampling
5	Students	219	140	Simple random sampling
	<b>Total</b>	<b>237</b>	<b>156</b>	

*Source Primary data*

### 3.2.2 Sampling Techniques

The students were selected using simple random sampling techniques; the target population had an equal chance of being included in the sample. A class list was generated for all the registered students of business education in both Muni and Mubende and computer generated numbers were assigned to each name. Random numbers were chosen by pick and skip method from the student list to represent 65% of the respondents. This technique provided equal chance for any respondent in the population to be selected

The researcher also used purposive sampling on the lecturers of Business studies and the administrative staff in the departments of academic registrar, heads of department of business education and college principles of the two colleges for selection of key informants which is known as judgmental, selective or subjective sampling. It is a non-probability sampling

technique. It is a technique where the researcher selects respondents basing on personal knowledge and experience of the group to be sampled based on the assumption that they have knowledge on lecturer competence and students 'academic performance in Uganda NTCs (Amin, 2005; 242-244).

### **3.3 Research Instruments**

The researcher used questionnaires and interview as primary source of gathering information and documentary review as a secondary source for collecting information on students' academic results of course work, course tests , school practice and end of year examination results.

#### **3.3.1 Questionnaire**

The primary data was obtained through questionnaires which included open ended and closed ended questions so that the respondents expressed their views without being limited about lecturer competence and perceived impact on student's academic performance in Uganda NTCs.

The instrument was considered appropriate because it was easy to administer and good for respondents who were literate and could fill objectively and within a short time. In addition, large amounts of information was collected from a large number of people in a short period of time and at a relatively low cost (Popper, 2002).

#### **3.3.2 Interview**

The instrument was used to collect secondary data from Principals and Academic Registrars about lecturer competence and perceived impact on students' academic performance in Uganda NTC'S (Amin, 2005:175).

### **3.3.3 Documentary Review**

The researcher looked at documents concerning the lecturers' professional, pedagogical, personality and social competence at the NTCs. In addition, she looked at the results of academic performance of business education students for year 1 and 2 in course work, course tests, school practice and Kyambogo University examinations between 2010 and 2015.

### **3.4 Research Procedure**

The researcher obtained a letter of introduction from the Head of Department, Educational Policy Planning and Management, Kyambogo University to introduce her to the Principals to be allowed to carry out the study in the 2 colleges. The researcher administered questionnaires to lecturers and students of business education and interviews to the Principals, Academic Registrars and Heads of departments of business education and got documents concerning results of course works, course tests, school practice and Kyambogo University exams between 2010 and 2015 in business education.

### **3.5 Validity and Reliability of Instruments**

#### **3.5.1 Validity of Instruments**

The validity of instruments was measured using the Content Validity Index (CVI). Content validity is concerned with measuring the extent to which the content of the instrument corresponds to the content of the theoretical framework of the study (Amin, 2005). The researcher involved 4 senior researchers from NTC Muni to establish the CVI of the study instruments. In order to ensure that the concepts set out to be measured were the right ones, to measure out how well the dimensions of the concepts have been defined and outlined.

Formula for CVI=  $\frac{\text{No of items declared valid}}{\text{Total No of items in the instrument}}$

The validity of the questionnaires and interview items was established by computing CVI.

The CVI of the questionnaire was 0.8 and the CVI for the interview guide was found to be 0.84. According to Amin (2005) an instrument which had an average index of 0.7 and above was valid. The researcher therefore considered the instrument as valid and confirmed the instruments as reputed to be good.

### 3.5.2 Reliability

A test and re-test reliability were carried on how consistent the instrument measured the concepts using different respondents who were not part of the sample. This was measured using Cronbach coefficient Alpha after conducting a pilot study involving four (4) lecturers and fifteen (15) students from NTCs.

The Cronbach coefficient alpha formula was applied to test the reliability of the instruments.

$$K = \frac{1 - \sum SD2 i}{K - 1 \quad SD2 t}$$

Where K = No of items in the questionnaire

SD2 i = Standard Deviation squared (variance) for each individual item

SD2t = variance for total items in the questionnaire

The results from the questionnaire was used to calculate Cronbach's Reliability coefficient. The reliability analysis of the pilot study indicated that the Alpha for the questionnaire for the lecturers (Appendix A) was 0.82 and from the students' questionnaire (Appendix B) was 0.86. The average of the two pilot tests was 0.84. This indicated stability and consistency across

various items in the instrument despite varying testing conditions. There was minimal variation between 0.82 (lecturers instrument) and 0.86 (Students instrument). The instrument was confirmed to be suitable for the study.

### **3.6 Data Analysis**

The study used both quantitative and qualitative data analysis techniques. The quantitative data was analyzed, using Statistical package for social scientists (SPSS) and presented in a frequency table with percentages, mean and Standard deviation. The Pearson correlation coefficient test statistic was used to correlate the Independent variable (IV) and Dependent variables (DV). The qualitative data from the interviews and documentary reviews was evaluated and analyzed to determine the credibility, usefulness and consistence of information.

### **3.7 Ethical Consideration**

The views of the respondents were treated with confidentiality and they were told so. The researcher gathered information from respondents only after seeking for permission.

### **3.8 Limitations of the Study**

There are 5 National Teachers 'Colleges in Uganda but the study only involved two, due to financial and time factor. Another limitation of this study was that, the two colleges were far apart and it meant the researcher had to move over long distances.

### **3.9 Delimitation**

The researcher involved research assistants so as to overcome the problem of traveling long distances between NTC Mubende and NTC Muni. As such, that reduced costs of transport and reduced on time taken to collect and analyze data.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.0 Introduction

The study set out to establish the relationship between lecturer competence and perceived impact on student teachers' academic performance in Uganda National Teachers' Colleges: case of Muni and Mubende.

The study focused on lecturer professional, pedagogical, social, personality competence and perceived impact on students' academic performance. The data collected was presented in tables and percentage distributions. The researcher used Pearson Correlation Co-efficient in order to establish the relationship between lecturer competence and perceived impact on student teachers' academic performance in course work, course tests, end of year examination results and school practice results.

### 4.1 Presentation of Respondents' Background Information

The findings regarding respondents' background information are presented in the Tables below.

**Table 2: Gender of Lecturers**

Gender	Frequency	Percent
Female	3	37.5
Male	5	62.5
Total	8	100.0

Table 2 shows that out of the sampled 8 respondents, 3 (37.5%) were Females and 5 were Males (62.5%). The results in Table 2 ultimately indicate that the majority of the lecturers in NTCs are males.

**Table 3: Gender of Student Teachers**

	Frequency	Percent
Valid Male	62	52.1
Female	57	47.9
Total	119	100.0

In Table 3 the male students were 62(52.1%) and the females were 57(47.9%). The male students were more than the female students.

**Table 4: Year of Study of Student Teachers**

		Frequency	Percent
	Year One	46	38.7
	Year Two	73	61.3
	Total	119	100.0

In the Table above the year ones were less 46(38.7%) and year twos were more which is 73(61.3%). There were more respondents in year two.

**Table 5: Age of Lecturers**

Age		Frequency	Percent
	21-30 yrs	2	25.0
	31-40yrs	2	25.0
	41-50yrs	2	25.0
	51-60 yrs and above	2	25.0
	Total	8	100.0

Table 5 shows that out of the sampled 8 lecturers 2 (25.0%) fall within the range of 21-30 years, 2 (25.0%) was within the range of 31-40 years, 2(25.0) was within the range of 41-50 years while 2 (25.0%) was within the range 51-60 years and above. The results indicate that the age of the lecturers were 25% within the 4ranges which is an indicator that the lecturers are both new and experienced.

**Table 6: Age of Student Teachers**

		Frequency	Percent
Valid	19-24yrs	104	87.4
	25yrs and above	15	12.6
	Total	119	100.0

In Table 6 above majority of the student teachers 104(87.4%) were between the ages of 19-24 years and 15(12.6%) were 25 years and above.

**Table 7: Marital Status of Lecturers**

Marital status	Frequency	Percent
Single	1	12.5
Married	7	87.5
Total	8	100.0

Table 7 shows that out of the sampled 8 lecturers, 1 (12.5%) is single and 7 (87.5%) are married. The results from table 4 clearly indicate that the majority of the lecturers are married and therefore have other obligations to perform other than teaching and that may have an influence on student teachers' academic performance.

**Table 8: Years of Service in Teaching Profession of Lecturers**

Years in Service	Frequency	Percent
1-5yrs	2	25.0
6-10yrs	1	12.5
11-15yrs	1	12.5
16-20yrs and above	4	50.0
Total	8	100.0

Table 8 shows that out of the sampled 8 lecturers, 2 (25.0%) have the teaching experience between 1-5 years, 1 (12.5%) had the teaching experience between 6-10 years, 1 (12.5%) had the teaching experience between 11-15 years and 4 (50.0%) had the teaching experience of 16-20 years and above. The results from table 8 clearly indicate that the majority (62.5%) of the lecturers had the teaching experience of above 10 years in service and therefore they are competent to make the students perform well.

This question was meant to establish whether there was significant relationship between lecturers' competence and their years of experience on students' academic performance. Analysis show that there is significant positive relationship, this therefore implied that the experience gained by the lecturers contributed to improvement of students' academic performance.

**Table 9: Highest Qualification of Lecturers**

Highest Qualification	Frequency	Percent
Bachelor's degree	2	25.0
Masters' degree	5	62.5
Others	1	12.5
Total	8	100.0

Table 9 shows that out of 8 lecturers, 2 (25.0%) were Bachelor's degree holders, 5 (62.5%) were Master's degree holders while 1 (12.5%) fell under others. The results deduced that the majority of the lecturers in NTCs were Master's degree holders which was 62.5% and others was only 1(12.5%) which was the smallest percentage.

The result from this theme, was meant to establish whether there was significant relationship between lectures' academic qualification and competence on students' academic performance. Analysis showed that there is significant positive relationship, this therefore implied that the academic qualifications gained by the lecturers contributed to improvement of students' academic performance.

#### 4.2.1 The Relationship between Lecturer professional Competence and Perceived Impact on Students' Academic Performance

The data regarding objective one of this study as stated in chapter one is presented, analyzed and interpreted below:

**Table 10: Lecturers' ability to use variety of teaching methods during the instruction process as perceived by the lecturers themselves**

	Frequency	Percent
Agree	1	12.5
Strongly agree	7	87.5
Total	8	100.0

Table 10 shows that out of the 8 lecturers ,1(12.5%) which the smallest agree that lecturers have the ability to use variety of teaching methods during instruction process and 7(87.5%) which is the largest strongly agree that lecturers have the ability to use a variety of teaching methods during instruction process.

**Table 11: Lecturers' ability to use a variety of teaching methods during the instruction process as perceived by the student teachers**

	Frequency	Percent
Valid Strongly disagree	1	.8
Disagree	2	1.7
Not sure	12	10.1
Agree	66	55.5
Strongly agree	38	31.9
Total	119	100.0

In Table 11 1(.8%) strongly disagreed with the fact that lecturers have the ability to use a variety of teaching methods during the instruction process, 2(1.7%) disagreed, 12(10.1%) not sure, 66(55.5%) agreed and 38(31.9%) strongly agreed that lecturers have the ability to use a variety of teaching methods during the instruction process. This finding is in line with the qualitative data results where the majority (87.4%) of the administrators involved in the interviews

expressed that the lecturers of business education in the National Teachers' Colleges possessed professional competence because they are trained and were able to use a variety of teaching methods during the instruction process. In this theme was meant to establish whether there was significant relationship between lectures' ability to use various instruction methods and students' academic performance. Analysis show that there is significant positive relationship, this therefore imply that the various approaches, methods and instruction processes given by the lecturers contributed to improvement of students' academic performance.

**Table 12: Lecturers' responses regarding whether they allow students to organize and distribute part of the assignments to be performed in the course**

		Frequency	Percent
	Agree	4	50.0
	Strongly agree	4	50.0
	Total	8	100.0

Table 12: shows that out of the 8 lecturers selected, 4(50.0%) which is half the number agree that lecturers allow students to organize and distribute part of the assignments to be performed in the course and the other 4 (50.0%) strongly agree that lecturers allow students to organize and distribute part of the assignments to be performed in the course.

**Table 13: Student teachers' responses regarding whether lecturers allow them to organize and distribute part of the assignments to be performed in the course**

		Frequency	Percent
Valid	Strongly disagree	3	2.5
	Disagree	4	3.4
	Not sure	15	12.6
	Agree	60	50.4
	Strongly agree	37	31.1
	Total	119	100.0

In Table 13, 3(2.5%) of the students strongly disagreed with the statement that lecturers allow the students to organize and distribute part of the assignments to be performed in the course, 4(3.4%) disagreed, 15(12.6%) not sure, 60(50.4%) agreed and 37(31.1%) strongly agreed.

**Table 14: Lecturers' responses regarding whether they provide clear information about objectives, content and assessment methods in the subject's curriculum**

		Frequency	Percent
	Agree	5	62.5
	Strongly agree	3	37.5
	Total	8	100.0

Table 14: Shows that out of the 8 lecturers selected 5 (62.5%) which was the majority agreed that lecturers provide clear information about objectives, content and assessment methods in the subject's curriculum and 3(37.5%) strongly agree that lecturers provide clear information about objectives, content and assessment methods in the subject's curriculum.

**Table 15: Student teachers' responses regarding whether their lecturers provide clear information about objectives, tutorials, content and assessment methods in the subject's curriculum**

		Frequency	Percent
Valid	Disagree	6	5.0
	Not sure	14	11.8
	Agree	63	52.9
	Strongly agree	36	30.3
	Total	119	100.0

Table 15 indicated that 6(5.0%) disagreed that lecturers provide clear information about objectives, tutorials, content and assessment methods in the subject's curriculum, 14(11.8%) not sure, 63(52.9%) agreed and 36(30.3%) strongly agree. The majority (83.2%) of the students agreed.

This theme was meant to establish whether there was significant relationship between lecturers' ability to provide clear information to learners on tutorial contents, assessment methods and students' academic performance. Analysis showed that there is significant positive relationship, this therefore implied that the ability of the lecturers to provide clear instructions and assessment methods contributed positively to better the students' academic performance.

**Table 16: Lecturers' responses regarding whether they inform students of the competencies they are expected to acquire**

		Frequency	Percent
	Agree	3	37.5
	Strongly agree	5	62.5
	Total	8	100.0

Table 16 indicated that out of the 8 lecturers selected 3(37.5%) agreed that lecturers inform students of the competencies they will be expected to acquire and 5(62.5%) which is the majority strongly agreed that lecturers inform students of the competencies they are expected to acquire.

**Table 17: Student teachers' responses regarding whether their lecturers inform them of the competencies they will be expected to acquire**

		Frequency	Percent
Valid	Strongly disagree	1	.8
	Disagree	3	2.5
	Not sure	8	6.7
	Agree	58	48.7
	Strongly agree	49	41.2
	Total	119	100.0

In the above Table 17(.8%) of the student teachers strongly disagreed with the statement that lecturers inform students of the competencies they will be expected to acquire,3(2.5%) disagreed, 8(6.7%) not sure,58(48.7%) agreed and 49(41.2%) strongly agreed. The majority (89.9%) agreed that lecturers inform them of the competencies they will be expected to acquire. Based on this specific question, it was meant to establish whether there was significant relationship between lecturers' ability to define the competences the learners were expected to acquire and students' academic performance. Analysis showed that there is significant positive relationship, this therefore implied that the more experience the lecturers attain the better the students' academic performance.

**Table 18: Lecturers' responses regarding whether they present the content following a clear and logical framework, highlighting the important aspects**

	Frequency	Percent
Agree	3	37.5
Strongly agree	5	62.5
Total	8	100.0

In Table 18, 3(37.5%) which is the smallest agree that lecturers present the content following a clear and logical framework, highlighting the important aspects and 5(62.5%) which is the largest strongly agreed that lecturers present the content following a clear and logical framework, highlighting the important aspects.

**Table 19: Student teachers' responses regarding whether their lecturers present the content following a clear and logical framework, highlighting the important aspects**

	Frequency	Percent
Strongly disagree	2	1.7
Disagree	6	5.0
Not sure	12	10.1
Agree	70	58.8
Strongly agree	29	24.4
Total	119	100.0

In Table 19 2(1.7%) strongly disagreed that lecturers present the content following a clear and logical framework, highlighting the important aspects, 6(5.0%) disagree, 12(10.1%) not sure, 70(58.8%) agreed and 29(24.4%) strongly agreed. From Table 19, it can clearly be seen that the majority of the student teachers agreed that lecturers present the content following a clear and logical framework, highlighting the important aspects.

**Table 20: Lecturers' descriptive Statistics regarding their professional competence**

Professional competence	Mean	Std. Deviation
Lecturers have ability to use variety of teaching methods during the instruction process.	4.8750	.35355
Lecturers allow students to organize and distribute part of the assignments to be performed in the course.	4.5000	.53452
Lecturers provide clear information about objectives, content and assessment methods in the subject's curriculum.	4.3750	.51755
Lecturers inform students of the competencies they will be expected to acquire.	4.6250	.51755
Lecturers present the content following a clear and logical framework, highlighting the important aspects.	4.6250	.51755

Table 20 showed that the mean showing lecturers have ability to use variety of teaching methods during instruction process is higher than the rest but there was no significant difference because they fall within the same range.

**Table 21: Student Teachers' descriptive Statistics regarding Professional competence**

	Mean	Std. Deviation
Lecturers have the ability to use a variety of teaching methods during the instruction process.	4.1597	.73627
Lecturers allow the students to organize and distribute part of the assignments to be performed in the course.	4.0420	.89627
Lecturers provide clear information about objectives, tutorials, content and assessment methods in the subject's curriculum.	4.0840	.78740
Lecturers inform students of the competencies they will be expected to acquire.	4.2689	.76687
Lecturers present the content following a clear and logical framework, highlighting the important aspects.	3.9916	.83864

From Table 21, the researcher noticed that the mean showing lecturers inform students of the competencies they will be expected to acquire was high compared to the rest.

**Table 22: Correlation Results between Lecturer Professional Competence and Perceived Impact on Student Teachers' Academic Performance**

		Professional Competence	Student Teachers' Academic Performance
Professional Competence	Pearson Correlation	1	.409(**)
	Sig. (2-tailed)		.000
	N	119	75
Student Teachers' Academic Performance	Pearson Correlation	.409(**)	1
	Sig. (2-tailed)	.000	
	N	75	75

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

Table 22, indicated that there is a significant relationship between lecturer professional competence and perceived impact on student teachers' academic performance. Table 22 portrayed that the correlation of .409 is significant at the 0.01 level (2-tailed). Thus, this finding tends to suggest that high professional competence level of lecturers lead to good student teachers' academic performance, other factors remaining constant.

#### 4.2.2 The Relationship between Lecturer Pedagogical Competence and Perceived Impact on Students' Academic Performance

**Table 23: Lecturers' responses regarding whether they have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room**

		Frequency	Percent
Valid	Agree	3	37.5
	Strongly agree	5	62.5
	Total	8	100.0

Table 23 indicated that 3(37.5%) which was smaller number agreed that lecturers have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the classroom and 5(62.5%) which is the largest strongly agreed that lecturers have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the classroom.

This objective 2 was meant to establish whether there was significant relationship between lectures' professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room and students' academic performance. Analysis showed that there is significant positive relationship, this therefore imply that the various professional development trainings in innovative, collaborative and networking has enhanced teaching by the lecturers and contributed to improvement of students' academic performance.

**Table 24: Student teachers' responses regarding whether their lecturers have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room**

		Frequency	Percent
Valid	Strongly disagree	4	3.4
	Disagree	10	8.4
	Not sure	20	16.8
	Agree	53	44.5
	Strongly agree	32	26.9
	Total	119	100.0

In Table 24, 4(3.4%) strongly disagree that lecturers have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room, 10(8.4%) disagreed, 20(16.8%) not sure, 53(44.5%) agreed and 32(26.9%) strongly agreed. The largest number agreed that their lecturers have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room. This finding is agreement with the qualitative data from the interview where majority of the administrator's responses on pedagogical competence was that the lecturers are competent as they underwent thorough trainings in Active Learning and Learning (ATL). They also expressed that support supervision has also been done in the colleges by the Teachers and Instructors Education and Training (TIET) team from the Ministry of education and sports and National Experts from the Belgian Technical Cooperation Teacher Training Education (BTC TTE) project. As such, it can be fairly deduced that lecturers have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room.

**Table 25: Lecturers' responses regarding whether they have done trainings, attended workshops and done Action research in Active teaching and learning which has improved their performance in their duties as lecturers**

		Frequency	Percent
	Agree	1	12.5
	Strongly agree	7	87.5
	Total	8	100.0

In Table 25 out of the 8 lecturers selected 1(12.5%) agreed that lecturers had done trainings, attended workshops and done Action research in Active teaching and learning which had improved their performance in their duties as lecturers and 7(87.5%) which is the largest number strongly agreed that, had done trainings, attended workshops and done Action research in Active teaching and learning which had improved their performance in their duties as lecturers.

**Table 26: Student teachers' responses regarding whether their lecturers have done trainings, attended workshops and done Action research in Active teaching and learning which has improved their performance in their duties as lecturers**

		Frequency	Percent
Valid	Strongly disagree	1	.8
	Disagree	4	3.4
	Not sure	19	16.0
	Agree	50	42.0
	Strongly agree	45	37.8
	Total	119	100.0

In Table 26, 1(.8%) out of 119 strongly disagreed that lecturers have done trainings, attended workshops and done Action research in Active teaching and learning which has improved their performance in their duties as lecturers, 4(3.4%) disagreed, 19(16.0%) not sure, 50(42.0%) agreed and 45(37.8%) strongly agreed. The majority agreed that lecturers have done trainings, attended workshops and done Action research in Active teaching and learning which has improved their performance in their duties as lecturers.

**Table 27: Lecturers' responses regarding whether they foster research and critical thinking in students**

		Frequency	Percent
Valid	Agree	4	50.0
	Strongly agree	4	50.0
	Total	8	100.0

In Table 27, 4(50.0%) out of the 8 lecturers agreed that lecturers foster research and critical thinking in the students and 4(50.0%) strongly agreed that lecturers foster research and critical thinking in students.

**Table 28: Student teachers' responses regarding whether their lecturers foster research and a critical thinking in students**

		Frequency	Percent
Valid	Strongly disagree	1	.8
	Disagree	7	5.9
	Not sure	16	13.4
	Agree	56	47.1
	Strongly agree	39	32.8
	Total	119	100.0

In Table 28, 1(, 8%) strongly disagreed that lecturers foster research and critical thinking in students, 7(5.9%) disagreed, 16(13.4%) not sure, 56(47.1%) agreed and 39(32.8%) strongly agreed that lecturers foster research and critical thinking in students.

This theme was meant to establish whether there was significant relationship between lectures' fostering research and a critical thinking to enhance teaching and learning in the students' academic performance. Analysis showed that there is significant positive relationship, this therefore imply that the various approaches to fostering research and a critical thinking to enhance teaching by the lecturers and contributed to improvement of students' academic performance.

**Table 29: Lecturers' responses regarding whether they apply the assessment criteria of activities as established in the subject's curriculum**

		Frequency	Percent
Valid	Agree	3	37.5
	Strongly agree	5	62.5
	Total	8	100.0

In Table 29 3(37.5%) out of 8 lecturers agreed that lecturers apply the assessment criteria of activities as established in the subject's curriculum and 5(62.5%) which is the largest strongly agreed that lecturers apply the assessment criteria of activities as established in the subject's curriculum.

**Table 30: Student teachers' responses regarding whether their lecturers apply the assessment criteria of activities as established in the subject's curriculum**

		Frequency	Percent
	Strongly disagree	3	2.5
	Disagree	10	8.4
	Not sure	22	18.5
	Agree	55	46.2
	Strongly agree	29	24.4
	Total	119	100.0

In Table 30,3(2.5%) out of 119 student teachers strongly disagreed that lecturers apply the assessment criteria of activities as established in the subject's curriculum,10(8.4%) disagree,22(18.5%) were not sure,55(46.2%) agreed and 29(42.4%) strongly agreed. The largest

percentage agreed that lecturers apply the assessment criteria of activities as established in the subject's curriculum.

**Table 31: Lecturers' responses regarding whether they have good command of the content of the course they teach**

		Frequency	Percent
Valid	Agree	1	12.5
	Strongly agree	7	87.5
	Total	8	100.0

Table 31 indicated that 1(12.5%) out of the 8 lecturers agreed that lecturers have good command of the content of the course they teach and 7(87.5%) which is the largest strongly agreed that lecturers have good command of the course they teach.

**Table 32: Student teachers' responses regarding whether their lecturers have good command of the content of the course they teach**

		Frequency	Percent
Valid	Strongly disagree	2	1.7
	Disagree	8	6.7
	Not sure	11	9.2
	Agree	65	54.6
	Strongly agree	33	27.7
	Total	119	100.0

In Table 32, 2(1.7%) out of 119 student teachers strongly disagreed that lecturers have good command of the content of the course they teach, 8(6.7%) disagreed, 11(9.2%) not sure, 65(54.6%) agreed and 33(27.7%) strongly agreed. The largest (82.3%) agreed that lecturers had good command of the content of the course they teach.

This theme was meant to establish whether there was significant relationship between lecturers' command of the content of the course they teach to enhance learning and the students' academic performance. Analysis showed that there is significant positive relationship, this therefore imply

that the lecturers' command of the content of the course they teach has a positive impact in enhancing learning and the students' academic performance.

**Table 33: Lecturers' descriptive Statistics regarding pedagogical competence**

	Mean	Std. Deviation
Lecturers have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room.	4.6250	.51755
Lecturers have done trainings, attended workshops and done Action research in Active teaching and learning which has improved their performance in their duties as lecturers.	4.8750	.35355
Lecturers foster research and a critical thinking in students.	4.5000	.53452
Lecturers apply the assessment criteria of activities as established in the subject's curriculum.	4.6250	.51755
Lecturers have good command of the content of the course they teach.	4.8750	.35355

From Table 33, the researcher notices that the mean showing that lecturers foster research and critical thinking in students was low compared to the rest. However, it is imperative to note that the mean differences are not significantly different from each other as they fall within the same range.

**Table 34: Student Teachers' descriptive Statistics regarding Pedagogical competence of Lecturers**

	Mean	Std. Deviation
Lecturers have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room.	3.8319	1.02775
Lecturers have done trainings, attended workshops and done Action research in Active teaching and learning which has improved their performance in their duties as lecturers.	4.1261	.85919
Lecturers foster research and a critical thinking in students.	4.0504	.88153
Lecturers apply the assessment criteria of activities as established in the subject's curriculum.	3.8151	.98261
Lecturers have good command of the content of the course they teach.	4.0000	.89253

From Table 34, the researcher notices that the mean showing that lecturers have done trainings, attended workshops and done Action research in Active teaching and learning which has improved their performance in their duties as lecturers was high(4.1261). Meanwhile. lecturers' participation in professional development trainings in innovative, collaborative and networking which enhance teaching and learning in the class room (3.8319) and applying the assessment criteria of activities as established in the subject's curriculum (3.8151) was relatively low.

**Table 35: Correlation Results between Lecturer Pedagogical Competence and Perceived Impact on Student Teachers' Academic Performance**

		Pedagogical Competence	Student Teachers' Academic Performance
Pedagogical Competence	Pearson Correlation	1	.328(**)
	Sig. (2-tailed)		.004
	N	119	75
Student Teachers' Academic Performance	Pearson Correlation	.328(**)	1
	Sig. (2-tailed)	.004	
	N	75	75

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

Table 35, portrays that there is a significant relationship between lecturer pedagogical competence and perceived impact on student teachers' academic performance. Table 35 indicates that the correlation of .328 is significant at the 0.01 level (2-tailed). Thus, this finding tends to suggest that high pedagogical competence level of lecturers lead to good student teachers' academic performance, other factors remaining constant.

#### 4.2.3 The Relationship between Lecturer Social Competence and Perceived Impact on Students' Academic Performance

**Table 36: Lecturers' responses regarding whether they attend and respond clearly to questions asked in class**

		Frequency	Percent
Valid	Disagree	1	12.5
	Agree	2	25.0
	Strongly agree	5	62.5
	Total	8	100.0

In Table 36, 1(12.5%) of the 8 lecturers selected disagreed with the statement that lecturers attend and respond clearly to questions asked in class, 2(25.0%) agreed and 5(62.5%) which was the largest number agreed that lecturers attend and respond clearly to the questions asked in class.

**Table 37: Student teachers' responses regarding whether their lecturers attend and respond clearly to questions asked in class**

		Frequency	Percent
Valid	Strongly disagree	2	1.7
	Disagree	4	3.4
	Not sure	2	1.7
	Agree	55	46.2
	Strongly agree	56	47.1
	Total	119	100.0

Table 37, indicated that 2(1.7%) strongly disagreed that lecturers attend and respond clearly to questions asked in class, 4(3.4%) disagreed, 2(1.7%) were not sure, 55(46.2%) agreed and 56(47.1%) strongly disagreed. The majority strongly agreed that lecturers attend and respond clearly to questions asked in class.

**Table38: Lecturers' responses regarding whether they facilitate student-student and student-lecturer interaction**

		Frequency	Percent
Valid	Agree	5	62.5
	Strongly agree	3	37.5
	Total	8	100.0

Table 38 indicated that 5(62.5%) out of 8 which is the largest number agreed that lecturers facilitate student-student and student-lecturer interaction and 3(37.5%) strongly agreed that lecturers facilitate student-student and student-lecturer interaction.

**Table 39: Student teachers' responses regarding whether their lecturers facilitate student-student and student-lecturer interaction**

		Frequency	Percent
Valid	Strongly disagree	4	3.4
	Disagree	2	1.7
	Not sure	10	8.4
	Agree	54	45.4
	Strongly agree	49	41.2
	Total	119	100.0

Table 39 shows that 4(3.4%) strongly disagreed that lecturers facilitate student-student and student-lecturer interaction, 2(1.7%) disagreed, 10(8.4%) were not sure, 54(45.4%) agreed and 49(41.2%) strongly agreed. The largest number of respondents agreed that lecturers facilitate student-student and student-lecturer interaction.

**Table 40: Lecturers' responses regarding whether they promote team work in class**

		Frequency	Percent
Valid	Agree	4	50.0
	Strongly agree	4	50.0
	Total	8	100.0

In Table 40, 4(50.0%) which is half of the lecturers agreed that lecturers promote team work in class and the 4(50.0%) strongly agreed that lecturers promote team work in class.

**Table 41: Student teachers' responses regarding whether their lecturers promote team work in class**

		Frequency	Percent
Valid	Strongly disagree	2	1.7
	Disagree	1	.8
	Not sure	5	4.2
	Agree	46	38.7
	Strongly agree	65	54.6
	Total	119	100.0

In Table 41, 2(1.7%) strongly disagreed that lecturers promote team work in class, 1(.8%) disagree, 5(4.2%) are not sure, 46(38.7%) agree and 65(54.6%) strongly agreed. The largest number strongly agreed that lecturers promote team work in class.

**Table 42: Lecturers' responses regarding whether they have joined social network groups in Facebook on Active teaching and Learning to enhance their job performance**

		Frequency	Percent
Valid	Agree	5	62.5
	Strongly agree	3	37.5
	Total	8	100.0

In Table 42, 5(62.5%) which is the largest number agreed that lecturers have joined social network groups in Facebook on Active teaching and learning which has enhanced their job performance and 3 (37.5%) strongly agreed that lecturers have joined social network groups in Facebook on Active teaching and learning which has enhanced their job performance.

**Table 43: Student teachers' responses regarding whether their lecturers promote social academic network groups**

		Frequency	Percent
Valid	Strongly disagree	3	2.5
	Disagree	3	2.5
	Not sure	12	10.1
	Agree	48	40.3
	Strongly agree	53	44.5
	Total	119	100.0

In Table 43, 3(2.5%) strongly disagreed that lecturers promote social academic network groups, 3(2.5%) disagreed, 12(10.1%) not sure, 48(40.3%) agreed and 53(44.5%) strongly agreed. Thus, it can be seen that biggest number of student teachers strongly agreed lecturers promote social academic network groups.

This theme was meant to establish whether there was significant relationship between lectures' use and promotion of social academic networks, team work and student-student learning approaches to teach, enhanced learning and the students' academic performance. Analysis showed that there is significant positive relationship, this therefore imply that the lectures' ability to use and promote social academic networks has a positive impact on enhancing learning and the students' academic performance.

**Table 44: Lecturers' descriptive Statistics regarding Social competence**

	Mean	Std. Deviation
Lecturers attend and respond clearly to questions asked in class.	4.3750	1.06066
Lecturers facilitate student-student and student-lecturer interaction.	4.3750	.51755
Lecturers promote team work in class.	4.5000	.53452
Lecturers have joined social network groups in Facebook on Active teaching and learning which has enhanced my job performance.	4.3750	.51755

From Table 44, the researcher notices that the mean showing that lecturers promote team work in class was high compared to the rest. However, it is important to note that the mean differences are not significantly different from each other as they fall within the same range.

**Table 45: Student Teachers' descriptive Statistics regarding Social competence of their Lecturers**

	Mean	Std. Deviation
Lecturers attend and respond clearly to questions asked in class.	4.3361	.81591
Lecturers facilitate student-student and student-lecturer interaction.	4.1933	.91390
Lecturers promote team work in class.	4.4370	.76622
Lecturers promote social academic network groups.	4.2185	.91281

From Table 45, the researcher noticed that the mean showing that lecturers promote team work in class was highest. However, it is important to note that the mean differences are not significantly different from each other as they fall within the same range.

**Table 46: Correlation Results between Lecturer Social Competence and Perceived Impact on Student Teachers' Academic Performance**

		Social Competence	Student Teachers' Academic Performance
Social Competence	Pearson Correlation	1	.387(**)
	Sig. (2-tailed)		.001
	N	119	75
Student Teachers' Academic Performance	Pearson Correlation	.387(**)	1
	Sig. (2-tailed)	.001	
	N	75	75

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

Table 46, portrays that there is a significant relationship between lecturer social competence and perceived impact on student teachers' academic performance. Table 46 indicates that the correlation of .387 is significant at the 0.01 level (2-tailed). Thus, this finding tends to suggest that high social competence level of lecturers lead to good student teachers' academic performance, other factors remaining constant. It is also important to note that the correlation results herein also implies that if the lecturers have low social competence level this might lead to poor student teachers' academic performance. This is supported by findings from the qualitative data where respondents involved in the interviews expressed that "a good number of lecturers possesses high levels of social competence because they interrelate well with the learners and are supportive. However, some few lecturers have no sense of humor and are feared by students and are difficult to approach".

#### 4.2.4 The Relationship between Lecturer Personality Competence and Perceived Impact on Students' Academic Performance

**Table 47: Lecturers' responses regarding whether they maintain an objective and respectful position with the students**

		Frequency	Percent
	Agree	1	12.5
	Strongly agree	7	87.5
	Total	8	100.0

In Table 47, 1(12.5%) out of the 8 lecturers agreed that lecturers maintain an objective and respectful position with the students and 7(87.5%) strongly agreed that they maintain an objective and respectful position with the students.

**Table 48: Student teachers' responses regarding whether their lecturers maintain an objective and respectful position with the students**

		Frequency	Percent
	Strongly disagree	3	2.5
	Disagree	5	4.2
	Not sure	16	13.4
	Agree	56	47.1
	Strongly agree	39	32.8
	Total	119	100.0

In Table 48, 3(2.5%) strongly disagreed that lecturers maintain an objective and respectful position with the students, 5(4.2%), 16(13.4%) not sure, 56(47.1%) agreed and 39(32.8%) strongly agreed. The largest number of student teachers agreed that lecturers maintain an objective and respectful position with the students.

**Table 49: Lecturers' responses regarding whether they are easily approachable by students**

		Frequency	Percent
Valid	Not sure	1	12.5
	Agree	4	50.0
	Strongly agree	3	37.5
	Total	8	100.0

In Table 49, 1(12.5%) which is the smallest were not sure if the lecturers are easily approachable by students, 4(50.0%) agree which was the largest and 3(37.5%) strongly agreed.

**Table 50: Student teachers' responses regarding whether their lecturers are approachable**

		Frequency	Percent
Valid	Strongly disagree	6	5.0
	Disagree	14	11.8
	Not sure	31	26.1
	Agree	47	39.5
	Strongly agree	21	17.6
	Total	119	100.0

Table 50, indicates that 6(5.0%) strongly disagreed that lecturers are approachable by students, 14(11.8%) disagreed, 31(26.1%) not sure, and 47(39.5%) agreed that lecturers are approachable by students. Meanwhile, a very small number of student teachers 21(17.6%) who strongly agreed that lecturers are approachable by students. It is important to note that this finding sharply contradicts the finding from the qualitative data where the majority of the respondents expressed that "lecturers possess good level of personality competence; have good interpersonal relationship with the students, they are approachable and provide guidance and support".

This question was meant to establish whether there was significant relationship between lectures' approachability to enhance learning and the students' academic performance. Analysis show that there is significant positive relationship, this therefore imply that the lectures' approachability to students has a positive impact in enhancing learning and the students' academic performance.

**Table 51: Lecturers' responses regarding whether they encourage student interest and motivation to learn**

		Frequency	Percent
Valid	Agree	3	37.5
	Strongly agree	5	62.5
	Total	8	100.0

Table 51 indicated that 3(37.5%) agreed that lecturers encourage student interest and motivation to learn, while 5(62.5%) which is the largest strongly agreed to the fact that lecturers encourage student interest and motivation to learn.

**Table 52: Student teachers' responses regarding whether their lecturers encourage student interest and motivation to learn**

		Frequency	Percent
Valid	Strongly disagree	2	1.7
	Disagree	4	3.4
	Not sure	10	8.4
	Agree	56	47.1
	Strongly agree	47	39.5
	Total	119	100.0

Table 52 indicate that 2(1.7%) strongly disagreed, that lecturers encourage student interest and motivation to learn, 4(3.4%) disagreed, 10(8.4%) not sure, and 56(47.1%) agreed. While, 47(39.5%) of the student teachers strongly agreed that lecturers encourage student interest and motivation to learn.

This question was meant to establish whether there was significant relationship between lectures' ability to promote motivation and encourage students' interest in learning and improve their academic performance. Analysis showed that there is significant positive relationship, this therefore imply that the lectures' ability to promote motivation and encourage students interest to learn enhances the students' academic performance.

**Table 53: Lecturers' responses regarding whether they promote individual work among students**

		Frequency	Percent
Valid	Strongly disagree	1	12.5
	Agree	5	62.5
	Strongly agree	2	25.0
	Total	8	100.0

In Table 53, 1(12.5%) strongly disagreed with the statement that lecturers promote individual work among students, 5(62.5%) agreed and 2(25.5%) strongly agreed that lecturers promote individual work among students.

**Table 54: Student teachers' responses regarding whether their lecturers promote individual work among students**

		Frequency	Percent
Valid	Strongly disagree	10	8.4
	Disagree	21	17.6
	Not sure	11	9.2
	Agree	48	40.3
	Strongly agree	29	24.4
	Total	119	100.0

Table 54, indicated that 10(8.4%) strongly disagree, 21(17.6%) disagreed, 11(9.2%) not sure, 48(40.3%) agreed and 29(24.4%) strongly agreed that lecturers promote individual work among students.

**Table 55: Lecturers' responses regarding whether they are involved in bench marking the best practices from other Teacher colleges, universities, organizations, government sector among others**

		Frequency	Percent
Valid	Strongly disagree	1	12.5
	Not sure	2	25.0
	Agree	3	37.5
	Strongly agree	2	25.0
	Total	8	100.0

In Table 55, 1(12.5%) strongly disagreed with the statement that lecturers are involved in bench marking the best practices from other Teachers colleges, Universities, Organizations, government sector among others, 2(25.5%) were not sure, 3(37.5%) agreed and 2(25.0%) strongly agreed.

**Table 56: Student teachers' responses regarding whether their lecturers are involved in bench marking the best practices from other Teacher colleges, universities, organizations, government sector among others.**

		Frequency	Percent
Valid	Strongly disagree	6	5.0
	Disagree	13	10.9
	Not sure	50	42.0
	Agree	38	31.9
	Strongly agree	12	10.1
	Total	119	100.0

Table 56, shows that 6(5.0%) strongly disagree that lecturers are involved in bench marking the best practices from other Teacher colleges, universities, organizations, government sector among others,13(10.9%) disagreed, 50(42%) not sure,38(31.9%) agreed and 12(10.1%) strongly agreed. This question was meant to establish whether there was significant relationship between lectures' ability to benchmark on best practices in enhancing learning and the students' academic performance. Analysis showed that there is significant positive relationship, this therefore imply that the lectures' ability to benchmark on best practices in enhancing learning has significant contribution to improvement in the students' academic performance.

**Table 57:Lecturers'DescriptiveStatistics Regarding Personality Competence**

	Mean	Std. Deviation
Lecturers maintain an objective and respectful position with the students.	4.8750	.35355
Lecturers are easily approachable by students.	4.2500	.70711
Lecturers encourage student interest and motivation to learn.	4.6250	.51755
Lecturers promote individual work among students.	3.8750	1.24642
Lecturers are involved in bench marking the best practices from other Teacher colleges, universities, organizations, government sector among others.	3.6250	1.30247

From Table 57, the researcher notices that the mean showing that lecturers are involved in bench marking the best practices from other Teacher colleges, Universities, Organizations, government sector among others (3.6250); and lecturers promote individual work among students (3.8750) were the lowest. Meanwhile, lecturers maintaining of an objective and respectful position with the students (4.8750); and encouraging of student interest and motivation to learn (4.6250) were the highest.

**Table 58: Student Teachers' Descriptive Statistics Regarding Personality Competence**

	Mean	Std. Deviation
Lecturers maintain an objective and respectful position with the students.	4.0336	.92912
Lecturers are approachable by students.	3.5294	1.07217
Lecturers encourage student interest and motivation to learn.	4.1933	.85645
Lecturers promote individual work among students.	3.5462	1.26724
Lecturers are involved in bench marking the best practices from other Teacher colleges, universities, organizations, government sector among others.	3.3109	.97205

From Table 58, the researcher noticed that the mean showing that lecturers encourage student interest and motivation to learn (4.1933); and lecturers maintaining of an objective and respectful position with the students (4.0336) were the highest. Meanwhile, lecturers' involvement in bench marking the best practices from other Teacher colleges, universities, organizations, government sector among others (3.3109) and being approachable by students (3.5294) were the lowest.

**Table 59: Correlation Results between Lecturer Personality Competence and Perceived Impact on Student Teachers' Academic Performance**

		Personality Competence	Student Teachers' Academic Performance
Personality Competence	Pearson Correlation	1	.354(**)
	Sig. (2-tailed)		.002
	N	119	75
Student Teachers' Academic Performance	Pearson Correlation	.354(**)	1
	Sig. (2-tailed)	.002	
	N	75	75

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

Table 59, indicates that there is a significant relationship between lecturer personality competence and perceived impact on student teachers' academic performance. In Table 59, it is seen that the correlation of .354 is significant at the 0.01 level (2-tailed). Thus, this finding tends to suggest that high personality competence level of lecturers lead to good student teachers' academic performance, other factors remaining constant.

This question was meant to establish whether there was significant relationship between lectures' personality competence in enhancing learning and the students' academic performance. Analysis showed that there is significant positive relationship, this therefore imply that the lectures' personality contribute to enhanced learning and to improvement in the students' academic performance.

#### 4.3 Results from Document Analysis

Qualitative results obtained from the two NTCS' of the year 2 results showed that in 2011 55.90% were in second class upper and 44.09% were in second class lower. In 2012, 66.44% were in second class upper, 31.54% were in second class lower and 2.01% Retakes. In 2013, 62.50% were in second class upper, 34.37% in second class lower and 3.13% Retakes. In 2014 3.70% were in first class, 29.64% were in second class upper, 59.25% were in second class lower

and 7.41% Retakes. In 2015, 4.83% were in first class, 89.51% were in second class upper and 5.64% in second class lower. There were no passes and retakes. The results showed an improvement to first class in 2014 of 3.7% and 4.83% in 2015. There was also an improved performance in 2014 in second class upper of 29.62% and 89.51% in 2015. The researcher concluded that the trainings and workshops in Active teaching and learning of the lecturers led to an improvement in the academic performance of the students’.

## **CHAPTER FIVE:DISCUSSION, CONCLUSION AND RECOMMENDATION**

### **5.0 Introduction**

This chapter presents the discussion, conclusion and recommendation within the context of the objectives and the corresponding research questions as outlined in chapter one. The chapter also presents suggested areas for further research.

### **5.1 Discussion of findings**

#### **5.1.1 Lecturer professional competence and perceived impact on students' academic performance**

The objective 1 which seeks to examine the influence of lecturer professional competence on the perceived impact students' academic performance, a theme was developed to investigate the ability to use variety of teaching methods during the instruction process. The results show that out of the 8 lecturers, only1 (12.5%) agree that lecturers have the ability to use variety of teaching methods during instruction process while 7(87.5%) strongly agree with the same notion that lecturers have the ability to use a variety of teaching methods during instruction process.

These findings are in line with Mwalimu Julius Kambarage Nyerere (1963) who said that there is no education system that is better than the quality of its teachers. Similarly, the findings also agree with Obomanu (2011) who found that lack of qualified teachers in Nigeria led to consistent poor performance of students in science and mathematics subjects. The researcher concurs with the aforementioned authors in that for any nation to have quality education; their teachers must be of good quality with academic qualification to support them in giving out the required knowledge and skills.

In Table 19; Only 2(1.7%) of the students strongly disagreed that lecturers present the content following a clear and logical framework, highlighting the important aspects, and 6(5.0%) disagree, 12(10.1%) not sure, 70(58.8%) agreed and 29(24.4%) strongly agreed.

From the Table 19, it can clearly be noted that the majority of the student teachers agreed that lecturers present the content following a clear and logical framework, highlighting the important aspects.

### **5.1.2 Lecturers pedagogical competence and perceived impact on students' academic performance**

In Objective two, the researcher sort to examine the relationship between lectures' pedagogical competence and perceived impact on students' academic performance. The question of whether the lecturers' had done professional development trainings in innovative, collaborate networking and whether this had enhanced teaching and learning to improve students' academic performance. The results showed that 3(37.5%) agreed that lecturers have done professional development trainings in innovative, collaborative and networking approach which has enhanced teaching and learning in the classroom while 5(62.5%) strongly agreed that lecturers have done professional development trainings in innovative, collaborative and networking, which has enhanced teaching and learning in the classroom.

The question of whether the lecturers' had done trainings, attended workshops and done action research whether this had enhanced teaching and learning to improve students' academic performance. The results indicated that out of the 8 lecturers selected only 1(12.5%) agreed that lecturers had done trainings, attended workshops and done Action research in Active teaching

and learning which had improved their performance in their duties as lecturers and 7(87.5%) majority, strongly agreed to the above notion.

This notion is supported by Ryegard (2008: 9) who contends that pedagogical competence implies that the teacher forms definite goals and frameworks, through continuous development of teaching and personal professional development, supports and facilitates the learning of the students in the best way. Similarly, a study conducted by Pomuti (2000) found significant effects of in-service training on the performance of teachers.

Therefore, continuous teacher development is very important in the delivery of quality education services. More-so, in-service teacher training helps teachers to improve on their teaching methods and interaction, equips the teachers with more effective means of getting feedback by the students which is ultimately related to the removal of errors and improvement of students' achievements.

Chall and Popp (1990), Stuart (2004), Rodgers (2001) state that there is a need to focus on teachers' adequacy and competence in respect to their pedagogical practices and strategies and mastery of the curriculum and subject content.

The results show that the majority of the lecturers use student centered methods of teaching. In a similar vein, the findings also concurs with Cummins (2007) who states that learner-centered pedagogy raises student achievement, promote democratic classrooms, complex thinking, joint production and meet student communication goals. Furthermore, the findings agree with Richards, Brown, and Forde (2007) who recommended that teachers use pedagogy to find the needs of students and promote academic achievement in a learner-centered context.

On the question of whether the lecturers' had good command of the subject matter of the course they teach and whether this had perceived impact on students' academic performance, the results showed that, only 2(1.7%) out of 119 student teachers strongly disagreed that lecturers had good command of the content of the course they teach, 8(6.7%) disagreed, 11(9.2%) not sure, 65(54.6%) agreed and 33(27.7%) strongly agreed that lecturers have good command of the content of the course they teach. This finding concurred with the competence model advanced by Westera (2009), which indicated that teachers' performance is comprised of subject matter and pedagogy. This greatly linked to teachers' competences, characteristics and attitude.

### **5.1.3 Lecturer social competence and perceived impact on students' academic performance**

In this Objective three, the study focused to examine the relationship between lecturers' social competence and perceived impact on students' academic performance. The question of whether the lecturers' had facilitated student-student interactions as well as student-lecturer interaction and as to whether this had enhanced teaching and learning to improve students' academic performance. The responses from the lecturers shows that 4(3.4%) strongly disagreed that lecturers facilitated student-student and student-lecturer interactions, 2(1.7%) disagreed, 10(8.4%) were not sure, 54(45.4%) agreed and 49(41.2%) strongly agreed. The largest number of respondents agreed that lecturers facilitate student-student and student-lecturer interaction.

On the question of whether lecturers' had joined social network groups like Facebook or other platforms on active teaching and learning and whether these had enhanced their job performance and students' academic performance. The findings showed that, 5(62.5%) which is the largest number agreed that lecturers had joined social network groups in Facebook on Active teaching and learning which has enhanced their job performance and 3 (37.5%) strongly agreed that

lecturers have joined social network groups in Facebook on Active teaching and learning which has enhanced their job performance.

This is in line with findings of Mulyasa (2007); that social competence is the ability of teachers as part of the wider public to communicate and interact effectively with others including learners, fellow teachers, parents or guardians of the learners and the community in order to promote effective learning and students' academic performance.

#### **5.1.4 Lecturer personality competence and perceived impact on students' academic performance**

In this Objective four, the study addressed the relationship between lecturers' personality competence and perceived impact on students' academic performance. The question of whether the lecturers' had facilitated and promoted individual work among students' and whether this had enhanced teaching and to improved students' academic performance. The findings showed that only 1(12.5%) which is the smallest were not sure if the lecturers are easily approachable by students, 4(50.0%) agree which was the largest and 3(37.5%) strongly agreed.

On question of whether the lecturers' encouraged students' interests and motivation to learn and whether this influenced students' academic performance, the results showed that 1(12.5%) out of the 8 lecturers agreed that lecturers maintain an objective and respectful position with the students and 7(87.5%) strongly agreed that they maintain an objective and respectful position with the students.

The question of whether the lecturers' benchmarked the best practices from other colleges, universities, organizations, government sectors among other, the results indicated that 3(37.5%) of the lecturers agreed that lecturers encourage student interest and motivation to learn, while

5(62.5%) which is the largest strongly agreed to the fact that lecturers encourage student interest and motivation to learn.

Table 59, indicates that there is a significant relationship between lecturer personality competence and student teachers' academic performance. In Table 59, it is seen that the correlation of .354 is significant at the 0.01 level (2-tailed). Thus, this finding tends to suggest that high personality competence level of lecturers lead to good student teachers' academic performance, other factors remaining constant.

These findings are in further conformity with Komara (2007) in which he states that personality attributes of lecturers constitute role modules for students and the community and contribute their academic performance and sustainable development..

## **5.2 Conclusion**

The purpose of the study was to establish whether there is a significant relationship between lecturer professional competence and students' academic performance. The findings and discussions presented indicate that out of 8 lecturers, 2 (25.0%) were Bachelor's degree holders, 5 (62.5%) were Master's degree holders while 1 (12.5%) fell under others. The results deduced that the majority of the lecturers in NTCs were Master's degree holders which was 62.5% and others was only 1(12.5%) which was the smallest percentage. The Pearson Product-Moment Correlation Index test of students' indicated that there was a significant relationship between lecturer professional competence and students' academic performance.

The students' results revealed that there is a significant relationship between lecturer pedagogical competence and student teachers' academic performance. Table 35 indicates that the correlation

of .328 is significant at the 0.01 level (2-tailed). Thus, this finding tends to suggest that high pedagogical competence level of lecturers lead to good student teachers' academic performance, other factors remaining constant.

The students' findings revealed a significant relationship between lecturer social competence and student teachers' academic performance. Table 46 indicates that the correlation of .387 is significant at the 0.01 level (2-tailed). Thus, this finding tends to suggest that high social competence level of lecturers lead to good student teachers' academic performance, other factors remaining constant. It is also important to note that the correlation results herein also imply that if the lecturers have low social competence level this might lead to poor student teachers' academic performance. This is supported by findings from the qualitative data where respondents involved in the interviews expressed that "a good number of lecturers possesses high levels of social competence because they interrelate well with the learners and are supportive. However, some few lecturers have no sense of humor and are feared by students and are difficult to approach".

The findings about students' responses, indicates that there is a significant relationship between lecturer personality competence and student teachers' academic performance. In Table 59, it is seen that the correlation of .354 is significant at the 0.01 level (2-tailed). Thus, this finding tends to suggest that high personality competence level of lecturers lead to good student teachers' academic performance, other factors remaining constant.

### **5.3 Recommendations**

- i. In line with the findings and conclusions of this study, the researcher recommended that lecturers of Uganda NTCS' should do continuous professional development in order to remain relevant and competent in their profession in order to improve student learners' academic performance.
- ii. The Uganda Ministry of Education, Science Technology and Sports should standardize system of recruitment of lecturers to avoid incompetence in the staff recruited in the National Teachers' colleges and this can be done by considering those who have achieved minimum of Bachelors degree of Teacher Education or a Post Graduate Diploma in Teacher Education that would enable them acquire the relevant competence of handling student teachers.
- iii. The lecturers should conduct lessons using Active teaching and learning methodologies so that when the student teachers go out to the field, they will do the same in their own practice. Learner centered methods should be emphasized in their training. Learner centered methods should also be emphasized in school practice.

### **5.4 Areas for Further Research**

The researcher suggests that further research could be conducted on:

- i. Role of Governing council and College Administrators' in the Academic staff performance in National Teachers' Colleges.
- ii. Lecturer continuous professional development and student teachers' academic performance in Uganda National Teachers' Colleges.
- iii. Review of the NTCS' curriculum to be in line with that of the secondary schools especially the methods of teaching.

## REFERENCES

- Adediwura,A.A., and Bada, T. (2007). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. Educational research and review. Vol.2 (7), pp.165-171. Academic journals.
- Ackroyd, S. and Hughes, J.A. (1981). Data collection in context.
- Adnan, H. (2015). Contribution of Competence Teacher (Pedagogical, Personality competence and social) on the performance of learning. The International Journal of Engineering and Science. Vol.4; pp.01-12.
- Adaramola and Obomanu (2011) International journal of educational administration and policy studies.
- Amin, M. E (2005) Social Science Research: Conception, methodology and analysis. Kampala, Makerere University printery.
- Allexander, M. (2013). Lecturers' competences and students' Academic performance. International journal of Humanities and Social Science Invention. Vol.3 pp.06-13. [www.ijhssi.org](http://www.ijhssi.org)
- Choi, S. L, Zaiton, I. and Tan, O.K. (2013). An Analysis on the Relationship between Lecturers competences and students satisfaction. Academic journal Article vol.7, 1;
- Chukwurah,C.C. (2011). Strategies for Global reforms in Business Teacher education towards self-reliance in Nigeria. International Journal of Vocational and Technical education. Vol.3 (4), pp .45-48.
- Cipto, W. (2015). The Measurement of Teacher's Personality competence and Performance

using Embedded Model. *Journal of Education and Practice*. Vol.6, No.26, 2015.

Eriana, A. (2015). Implementation Analysis of lecturers' Pedagogical competence on students' Academic Achievement. *Journal of Management Research*. 2015, vol.7, No.2.

Esuh, O. I. L and Nurahimah, B.M.Y (2015). Evidence on teaching qualification, characteristics, competence and lecturer performance in higher institutions in Nigeria. A case study at the University of Ilorin, Nigeria.

Fakhra, A. and Mahammad, S. A. (2014). Impact of Training on Teachers Competencies at Higher education level in Pakistan. *International Referred Research Journal* 1, Jan. (2014) [121].

Gonzalez, O. (2012). Conceptualizing and Assessing Secondary Mathematics Teachers' Professional Competencies for effective teaching of Variability-Related ideas.

Guerriero, S. (2012). Teachers' Pedagogical Knowledge and the Teaching Profession.

Hindayati, M.S (2014). Analysis of Competence level and the Attendance of the lecturer in its effects on students Grade using Fuzzy Quantification Theory.

Jurgen ,B.M and Mareike,K. (2006). The COACTIV Model of Teachers' Professional competence. [springer.com/cda](http://springer.com/cda)

Kasule, G.W, Wesselink, R. and Mulder, M. (2016). Professional development status of teaching staff in a Ugandan public university. *Journal of Higher Education Policy and Management*, DOI:10.108/1360080X.2016.1181883

Kathryn,F.C (1998).Pedagogical Content Knowledge: Teachers Integration of subject matter, pedagogy, students and learning environments.

Krejcie, R.V., and Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurements*, 30,607-610.

Likkoko S, Mutsotso.S and Nasongo,J. (2013). Tutor competence and its effect on quality of Teachers. *Journal of Education and Practice*.

Loewenberg, D.B, Hoover,M.T., and Phelps,G.(1986). *Content knowledge for Teaching*.

Nkechi,J.O, Ogbondah,L. and Ekpefa, J.Y.A. (2015).Preparing Teachers for the Contemporary Nigeria. *Journal of Education and Practice*, Vol.6, No.14.

Popper, K. (1959). *The Logic of Scientific Discovery*. Introduction to the logic of science. Book about the philosophy of science.

Ryegard, A., Olsson,T. and Apelgren,K. (2010). *A Swedish Perspective on Pedagogical Competence*.

Sonia, G. M. C (2012). Teachers' Pedagogical knowledge and the Teaching Profession. Google scholar citation. Department of computer science Incomplete

Udo,K. (2008). *Combining qualitative and quantitative methods in Research practice: purposes and advantages*.

Yilun, T. Z. (2015). *Studying Statistics @ Taro Yamane Uwaterloo*. Ec.europa.eu

*Teacher professional development theories/ Learning options*. (2011) Wordpress.com

## APPENDIX A:

### Questionnaire for Lecturers of business education

I am a student of Kyambogo University pursuing a Master's Degree in Education Policy, Planning and Management and conducting a research on the topic "Lecturer Competence and students' academic performance in National Teachers' Colleges in Uganda." You are requested to read the questionnaire and answer the questions appropriately. The information given will be treated with confidentiality for the purpose of improving performance in the National Teachers' Colleges in Uganda.

**Please tick or fill in where applicable.**

#### Section A: Background Information of Respondents

1. Gender

a) Male                       b) Female

2) Age of the respondent.

21- 30 year                       31- 40 year

41- 50 year                       51-60 and Above

3) Marital status of the respondent.

a) Single                       b) married

c) Widowed                       d) Divorced

4) Years of service in the teaching profession

a) 1-5 years                       b) 5-10 years

c) 10-15 years  d) 15-20 and Above

5) What is your highest qualification?

a) Bachelor's degree  b) Master's Degree  c) PhD  d) Others

**Section B: Professional competence of lecturers and students' academic performance in business education in Uganda National Teachers' Colleges.**

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

**Please tick in the box below your view on the following questions.**

6) I have the ability to use a variety of teaching methods during the instruction process.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

7) I allow the students to organize and distribute part of the assignments to be performed in the course.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

8) I provide clear information about objectives, content and assessment methods in the subject's curriculum.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

9) I inform students of the competencies they will be expected to acquire.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

10) I present the content following a clear and logical framework, highlighting the important aspects.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

**Section C: Pedagogical competence of lecturers and students' academic performance in business education in Uganda National Teachers' Colleges.**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

11) I have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

12) I have done trainings, attended workshops and done Action research in Active teaching and learning which has improved my performance in my duties as a lecturer.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

13) I foster research and a critical thinking in students.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

14) I apply the assessment criteria of activities as established in the subject's curriculum.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

15) I have a good command of the content of the course I teach.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

**Section D: Social competence of lecturers and students' academic performance in business education in Uganda National Teachers' Colleges.**

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

16) I attend and respond clearly to questions asked in class.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

17) I facilitate student-student and student-lecturer interaction.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

18) I promote team work in my class.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

19) I have joined social network groups like Facebook on Active teaching and learning which has enhanced my job performance.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

**Section E: Personality competence of lecturers and students' academic performance in business education in Uganda National Teachers' Colleges.**

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

20) I maintain an objective and respectful position with the students.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

21) I am easily approachable by students.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

22) I encourage student interest and motivation to learn.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

23) I promote individual work among students.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

24) I am involved in bench marking the best practices from other Teacher colleges, universities, organizations, government sector among others.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

## APPENDIX B:

### Questionnaire for Student teachers of business education

I am a student of Kyambogo University pursuing a Master's Degree in Education Policy Planning and Management. I am conducting a research on the topic Lecturer Competence and student's academic performance in National Teachers' Colleges in Uganda. You are requested to read the questionnaire and answer the questions appropriately. The information given will be treated with confidentiality for the purpose of improving the performance of student's in National Teachers' Colleges in Uganda.

**Please tick or fill in where applicable.**

#### Section A: Background Information of Respondents

1) Age

19-24 years  25 years and Above

2) Gender

a) Male  b) Female

3) Year of study

**Section B: Professional competence of lecturers and students' academic performance in business education in Uganda National Teachers' Colleges.**

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

4) Our lecturers have the ability to use a variety of teaching methods during the instruction process.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

5) Our lecturers allow the students to organize and distribute part of the assignments to be performed in the course.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

6) Our lecturers provide clear information about objectives, tutorials, content and assessment methods in the subject's curriculum

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

7) The lecturers inform students of the competencies they will be expected to acquire.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

8) Our lecturers present the content following a clear and logical framework, highlighting the important aspects.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

**Section C: Pedagogical competence of lecturers and students' academic performance in business education Uganda National Teachers' Colleges.**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

9) The lecturers have done professional development trainings in innovative, collaborative and networking which has enhanced teaching and learning in the class room.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

10) Our lecturers have done trainings, attended workshops and done Action research in Active teaching and learning which has improved their performance in their duties as lecturers.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

11) Our lecturers foster research and a critical thinking in students.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

12) Our lecturers apply the assessment criteria of activities as established in the subject's curriculum.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

13) The lecturers have good command of the content of the course they teach.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

**Section D: Social competence of lecturers and students' academic performance in business education in Uganda National Teachers' Colleges.**

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

14) Our lecturers attend and respond clearly to questions asked in class.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

15) Our lecturers facilitate student-student and student-lecturer interaction.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

16) Our lecturers promote team work in class.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

17) Our lecturers promote social academic network groups.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

**Section E: Personality competence of lecturers and students' academic performance in business education in Ugandan National Teachers' Colleges.**

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

18) Our lecturers maintain an objective and respectful position with the students.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

19) Our lecturers are easily accessible in tutorials, -mails among others.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

20) Our lecturers encourage student interest and motivation to learn

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

21) Our lecturers promote individual work among students.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

22) Our lecturers are involved in bench marking the best practices from other Teacher colleges, universities, organizations, government sector among others.

Strongly Agree  Agree  Not sure  Disagree Strongly  Disagree

**Section F: Dependent Variable (Students' Academic performance)**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

23) I always excel in my course work.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

24) I excelled in my end of year examinations.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

25) I excelled in my school practice.

Strongly Agree  Agree  Not sure  Disagree  Strongly Disagree

**APPENDIX C: Interview Guide for NTC Administrators**

1) Designation: .....

2) Gender: .....

3) Qualification: .....

4a) to what extent, do you think the lecturers of business education in your college possess professional competence?

.....  
.....

b) Do you think the professional competence level of the lecturers in your college hinder students' academic performance in business education?

.....  
.....

5) To what extent, do you think the lecturers of business education in your college possess pedagogical competence?

.....  
.....

b) Do you think the pedagogical competence level of the lecturers in your college hinder students' academic performance in business education?

.....  
.....

6) To what extent, do you think the lecturers of business education in your college possess social competence?

.....  
.....

b) To what extent, do you think the social competence level of the lecturers in your college hinder students' academic performance in business education?

.....  
.....

7) To what extent, do you think the lecturers of business education in your college possess personality competences?

.....  
.....

b) To what extent, do you think the personality competence level of the lecturers in your college hinder students' academic performance in business education?

.....  
.....