TUTOR COMPETENCE AND GRADE III STUDENT TEACHERS' ACADEMIC PERFORMANCE IN PRIMARY TEACHERS' COLLEGES IN THE SOUTHERN REGION OF UGANDA

BY

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DECLARATION

I, KYOMUHENDO FLORENCE, hereby declare that this dissertation, titled "**Tutor Competence and Grade III Student Teachers' Academic Performance in Primary Teachers' Colleges in the Southern Region of Uganda.**" is my original work and has never been presented in any other university.

Signed:.....

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APPROVAL

We certify that this dissertation, titled **"Tutor Competence and Grade III Student Teachers' Academic Performance in Primary Teachers' Colleges in the Southern Region of Uganda"** was done under our supervision and is now ready for submission with our approval.

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Date: 02/12/2016

DEDICATION

I dedicate this work to my children; Promise, Patrah, Petrinah, Miria, Cathy and foremost Papa Paul whom my studies inconvenienced and to my beloved Husband Twijukye Julius .

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LIST OF ABBREVIATIONS/ACRONYMS

BTE	Bachelor of Teacher Education
DTE	Diploma in Teacher Education
ITEK	Institute of Teacher Education Kyambogo
NAPE	National Assessment of Progress in Education
P.T.C	Primary Teachers' College
PPP	Private Public Partnership
SBMC	School Based Management Committee
SP	School Practice
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNISE	Uganda National Institute of Special Education
UPK	Uganda Polytechnic Kyambogo

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ABSTRACT

The purpose of the study was to establish whether there is a significant relationship between Tutor competence and Grade III student teachers' academic performance. The research was carried out in three Primary Teachers' Colleges in the southern region of Uganda. The study sample was selected through simple random and purposive sampling techniques. The sample size comprised of nine college administrators, twenty nine tutors and one hundred eighty nine students. Data was collected through questionnaires, interview and document analysis. The study used both quantitative and qualitative data analysis techniques. The research established that few tutors are Masters degree holders and some are still Diploma holders thus need to be assisted to upgrade to higher academic qualifications. The findings also revealed that there is a significant relationship between tutors' subject knowledge and promotional examination results at 0.05 level (2-tailed). The findings further revealed that upgrading improves on tutors' pedagogical competence. The findings indicated that the majority of the students passed with a credit. The study therefore recommended that tutors in primary teacher training colleges should be encouraged to upgrade to acquire higher qualifications, attend seminars, workshops to update their knowledge, pedagogy and mentoring competence for efficiency and effectiveness in their jobs. Furthermore, the Ministry of Education and Sports should have a standardized system of recruitment of tutors to avoid incompetent tutors being recruited in teacher training colleges and this can be done by considering those who have done Bachelors of Teacher Education or a Post Graduate Diploma in Teacher Education that enables them acquire pedagogical and mentoring competence.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study focuses on Tutor competence and Grade III student teachers' academic performance in three of the Primary Teachers' Colleges (PTCs) in Southern Region of Uganda. This chapter consists of 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

Formal training of tutors for Primary Teachers' Colleges in Uganda started at the National Institute of Teacher Education at Makerere University in the 1960s. The program was later transferred to the Institute of Teacher Education, Kyambogo in 1987. When Kyambogo University was created in 2003 as a result of the merger of ITEK, Uganda National Institute of Special Education and Uganda Polytechnic Kyambogo (UPK), it took over all the functions of all the former institutions including Teacher Education Programs. Since 1993, the Government of Uganda has initiated and implemented education reforms aimed at improving the quality and access to education especially at primary level. These reforms led to improvement in the education programs offered at Kyambogo University, especially, Diploma in Teacher Education. This played a leading role in the production of Tutors who used to teach in Primary Teachers' colleges. However, since the last review of Diploma in Teacher Education in 1999, many curriculum changes have taken place in the primary education system. These have focus on the improvement of production and communication

skills, raising the quality of educational assessment and the introduction of the thematic curriculum at the lower primary school level.

Teaching has been considered as one of the most interesting and challenging profession in human endeavours (Yusuf, 2007). People need to teach others in order for them to learn and be educated (Fah and Osman, 2011). Those who teach others must possess the right characteristics and competences like teaching qualifications to enable them give knowledge that will have a durable effect on the lives of people they teach (Bagley, 1938). Teaching qualification may directly be related to the quality of instruction in the classrooms as well as the academic performance of students. This is why Kyambogo University with the support of the Ministry of Education, Science, Technology and Sports initiated a Bachelor of Teacher Education Degree to replace the Diploma in Teacher Education. It was created to improve both the academic and pedagogical competences of tutors in the Primary Teachers' Colleges in Uganda. Practicing tutors who hold only a Diploma in Teacher Education are encouraged to upgrade their qualification.

Strategies to cover both the initial teacher Education and continuous professional development are believed to make a difference to teachers' pedagogical knowledge and skills acquisition which will in turn be reflected in enhanced student teachers' outcome. Dembe and Legoka (2007). The National Assessment of Progress in Education 2011 report provides information on tutors' subject mastery by certain tutor characteristics. Among the latter, tutors' professional qualification and teaching experience are of particular interest while the former informs on how Grade III teachers perform vis- a-vis tutors with other qualifications. The latter offers a gross assessment of quality of newly recruited teachers (those with 5 years and less teaching experience). Similarly, it informs us on the quality of teaching in the Primary Teachers' Colleges in recent years. For instance, the pass rate since 2006 is between

70%-85%. Besides, over the years, more students have graduated with credits; yet, the number of those graduating with distinctions has remained marginal.

Theoretical Perspective

The study was mainly guided by the competence Theory and supplemented by the Teacher Professional Development Theory. Competence Model as advanced by Westera (2009) indicates that teachers' performance is comprised of subject matter and general pedagogy which is generally linked to the teachers' competencies, characteristics and attitude. Competence can be presented from one of the three perspectives. The standards approach where by competencies can be understood in reference to the quality of the outcome of an individual's performance. The input approach which aims at describing the knowledge, skills and abilities that an individual would require to produce efficient and competent performance and the output approach which describes that competencies are linked to observable performance or behavior (Stepich and Cox, 2006). This study was mainly guided by all these perspectives i.e. input, output and standards approach because they focus on tasks that a competent individual should be able to perform and demonstrate his /her competence and obtain accreditation as competent.

Teacher Professional Development Theories included both Cognitive and Social aspects of learning (Borkoi, 2004). The mechanism of learning and the formation of an individual knowledge are through observation (Bandura, 1977). Observation learning has been found to be an important mechanism in teacher development (Lortie, 2002). Social learning perspective has considered professional learning through participation (Lave and Wenger, 1991). Social learning Theory provides a theoretical approach that integrates cognitive aspects and social effects in learning.

Contextual Perspective

The quality of education and training depends largely on the quality of teachers in terms of academic qualification, professional training, their commitment, dedication, conducive working environment and appropriate terms of service (Republic of Kenya, 1999). Put differently, the quality of any Education system depends on the quality of teachers (Rockoff, 2004; Odeat, 1994; Harris and Sass, 2008). Teachers play an essential role in the quality of education, thus quality of education system cannot exceed the quality of its teachers (Savolainen, 2009).

Attempts to institutionalize any curricular innovations should therefore be preceded by organizing in service teacher training programs and also effecting necessary changes in the content and methodology of the pre- service programs (Carrolli, 2003). 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. The products of teacher education and training must also possess attitudes of development, respect for work, loyalty and self reliant. The training program also aims at instilling professional ethics, administration skills as well as guidance and counseling.

Nasongo (2009) noted that the performance of students in any academic task has always been a special interest to the government, educators, parents and the society at large. Lyamu (2005) contended that the provision of all these factors may not have significant impact on successful learning if learners are not exposed to competent principals, teachers and other school teams. Likewise, Heck (2009) states that schools are commonly evaluated using students' achievement data. Teachers cannot be disassociated from the schools they teach and academic results of schools. Examining teacher quality confirms that poor quality of pupils'

learning correlates strongly with poor quality of teachers' teaching. It further acknowledges that effective pupil learning and achievement is hampered by weaknesses in teachers' pedagogical content, knowledge and classroom practice Lewis and Sayed, (2005). It is against the foregoing background that the study sought to determine whether a significant relationship exists between tutor competence and Grade III student teachers' academic performance in some selected Primary Teachers' Colleges in Southern Region of Uganda.

1.2 Statement of the problem

There is a growing concern now days about the types of students' schools produce, as such; policy makers, educators and the parents are now questioning the competence of the present day teachers. The National Assessment of Progress in Education (NAPE, 2011) Report shows the quality of newly recruited teachers and even those with five years and less teaching experience. In the same way, it informs us on the quality of teaching in Primary Teachers' Colleges in recent years. The initial poor quality of teacher trainees has been raised by many stakeholders (NAPE, 2011). This highlights major short comings in P.T.Cs teaching like arithmetic, teaching and learning concepts without relating to real life situations. Similarly, primary school pupils have a challenge in reading and answering questions on poems, reading and interpreting picture sequence, writing well sequenced narrative compositions using correct format, naming objects with correct spelling, identifying opposites and giving plurals. Reasons related to P.T.Cs are here again stressed. The concern is lack of skills among some tutors to teach reading properly, limited exposure of trainees to reading, limited practice in writing composition because of difficulty to mark it, insufficient reading materials (NAPE, 2011).

It is a general feeling that students who fail examinations are taught by incompetent tutors and on the other hand those who excel are taught by competent tutors. Tutors are becoming

the focus of interest in academic performance because of the role they play in the delivery of quality education to the students Reinheimer and McKenzie (2011). In Uganda, there is a public outcry of declining Quality of primary education, especially, with the implementation of Universal Primary Education since 1997. According to the Uganda Service Delivery Indicators 2013, one in five primary teachers in Uganda managed to score 80% in a test based on the subjects they teach. Only 20 percent showed adequate mastery of the curriculum they teach while only 26% passed a pedagogical test that tested methodological rigor for delivery of content (Wane and Gayle, 2013). This poor quality of teachers might stem from a number of causes one of which is the quality of teacher training. It is upon this background that this study intended to investigate the competence of tutors and Grade III Student Teachers' academic performance in Primary Teachers' Colleges in Uganda: A Case of Southern Region.

1.3 Purpose of the study

The purpose of the study was to establish whether there is a significant relationship between Tutor competence and Grade III student teachers' academic performance.

1.4 Objectives of the study

The study was guided by the following objectives:

i. To establish the influence of tutors' subject knowledge competence on Grade III student teachers' academic performance.

ii. To determine the effect of tutors' pedagogical competence on Grade III student teachers' academic performance.

iii. To examine the influence of tutors' mentoring competence on Grade III Student teachers' academic performance.

1.5 Research questions

This study was guided by the following research questions:

i. What is the influence of tutors' subject knowledge competence and Grade III student teachers' academic performance?

ii. What is the effect of tutors' pedagogical competence on Grade III student teachers' academic performance?

iii. What is the influence of tutors' mentoring competence on Grade III Student teachers' academic performance?

1.6 Significance of the study

It believed that the findings and recommendations of this study would be useful to the Government and other stakeholders in formulating policies which will guide education system to produce teachers that are competent in handling learners such that they come up with appropriate knowledge, skills and values for survival. The findings would also help the Ministry of Education, Science, Technology and Sports as well as Principals in Primary Teachers' Colleges to come up with relevant policies and programs regarding tutors training, recruitment, deployment and development. The study will also act as a basis for further research in the field of Teacher Education and Training in Uganda and beyond.

1.7 Scope of the study

Geographical scope

There are nine Primary Teachers' Colleges in the Southern Region but this study was only confined to three selected Primary Teachers' Colleges in the Southern Region of Uganda.

Content Scope

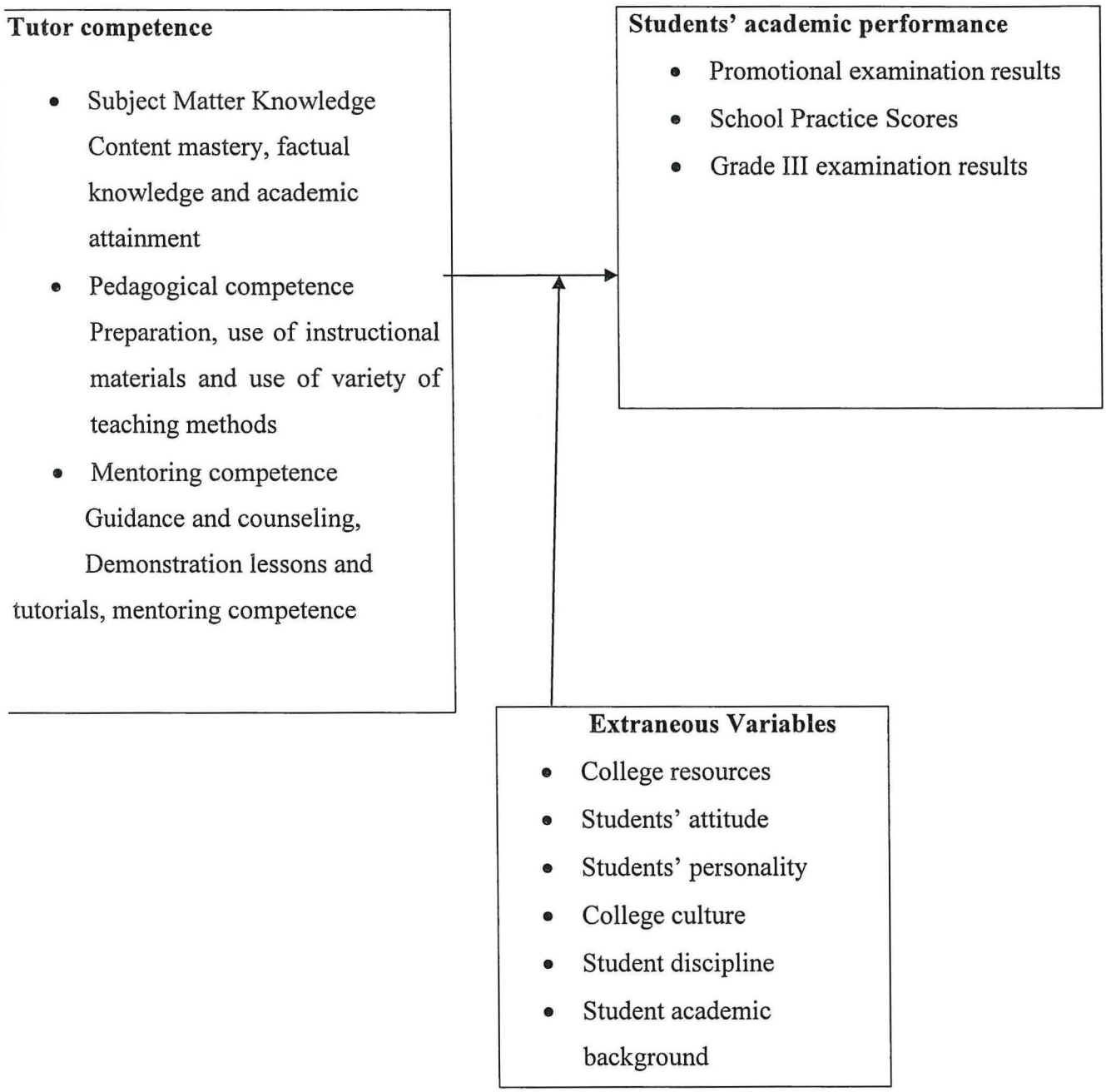
The study only looked at the influence of tutors' subject knowledge competence; pedagogical competence; and mentoring competence on Grade III Student teachers' academic performance.

Time scope

The study was conducted within the period of Oct 2015 – August 2016 as it was possible to find the respondents of the study within the selected colleges of the study. Student teachers and tutors of 2015-2016 were studied. Actual data collection was carried out between June – July 2016.

1.8 Conceptual framework

Figure 1: Conceptual framework showing the relationship between tutor competence and Grade III student teachers' academic performance



Source: *Adopted and modified from Shulman (1998)*

The above figure illustrates the interrelationship between the independent and dependent variables, where tutors subject matter knowledge, their pedagogical competence, mentoring competence are likely to affect student teachers' academic performance in terms of school practice, promotional examination results and end of course examination results. However, extraneous variables like college resources, students' attitude, students' personality, College culture, students' discipline and student academic background also are deemed as having the potential to influence the results of this study. As such, the researcher undertook the necessary measures to limit the influence of these extraneous variables through adopting appropriate research designs and data collection.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

This chapter presents a theoretical review and review of literature related to tutor competence and Grade III students' academic performance. The literature was reviewed under the sub headings guided by the objectives mentioned in chapter one.

2.1 Theoretical review

This study was guided by the competence theory and supplemented by Teacher Professional Development Theories. Competence Model as advanced by Westera (2009) indicates that teachers' performance is comprised of subject matter and general pedagogy which is generally linked to the teachers' competencies, characteristics and attitude. Competence can be presented from one of the three perspectives. The standards approach (Stepich and Cox, 2006), where by competencies can be understood in reference to the quality of the outcome of an individual's performance. The input approach (Stepich and Cox, 2006), aims at describing the knowledge, skills and abilities that an individual would require to produce efficient and competent performance whereas, the output approach (Stepich and Cox, 2006) describes the competencies that are linked to observable performance or behaviour.

The concept of competency is essentially about performance. According to Van der Klink and Boon (2003), competencies are a fuzzy concept. These authors underpin their statement by lack of a universal definition and the confusion about the concept in the literature. Spencer and Spencer (1993), define competency as an underlying characteristic of an individual that is causally related to criterion-referenced effective and superior performance in a job or a situation. Mansfield (1999) defines competency as an underlying characteristic of a person

that results in effective or superior performance. Recently, several authors such as (Bos, 1998; Mulder, 2001; Van Merrienboer, Van der Klink and Jansen, 2002) have reviewed the literature and came up with comprehensive definitions. A first and important distinction can be made between 'competence' and 'competency'. According to Mulder, competence is a comprehensive concept for abilities or capabilities of people or organisations, while a specific competency forms a part of competence.

McConnel (2011) states Competency is a narrower, more atomistic concept used to label particular abilities. Based on a study of dozens of definitions of competence (Bunk, 1994; Spencer and Spencer, 1993; Parry, 1996; Mulder, 2001) derived a definition that captures most of the important authors: 'competence is the ability of a person or organization to achieve particular levels of performance. Spencer and Spencer (1993) contend that when measuring dimensions of competence, it must be noted that they are not directly observable, but are manifested in performance in a specific situation. In addition, competence can be developed to a particular level, for example beginner, advanced, and expert. Similarly, Mulder (2001) emphasises that competence may be present in individuals (personal competence) and systems (system or team competence).

The researcher agrees with the above aforementioned scholars that measuring competence is through performance. For example, to know that a music tutor is competent, people will look at the performance of students in music as a subject and if their performance is above average, then the music tutor is assumed to be competent, other factors withstanding. In addition, when joining the teaching profession, you start as a beginner, with time, you become advanced and as years go, you become an expert. It is incontestable that teachers are constantly learning, growing and adapting to new techniques, new content standards and new curriculums. Teacher professional Development theories provide a framework for

understanding how adult learners are different from younger learners while providing insight into devising better professional development programs to meet the needs of teachers at all phases of their careers.

2.2 Related literature

2.2.1 Tutor subject knowledge competence and Grade III student teacher academic performance

The issue of a tutor as a factor that affects student academic performance has received a lot of attention in the literature and findings have been mixed and inconclusive. As in any education system, teachers play a central role, being at the frontline in the transmission of knowledge. This explains why so much emphasis is given to academic and professional qualifications. According to the latter approach (Education Standards Agency, 2006), quality education would ensure that students acquire determined competencies and skills. It is incontestable that poor subject competence by tutors make them unable to teach their students effectively. Crespo and Nicol (2006) and Hill, Rowan and Ball (2005) assert that teachers' knowledge of subject matter continues to draw an increasing attention from policy makers in recent years all over the world, since more emphasis is given to highly qualified teachers.

Research on learning to teach shows that teachers' existing knowledge and beliefs are critical in shaping what and how they learn from teacher education experiences. Borko and Putman (1996) similarly postulate that prospective and experienced teachers' knowledge and beliefs serve as a filter through which their learning takes place. Meanwhile, Reynolds (2001) asserts that it is the knowledge, beliefs and values of the teacher that are brought to bear in creating an effective learning environment for pupils, making the teacher a critical influence in quality of education.

Adjacently, authors such as Shulman (1987), Tatt (2007), and Zeichner (2008) conceptualize teacher knowledge domains, stressing, once again, the importance of subject knowledge and pedagogical content knowledge. The researcher concurs with the above scholars in that tutor's subject knowledge competence is important since it enables the tutors to deliver the correct content. Adediwura and Tayo (2007) further emphasize existence of high correlation between the teacher's subject knowledge and what they teach students. In line with these findings, the aforementioned authors further accentuated that the ability of a lecturer to teach effectively depends on the depth of knowledge the teacher possesses. Therefore, a lecturer whose understanding of the subject content is thorough uses clearer expressions comparative to those whose backgrounds of subject mastery are weaker.

MacDonald (2000) asserts that tutoring naturally creates a learning environment where knowledge is socially constructed, where tutors and students interact on an informal basis, and where material is clarified and understood with contributions made by both the tutor and the tutee. Furthermore, Thomas (2006) adds on that this type of learning environment inherent in tutoring provides students the means to develop a relationship and a sense of belonging within an institution of higher education. Research cited in Stephen, O'Connell and Hall (2008) stresses that students realize the importance of a good relationship with their tutor because the tutor provides both personal and academic support. Meanwhile, Adeogun (2001) points out that the quality of any education system depends on the quality of teachers. Similarly, Rockoff (2004), and Harris and Sass (2008) indicate that the most important school based determining factor of students' achievement is the teacher quality. Similarly, Obomanu (2011) in Nigeria found that lack of qualified teachers 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.

Furthermore, Darling Hammond (2005) found out that teacher quality is significantly and positively correlated with learners' attainment. More so, Sanders (1998) confirms that the single largest factor affecting academic growth of a population of students is differences in effectiveness of individual classroom teachers. Concisely, most scholars seem to suggest that the most important factor affecting students' learning is the teacher since teachers stand in the interface of transmission of knowledge, values and skills in learning process. This is similar to this particular study in that if tutors' knowledge competence is good then the Grade III student teachers' academic performance will be good hence producing competent teachers.

2.2.2 Tutor pedagogical competence and Grade III student teachers' academic performance

Madhavaram, Laverie (2010) defines pedagogy as the ability of an individual to use a coordinated, synergistic combination of tangible resources (e.g. instruction materials such as books, articles, and cases and technology such as software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and/ or effectiveness in pedagogy.

Pedagogy itself is a contested term, but involves activities that evoke changes in the learner. Watkins and Mortimore (1999:3) define pedagogy as 'any conscious activity by one person designed to enhance learning in another. According to Bernstein (2000:78), pedagogy is a sustained process whereby an individual(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from an individual(s) or something deemed to be an

appropriate provider and evaluator. Alexander (2001:540) defines Pedagogy as teachers' ideas, beliefs, attitudes, knowledge and understanding about the curriculum, the teaching and learning process and their students and which impact on their teaching practices that is what teachers actually think, do and say in the classroom. UNESCO (2005) report that the ultimate goal of any pedagogy is to develop students' learning which includes creative, emotional and social development as indicators of quality learning.

Sukanti, Sumarsih, Siswanto, and Ani (2008) define pedagogical competence as the ability of understanding of learners, design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize different potentials. Giertz (2003: 94) describes pedagogical competence as the ability and the will to regularly apply the attitude, knowledge and skills that promote the learning of the teacher's students. This takes place in accordance with the goals that are being aimed at and the existing framework and presupposes continuous development of the teacher's own competence and course design. Similarly, Ryegard (2008: 9) 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.

Chall and Popp (1990), Stuart (2004), Rodgers (2001) state that there is a need to focus on teachers' adequacy and competency in respect to their pedagogical practices and strategies and mastery of the curriculum and subject content. In support of the aforementioned scholars, Ekwesili (2006) institutionalized the Private Public Partnership (PPP) and School Based Management Committee (SBMC) to manage secondary education and to promote school effectiveness since students' success depends on the amount of learning that takes place in the classroom and other related. 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 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.

Ferguson (1991) studied teachers' results on a license test measuring pedagogical skills as well as subject knowledge. He related the result to student achievement and found these variables to be more powerful than class size and school size. According to Darling-Hammond (2000), subject-matter knowledge has often been found to be an important factor in teacher effectiveness. However, its relationship to teaching performance is curvilinear. He further contends that measures of pedagogical knowledge including knowledge of learning, teaching methods and curriculum have more often been found to influence teaching performance, and frequently these factors exert even stronger effects than subject matter knowledge. The researcher concurs with the aforementioned author in that some tutors are knowledgeable but may lack teaching methods to impart the subject matter and therefore teaching methods can affect the delivery of subject matter knowledge by the tutors hence affecting students' academic performance.

Cummins (2007) states that learner-centred pedagogy raises student achievement, promote democratic classrooms, complex thinking, joint production, and meet student communication goals. He further asserts that pedagogy supports the social and intellectual attributes of students with low socioeconomic status(Khan & Ramachandran, 2012). Richards, Brown, and Forde (2007) recommend that teachers use pedagogy to find the needs of students and promote academic achievement in a learner-centred context. On the other hand, Andrew (2007) further states that teachers need guidelines to transition to constructivist teaching

styles. Prosser and Clark (1972), Fafunwa (1972), Mulira (1978), Mathur (1980), Anderson (1991), and Ayodo (2003) agree that any meaningful improvement in the quality of education that students receive is highly dependent on the quality of instructions that teachers provide. One reason for teacher emphasis is that there is an increasing awareness that teachers have immense power over innovation and change even in the most highly centralized systems of education.

Education Standards Agency (ESA) confirms that the teaching and learning methods impact on the delivery of the curriculum. For instance, NAPE (2011) report that examined teacher quality, confirms that poor quality of pupil's learning correlates strongly with poor quality of teacher's teaching. Following lack of teaching staff, PTCs tend to rely on participatory teaching methods, for example project work, resource persons, small group discussions, and tutorials, to cover the curriculum in addition to formal teaching. Yet, as shown in the 2006 baseline study, teaching in PTCs, and more specifically formal teaching remained lecture-centred and rote learning was encouraged. In some cases, poor subject competence by tutors enable them to teach the subject properly. As such, mitigation measures are required to enhance the pedagogical competence of PTC Tutors.

2.2.3 Tutor mentoring competence and Grade III student teachers' academic performance

Mentoring is an increasingly used term in the literature on teacher education. In teacher education a "mentor" is a term used to describe a teacher who acts as a tutor and guide to student-teacher or newly qualified teacher community. According to Kackere and Odina (2004) mentoring is a support given by one, (usually more experienced) person – mentor for the growth and learning of another – mentee, as well as for their integration into and acceptance by a specific community. Although being a good and experienced teacher is a

condition for becoming a good mentor, we cannot assume that such teacher will automatically be a good mentor. Mentoring skills need to be explored, discussed and most of all practiced and reflected on. It may be true that every teacher is potentially a mentor, but not all teachers can necessarily be really good mentors.

Authors such as: Devanna, Fombrun and Tichy (1984); McCourt and Eldridge (2003); Torrington, Hall and Taylor (2005) argue that mentoring offers a wide range of advantages for development of the responsibility and relationship building. The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization. Crisp and Cruz (2009) observe that in higher education, mentoring programs mostly show positive effects for mentees (better academic performance), as well as for mentors (more satisfaction) and the institution itself. In a similar view, Hardy and Smith (2006) cite short term activities such as mentoring, peer evaluations and workshops as ways other than formal qualifications for improving teaching.

In a study on the supervision of student teachers by lecturers and mentors, Tillema (2009) observes that during the process of supervision, lecturers prefer to take a reflective role, acting as a critical friend, whereas mentors prefer a steering and performance-oriented advisory role. This shows that mentors play a crucial role of advising students since they are with them for most of the time during Teaching Practice as opposed to college or university supervisors who come once in a while. David and Roger (2002; McKimm, Jollie and Hatter (2007); Hennissen, Crasborn, Bouwer, Korthagen and Bergen (2010); Clarke (2006) postulate that mentors just like lecturers, also require competence in reflective skills and ability to act as critical friends in order to allow student teachers to become reflective

practitioners. Lu (2010) further states that the mentor boosts the morale and confidence of the student teacher and introduces collegial supervision where the mentor and mentee criticize each other's lessons. This would, of course, depend on the mentor-mentee relationship. Ndamba (2007) asserts that if there are a number of student teachers practicing at the same school, such student teachers can benefit from supervising each other.

Hudson (2007); and Hudson, Skamp and Brooks (2005) agree that to mentor effectively requires specific mentoring strategies that focus on practices and attributes that is personal attributes, system requirements, pedagogical knowledge, modeling, and feedback. They further point out that experience and knowledge of primary teaching gives the mentor credibility. The researcher concurs with the aforementioned scholar in that tutors as mentors must also follow the same trend of training by first becoming primary teachers after enroll for a Bachelor of teacher education such that the required qualities and skills may be gained but that has not been the case to some extent due to lack of tutors for some subjects. Secondary teachers have been recruited and employed hence becoming a challenge in the mentoring process affecting students' academic performance in Primary Teachers' Colleges.

Mentoring also helps student teachers to implement teaching methods promoted in their teacher education curriculum, evaluate their teaching and reflect on their instructional practice. Chakanyuka (2006) adds that mentoring ensures that only those student teachers who have developed sufficiently are allowed into the teaching field and it determines how much the student teacher has acquired in terms of professional knowledge and skills. During Teaching Practice, friendship develops between the mentor and mentee. In view of this situation, Shaw (1995:81) observes that it is hard to reconcile the role of a friend and that of an assessor. Consequently, most mentors tend to inflate their assessment grades in order to protect the established friendship. Chakanyuka (2006) observes that mentors in her research

did not give honest assessment as they felt that in doing so they would dampen and destroy the students' confidence. Nyaumwe and Mavhunga (2005) found out that the mentors award high grades because they only assess lesson delivery and do not look at documents because these are assumed to be in order. The aforementioned scholars' comments are in line with the researcher's thinking and that becomes the base for her study in order to establish the truth about those scholars.

Mentors need to possess certain qualities and skills that will help them meet the expectations of the mentoring role. Fisher (1994) points out the common characteristics of a good mentor which include intelligence and integrity, ability, professional attitude, high personal standards, enthusiasm and a willingness to share accumulated knowledge. More specifically, Shaw (1992) states that generic mentoring skills include needs analysis, negotiation and conflict solving, giving and receiving positive and negative feedback, observation and assessment, report writing and target setting. Wilkins (1992) adds on that in order to be successful and effective, the mentor must have confidence in his or her communication skills. The researcher supports the above scholars but doubts whether tutors have all those qualities mentioned above and it is from this postulation that the researcher wants to carry out a research to establish the effect of tutor competence and Grade III student teachers' academic performance in PTCs

Rhodes (2004) contributes evidence of the benefits of mentoring in supporting the professional practice of teachers. He refers to a number of potential benefits to teachers in receipt of mentoring support, including enhanced confidence and self esteem through the mutual support offered by colleagues. He also suggests that the engagement of support using mentoring activities by teachers may assist with the transfer of teacher learning to student learning, resulting in greater impacts within the classroom and the potential to raise student

standards and attainment. However, Flowers (2006) asserts that tutoring might be one form of interactive and academic experience that may help the undeclared student be retained longer. He further adds that it is reasonable to assume that tutoring can provide a social connection for the undeclared student to the campus community-a connection outside the context of the classroom. It can be fairly deduced that the foregoing observation is key in enhancing Grade III student teachers' pedagogy, especially during their school practice.

2.3 Summary of the reviewed literature

In conclusion, the reviewed related literature regarding tutor competence and Grade 111 student teachers' academic performance in Primary Teachers' Colleges clearly spells out that tutors as people who mentor teachers have different needs concerning content, pedagogical, knowledge and mentoring competence that can help to produce competent teachers. Therefore, from the reviewed literature, the researcher was able to examine whether tutors' knowledge competence affect Grade III primary teachers' academic performance. Similarly, the researcher was also able to establish whether tutors' pedagogical competence affect Grade III student teachers' academic performance. In addition, the researcher was able to examine whether tutors' mentoring competence affect Grade III student teachers' academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents a description of the research design, population and sampling techniques, research instruments, procedures of data collection and analysis the researcher will use for the topic: 'Tutor competence and Grade III student teacher' academic performance in three Primary Teachers' Colleges in Uganda: Case of Southern Region.

3.1 Research design

The researcher used a cross-sectional survey design to examine whether Tutor competence affect Grade III student teachers' academic performance. This design was considered appropriate for the study due to the fact that it was used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people Amin (2005).The researcher used both qualitative and quantitative strategies in the study in order to serve for the mutual validation of data as well as findings for the production of more coherent and complete picture of the investigated domain than a one method research can yield as noted by Udo (2006).

3.2 Population and sampling techniques

3.2.1 Target population

The researcher's target population consisted of: 9 college administrators, 29 tutors; and 189 students all from the three selected PTCs in the Southern Region of Uganda (see Table 1. The aforementioned categories of participants were considered appropriate for this study because they had first hand opinions, views and ideas regarding tutor competence and Grade III

student teachers' academic performance. This was based on the fact that they are key actors in the instructional process in PTCs in Uganda.

3.2.2 Sample

A sample is a part of the targeted population that is systematically selected to represent the whole population.

Table 1 : Target population and sample size

S/N	Category	Target population	Sample size	Sampling Technique
1	College Administrators	11	9	purposive sampling
2	Tutors	39	29	Simple random sampling
3	Student teachers	400	189	Simple random sampling
	Total	**450**	**227**	

Source: Data from the three colleges (2016)

This sample helped in providing relevant and adequate data for the study. The formula for selecting the sample size was determined by the use of Krejcie, and Morgan (1970) table.

3.2.3 Sampling Technique

The researcher employed simple random sampling and purposive sampling techniques to select participants in the study. The two sampling techniques were considered appropriate for the study owing to the fact that simple random sampling is a technique where a sample is selected in such a way that all the elements in the sample population have the same probability of being selected thus reducing bias in the selecting of respondents to participate

in the study as noted by Oso and Onen (2005:350). On the other hand, the purposive sampling is a technique where the researcher selected a sample basing on personal knowledge and experience of the group that was sampled. This was based on the assumption that the respondents had the information one requires on tutor competence and Grade III student teachers' academic performance as advanced by Amin (2005:242-244).

3.3 Research instruments

The researcher used questionnaire and interview as primary sources of gathering information and document analysis as a secondary method. The tools were preferred because they are considered appropriate in getting comprehensive data about a social phenomenon under investigation (Touliatos and Compton, 1988).

3.3.1 Questionnaire

The questionnaire used both open and closed ended designed in appropriate way for the respondents to give their perception, opinions, views, and feelings about tutor competence and Grade III student teachers' academic performance in primary teachers' colleges. The instrument was used to collect information from tutors and Grade III student teachers. This instrument was considered appropriate for this study due to the fact that it is a tool for data collection which is less expensive to administer Amin (2005). In addition, the instrument is more often than not considered as being reliable for collecting information from respondents who are scattered in a vast area (Ghosh, 2000). The instrument was also convenient for literate respondents who are able to fill it objectively and within a short time.

3.3.2 Interview

The researcher employed interview as a tool to obtain first hand information from the respondents about their feelings about tutor competence and Grade III student teachers' academic performance. This research instrument was used to gather information from

College Administrators and Director of studies. As noted by Amin (2005:178), interview is considered an appropriate data collection tool because the participants are able to freely express their views as well as making it possible for the researcher to explain and clarify the questions being asked.

3.3.3 Document analysis

The researcher carefully studied written documents concerning Grade III student teachers' academic performance for both promotional and semi final school practice examination. According to Oso and Onen (2005:38), document analysis is appropriate in obtaining unobtrusive information at the pleasure of the researcher without interrupting the researched information. This assisted in triangulation and discussion of the findings.

3.4 Research procedure

The researcher obtained a letter of introduction from the Head of Department, Education Planning and management which introduced her to the Principals to seek permission to carry out her study in their Colleges. The researcher made a personal administration of questionnaires with on spot collections in 3 colleges. The researcher conducted the interview with College Administrators and Directors of Studies and analyzed the available documents concerning students' academic performance.

3.5 Validity and Reliability of Instruments

3.5.1 Validity of instruments

This was measured by using the Content Validity Index (CVI) where 5 senior Tutors from Bushenyi Core PTC were utilized as inter-judges to vet the content in the questionnaire and in the structured interview.

The formula for finding the CVI, was according to Amin (2005: 288) :

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

In this study, the validity of the questionnaire items was established by computing the CVI and was found to be 0.86. Meantime, the CVI for the structured interview items was computed and found to be 0.90, thus the researcher declared the instruments as being valid; since, according to Amin (2005) an instrument which has an average index of 0.7 or above is accepted as being valid.

3.5.2 Reliability

This was measured using Cronbach Coefficient Alpha after conducting a pilot study involving 10 tutors and 30 student teachers from Bushenyi Core PTC which was not involved in the study. Selected students filled the questionnaire and the data from the questionnaire was used to calculate Cronbach's reliability coefficient. Using Cronbach's reliability analysis, the pilot study indicated that the alpha for questionnaire for tutors (see Appendix A) which tested tutors was 0.83 while that questionnaire for student teachers (see Appendix B) was 0.87. On average after getting reliability above 0.7 the instruments were considered suitable for the study.

3.6 Data analysis and management

The study used both quantitative and qualitative data analysis techniques. Quantitative data was checked for completeness, and entered into Statistical Package for Social Scientist (SPSS version 15.0). The data was then analyzed using descriptive statistics (mean and standard deviation). The Independent variable and the dependent variable were correlated using the

Pearson correlation Co-efficient in order to establish the relationship between tutor competence and Grade III Student Teachers' academic performance. Qualitative data was transcribed and analyzed using qualitative content analysis. The emerging themes were presented with a few quotes to illustrate the findings.

3.7 Ethical considerations

The views of each respondent were treated with confidentiality and the instruments were anonymous. The researcher only gathered information from any respondent after getting oral or written permission. However the respondents were assured of the confidentiality of their responses by the researcher.

3.8 Limitations of the study

Due to time and financial constraints, this study involved only three Primary Teachers' Colleges in the southern Region of Uganda. The study also only delved the relationship between three competences (knowledge, pedagogy and mentoring) and Grade III student teachers' performance using a smaller sample. As such, a similar study might be necessary to be conducted covering the whole country so as to verify the findings of this study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The study intended to establish Tutor competence and Grade III student teachers' academic performance in Primary Teachers' Colleges in the southern region of Uganda. The central focus was on tutors' subject knowledge competence, pedagogical competence and mentoring competence. The data collected was presented by tables, percentage distributions and graphs. The researcher used Pearson Correlation Co-efficient in order to establish the relationship between tutors' subject matter and student teachers' promotional examination results, pedagogical competence and promotional examination, mentoring and semi final school practice results.

4.1 Presentation of Respondents' Background Information

The researcher analyzed (Question 1, 2, 3, 4 and 5) of the questionnaire (see Appendix A) dealing with demographic data for tutors. The findings are presented below in Tables.

Table 2: Gender of respondents

Sex	Frequency	Percent
Male	20	69.0
Female	9	31.0
Total	29	100.0

Table 2 shows that out of the sampled 29 respondents, 20 (69.0%) were males and 9 (31.0%) are females. The results in Table 2 ultimately indicate that the majority of the tutors in PTCs are males. This means that the male tutors out-weigh their female counter-parts in terms of numbers in PTCs. The researcher therefore suggests that the Ministry of Education and Sports ought to embrace affirmative action policy when it comes to recruiting female tutors.

If this is done, it will reduce the gap between the male and female tutors. As a result, many girls in the education system at various levels will admire and work hard to be like the female tutors who will work as their role model.

Table 3: Age of respondents

Age range	Frequency	Percent
20-30 yrs	1	3.4
31-40 yrs	12	41.4
41-50 yrs	11	37.9
51 yrs and above	5	17.2
Total	29	100.0

Table 3 shows that out of the sampled 29 tutors , 1 (3.4%) fall within the range of 20-30 years, 12 (41.4%) was within the range of 31-40 years, 11(37.9) was within the range of 41-50 years while 5 (17.2%) was within the range 51 years and above. The results indicate that the majority of the tutors were within the range of 31-40 years which is an indicator that the majority of the tutors have less tutoring experience.

Table 4: Marital status of tutors

Marital status	Frequency	Percent
Single	5	17.2
Married	20	69.0
Widowed	1	3.4
Divorced	3	10.3
Total	29	100.0

Table 4 shows that out of the sampled 29 tutors, 5 (17.2%) are single, 20 (69.0%) are married, 1(3.4%) is widowed and 3 (10%) is divorced. The results from table 4 clearly indicate that the majority of the tutors are married and therefore have other obligations to perform other than teaching and that may have an influence on student teachers 'academic performance.

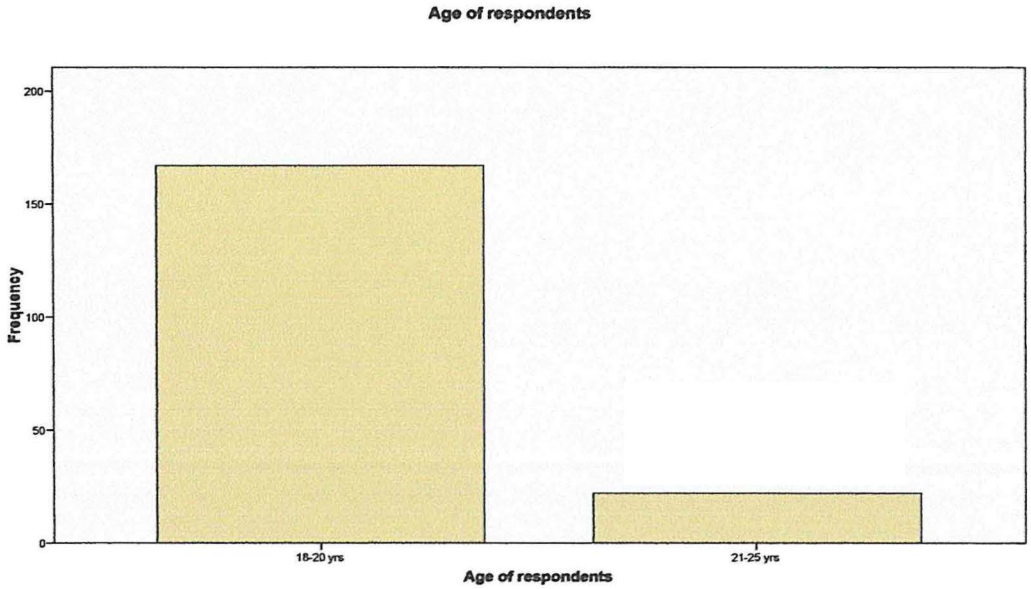
Table 5: Years of service in PTC

Teaching experience	Frequency	Percent
1-5 yrs	2	6.9
6-10 yrs	5	17.2
11-20 yrs	13	44.8
21 yrs and above	9	31.0
Total	29	100.0

Table 5 shows that out of the sampled 29 tutors, 2 (6.9) have the teaching experience between 1-5 years, 5 (17.2) had the teaching experience between 6-10 years, 13 (44.8) had the teaching experience between 11-20 years and 9 (31.0) had the teaching experience of 21 years and above. The results from table 5 clearly indicate that the majority of the tutors had the teaching experience between 11-20 years in service as tutors and therefore they should be having pedagogical and mentoring competence to assist the students perform better.

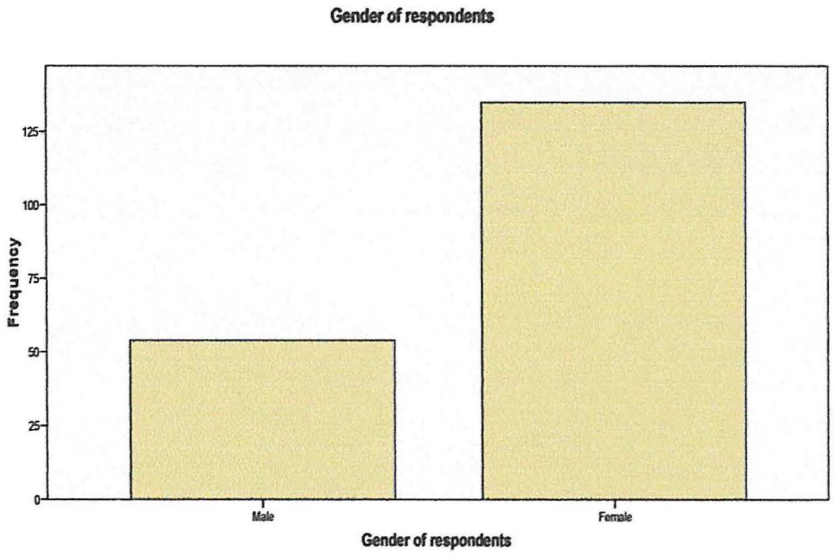
The researcher also analyzed (Questions 1, and 2) of the questionnaire (see Appendix B) dealing with demographic data for Grade III student teachers. The findings are presented using bar graphs.

Figure 2: Age of student teachers



The figure shows that out of 189 student teachers, 167 student teachers were between 18- 20 years and 22 were between 21-25 years. The results clearly indicate that the majority of the student teachers were between 18-20 years which means that they can easily be mentored to make competent primary teachers.

Figure 3: Gender of student teachers



The figure above indicates that out of the 189 student teachers, 54 were male compared to 135 who were female. The results clearly indicate that the majority of the student teachers in PTCs were female unlike their female tutors who are the minority. The researcher deduces that since the majority of the student teachers are females, therefore it is no surprise that there are many female primary teachers in primary schools in Uganda.

4.2 Tutors' subject knowledge competence and Grade III student teacher academic performance

The researcher analyzed (Questions 5, 6, 7 and 8) of the questionnaire (see Appendix A) to verify the influence of tutors' subject knowledge competence on Grade III student teachers' academic performance. The results are presented below in Tables.

Table 6: Highest academic qualification of respondents

Academic Qualification	Frequency	Percent
Masters degree	4	13.8
Bachelors degree	19	65.5
Diploma	6	20.7
Total	29	100.0

Table 6 shows that out of 29 tutors, 4 (13.8%) were masters degree holders, 19 (65.5%) were Bachelors degree holders while 6 (20.7%) were Diploma holders. The results clearly deduced that the majority of the tutors in PTCs were Bachelors degree holders which is the minimum qualification required to be appointed as a Graduate tutor. At the same time, the results indicated that 6 (20.7%) are Diploma holders thus need to be assisted to upgrade to higher academic qualifications. The results clearly further indicated that 4 (13.8%) percentage of

tutors were Masters degree holders which was the smallest percentage. This therefore tends to suggest that there is a need to explore factors that might be responsible for the very low percentage of tutors with a master degree qualification.

Table 7: Highest academic qualification influence knowledge competence

Opinion	Frequency	Percent
Disagree	1	3.4
Agree	5	17.2
Strongly agree	23	79.3
Total	29	100.0

Table 7 shows that out of 29 tutors, 1(3.4%) disagreed that highest qualification had no influence on knowledge ability, 5 (17.2%) agreed that highest qualification had an influence on knowledge ability while 23 (79.3%) strongly agreed that highest qualification had influence on knowledge ability. The results clearly indicate that the majority of the respondents strongly agreed that highest qualification had influence on tutors' knowledge competence. From the results in the table above, it can fairly be inferred that that tutors should strive to upgrade since highest qualification has a positive influence on knowledge ability.

Table 8: Regularity of making schemes of work and lesson plans by tutors

Opinion	Frequency	Percent
None	4	13.8
Once in while	2	6.9
Many times	5	17.2
Always	18	62.1
Total	29	100.0

Table 8 above shows that out of 29 tutors, 4 (13.8%) noted that they did not make schemes of work and lesson plans regularly. Meanwhile, 2 (6.9%) made schemes of work and lesson plans once in a while. Meantime 5 (17.2%) made schemes of work and lesson plans many times. While, 18 (62.1%) made schemes of work and lesson plans always. The results clearly indicated that the majority of the tutors made schemes of work and lesson plans always. This is a good indicator of effective instructional process which can lead to improved student teachers' academic performance.

Table 9: Weekly use of the library by the tutors

Number of times in a week	Frequency	Percent
None	1	3.4
Once a week	3	10.3
Three times a week	13	44.8
Five times and above	12	41.4
Total	29	100.0

Table 9 shows that out of 28 tutors, 1 (3.4%) were not using the library, 3 (10.3%) used the library once a week, 13 (44.8%) used the library three times a week and 12 (41.4%) used the library five times and above in a week. The results clearly indicated that the majority of the tutors used the library three times in a week. From the above results, the researcher deduce that most of the tutors do not make regular utilization of the library in order to improve on their subject knowledge ability.

Table 10: Mean of the influence of tutors' subject knowledge competence on Grade III student teachers' academic performance (N=189)

Questionnaire Item	Mean	Std. Deviation
Tutors follow classroom timetables when teaching	3.69	1.27
All subject tutors are qualified	4.28	.88
All tutors teach you the right content	4.24	.97
Tutors administer tests and exams every term	4.45	.73
Tutors mark exercises, tests and exams	4.23	.93
Students' academic performance is enhanced by Tutor subject knowledge competence	4.22	.93

According to table 10, the researcher notices that the mean showing that tutors follow classroom timetables when teaching has the lowest mean compared to the rest. However it is imperative to note that the mean differences for the rest of the items are not significantly different from each other as they fall within the same range.

Table 11: Correlation of tutors' subject knowledge competence and student teachers' promotional results

Item		Subject knowledge competence	Promotional examinations results
Subject knowledge competence	Pearson Correlation	1	.161(*)
	Sig. (2-tailed)		.027
	N	189	189
Promotional examinations results	Pearson Correlation	.161(*)	1
	Sig. (2-tailed)	.027	
	N	189	189

* Correlation is significant at the 0.05 level (2-tailed).

In view of the results in Table 11, the researcher concludes that there is a significant relationship between tutors' subject knowledge and promotional examination results.

Table 11 portrays that the correlation of .161 is significant at the 0.05 level (2-tailed). The researcher thus concludes that tutors' subject knowledge significantly influences Grade III student teachers' examination results.

4.3 Tutor pedagogical competence and Grade III student teachers' academic performance

The researcher analyzed Questions 13, 14 and 15 of the questionnaire (see Appendix A) to verify the influence of tutors' pedagogical competence on Grade III student teachers' academic performance. The results are presented below in Tables and figures.

Table 12: Upgrading improves tutor's pedagogical competence

Opinion	Frequency	Percent
Strongly disagree	1	3.4
Agree	3	10.3
Strongly agree	25	86.2
Total	29	100.0

Table 12 shows that out of 29 tutors, 1(3.4%) strongly disagreed that upgrading does not improve on tutors' pedagogical competence, 3 (10.3%) agreed that upgrading improves on tutors' pedagogical competence and 25 (86.2%) strongly agreed that upgrading improves on tutors' pedagogical competence. The results clearly indicated that most tutors strongly agreed that upgrading improves on tutors' pedagogical competence.

However, questionnaire item number 5 results (see appendix A) contradicts with what respondents said that upgrading improves pedagogical competence when the majority of the tutors are not masters degree holders.

Table 13: Pedagogical competence is vital to effective teaching

Opinion	Frequency	Percent
Strongly disagree	1	3.4
Agree	3	10.3
Strongly agree	25	86.2
Total	29	100.0

Table 13 shows that out of 29 tutors, 1(3.4%) strongly disagreed that pedagogical competence is vital to effective teaching, 3(10.3%) agreed while 25(86.2%) strongly agreed that pedagogical competence is vital to effective teaching. The results clearly indicated that the majority of the tutors strongly agreed that pedagogical competence is vital to effective teaching. However, results from interviews with college administrators revealed that the majority of the tutors lack pedagogical competence.

Table 14: Mostly used methods of teaching

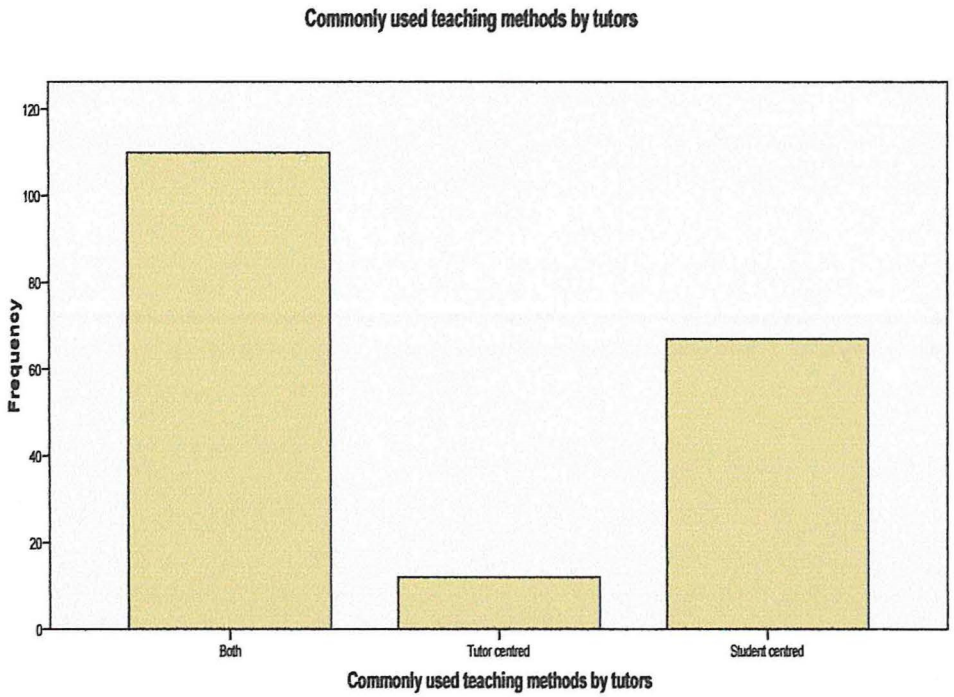
Teaching methods	Frequency	Percent
Tutor-centred	1	3.4
Student-centred	28	96.6
Total	29	100.0

Table 14 shows that out of 29 tutors, 1 (3.4%) used tutor centred methods of teaching while 28 (96.6%) used student centred methods. The results clearly indicate that the majority of the tutors use student centred methods of teaching. Results from questions 17 and 18 clearly indicate the majority of the tutors acknowledged that pedagogical competence affect student teachers' learning and teaching in that pedagogy facilitates learning and understanding, helps student teachers to become competent when teaching since tutors are their role models.

Figure 4: Commonly used teaching methods by tutors

teachers' learning and teaching in that pedagogy facilitates learning and understanding, helps student teachers to become competent when teaching since tutors are their role models.

Figure 4: Commonly used teaching methods by tutors



The foregoing figure 4 indicates that 110 student teachers agreed that tutors use both student and tutor centred methods, 12 respondents responded that they use tutor centred methods while 67 respondents stated that they use student centred methods. The results indicate that the majority of the tutors use both student and tutor centred methods when teaching.

The researcher analyzed Questions 9, 10, 11, 12 and 13 for Grade III student teachers (see Appendix B) on tutors' pedagogical competence using descriptive statistics.

Table 15: Mean for the influence of tutors' pedagogical competence on Grade III student teachers' academic performance (N=189)

Questionnaire Items	Mean	Std. Deviation
Tutors teach effectively and efficiently	3.00	.78
All tutors equip student teachers with teaching methods to use during school practice	3.06	.91
All tutors award school practice marks objectively	2.49	1.01
Student teachers' pedagogical capacity is enhanced by tutor's pedagogical competence	3.24	.76

From Table 15 above, the researcher noticed that the mean showing that all tutors award school practice marks objectively had the lowest mean compared to the rest. However it is imperative to note that the mean differences for the rest of the items were not significantly different from each other as they fell within the same range. This therefore tends to suggest that lack of objective assessment of student teachers during their school practice significantly jeopardizes any effort towards getting high quality primary school teachers.

Table 16 : Correlation of tutors' pedagogical competence and student teachers' promotional examination results

Item		Tutors' Pedagogical	Promotional examination results
Tutors' pedagogical competence	Pearson Correlation	1	.072
	Sig. (2-tailed)		.325
	N	189	189
Promotional examination results	Pearson Correlation	.072	1
	Sig. (2-tailed)	.325	
	N	189	189

In view of the results in Table 17, the researcher concluded that there was no significant relationship between tutors' pedagogical competence and student teachers' promotional results. This means that tutors' pedagogical competence had no influence on student teachers' promotional results and therefore, the researcher deduced that there are other factors that influence student teachers' academic performance other than pedagogical competence.

4.4 Tutor mentoring competence and Grade III student teachers' academic performance

The researcher analyzed Questions 19, 20, 21, 22, and 23 of the questionnaire (see Appendix A) verify the influence of tutors' mentoring competence on Grade III student teachers' academic performance. The results are presented below in Tables and figures.

Table 17: Mentoring influence student teacher's academic performance

Opinion	Frequency	Percent
Agree	6	20.7
Strongly agree	23	79.3
Total	29	100.0

Table 17 indicates that 6 (20.7%) of the tutors agreed that mentoring influence student teacher's academic performance while 23 (79.3%) of the tutors strongly agreed that mentoring influence student teacher's academic performance. The results above depicted that the majority of the tutors strongly agreed that mentoring influence student teacher's academic performance.

Table 18: Extent tutors provide mentoring to student teachers

Opinion	Frequency	Percent
Low extent	1	3.4
Moderate extent	15	51.7
Great extent	13	44.8
Total	29	100.0

In table 18, 1 (3.4%) of the tutors indicated that tutors provide mentoring to student teachers at a low extent, 15 (51.7%) were at a moderate extent while 13 (44.8%) indicated that tutors provide mentoring to student teachers at a great extent. The results from the foregoing Table therefore revealed that the majority of the tutors carryout mentoring to student teachers at a moderate extent. The results from questions 19 and 20 (see Appendix B) revealed that 53.4%

of the respondents rejected that personal tutors did not help them while 47.6% accepted that personal tutors help them because they provide guidance and counseling to them. From the results of table 18, the researcher deduced that the majority of the tutors do not carry out their tutorial sessions and thus affecting student teachers' academic performance.

Table 19: Extent tutors review student teachers' files during school practice

Opinion	Frequency	Percent
Low extent	3	10.3
Moderate extent	15	51.7
Great extent	11	37.9
Total	29	100.0

Table 19, explicitly indicates that 3 (10.3%) of the tutors reviewed student teachers' files during school practice at a low extent, 15 (51.7%) at a moderate extent while 11 (37.9%) of the tutors reviewed student teachers' files during school practice at a great extent. Basing on Table 19, it can therefore be inferred that the majority of the tutors to a moderate extent review student teachers' files during school practice.

Table 20: Review of student teacher's files is vital during school practice

Opinion	**Frequency**	**Percent**
Agree	10	34.5
Strongly agree	19	65.5
Total	29	100.0

According to Table 20, 10 (34.5%) of the tutors agreed that review of student teacher's files is vital during school practice while 19 (65.5%) strongly agree. The results clearly indicate that the majority of the tutors strongly agreed that review of student teacher's files is vital during school practice. The results of questions 24 and 25 (see appendix A) showed that the majority of the tutors agreed that having tutorials with student teachers' consolidates the gap of normal teaching. However, the results of question 19 (see Appendix B) revealed that the majority (53.4%) of the student teachers rejected that personal tutors do not help them in their tutorial groups which is an indicator that tutors give little assistance to student teachers in their studies while 47.6% agreed that personal tutors help them.

The researcher analyzed questions 14, 15, 16, and 17 for Grade III student teachers (see Appendix B) establish the influence of tutors' mentoring competence on Grade III student teachers' academic performance using descriptive statistics.

Table 21 : Mean showing the influence of tutors' mentoring competence on Grade III student teachers' academic performance (N= 189)

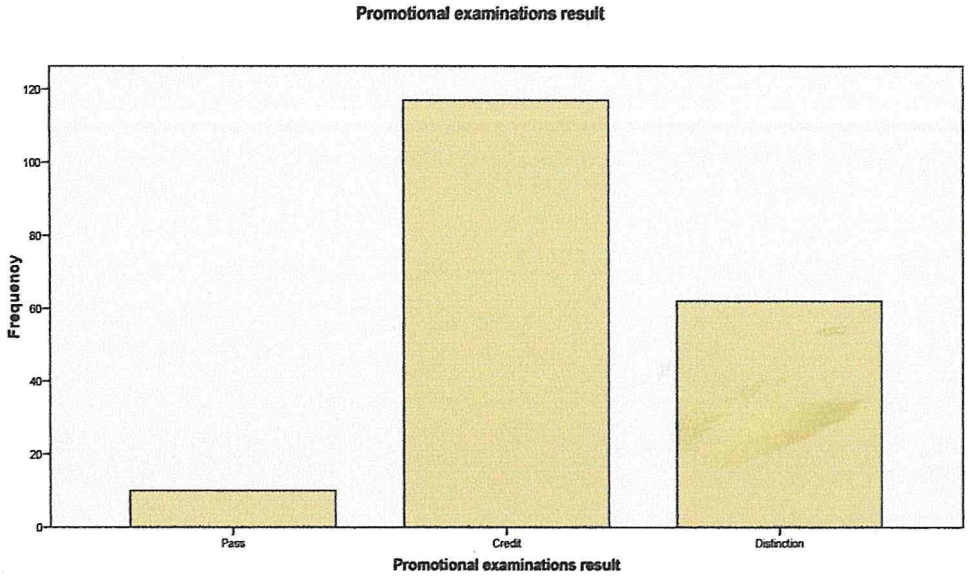
Questionnaire Items	Mean	Std Deviation
Tutors give demonstration lessons to students before going for school practice regularly and effectively	3.95	1.14
All tutors conference with student teachers after supervision	4.22	1.06
There is good tutor/student teacher relationship in the college	3.92	1.23
All tutors give sufficient help and time during school practice preparation	3.44	1.42

From Table 21, the researcher notices that the mean showing that all tutors conference with student teachers after supervision was high 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.

Below is the analysis of the dependent variable items questions 21 and 22 for Grade III student teachers regarding the influence of tutors' mentoring competence on Grade III student teachers' academic performance (see Appendix B)

Figure 5: Promotional examination results



According to the figure 5, 10 student teachers got a pass, 117 passed with a credit while 62 passed with a distinction. The results clearly indicated that the majority of the students passed with a credit. The researcher therefore infers that few students usually pass with distinctions and therefore there is a need for the tutors to formulate strategies that may create improvement in student teachers' academic performance such that the majority of the student teachers may pass with distinctions instead of credits.

Table 22 : Semi final school practice results

School practice grades	Frequency	Percent
D	3	1.6
C	54	28.6
B	121	64.0
A	11	5.8
Total	189	100.0

Table 22 indicates that 3(1.6%) of the student teachers passed with Grade D in school practice, 54(28.6%) passed with Grade C, 121(64.0%) passed with Grade B while 11(5.8%) passed with Grade A. The above table clearly shows that the majority of the student teachers passed their semi final school practice with Grade B. Student teachers who passed with the best grade which is A were fewer compared to the majority who passed with Grade B. The researcher clearly deduces that student teachers' semi final school practice performance still needs improvement since the majority of the student teachers' did not get the best grade.

Table 23: Correlation of tutors' mentoring competence and semi final school practice results for Grade III student teachers' performance

Item		Mentoring competence	Semi final school practice results
Mentoring competence	Pearson Correlation	1	-.146(*)
	Sig. (2-tailed)		.045
	N	189	189
Semi final school practice results	Pearson Correlation	-.146(*)	1
	Sig. (2-tailed)	.045	
	N	189	189

* Correlation is significant at the 0.05 level (2-tailed).

In view of the results in Table 23, the researcher concluded that there was a significant relationship between tutors' mentoring competence and student teachers' semi final school practice results. Table 23 portrays that the correlation of -.146 is significant at the 0.05 level (2-tailed). This means that tutors' mentoring competence has influence on student teachers' semi final school practice results. The finding here in tend to suggest that if student teachers are not mentored sufficiently, their school practice performance is significantly impaired.

4.5 Results from Structured Interviews

The questions in the structured interview (see Appendix C) were constructed in line with the three research objectives stated in chapter one. Qualitative results obtained from structured interviews with College Administrators are presented below.

Item 1: Respondents' responses on tutors' subject knowledge competence.

As per the hierarchical order of college administrators, majority of the Principals, Deputy Principals and Director of studies interviewed indicated that low qualification of some tutors, failure for the tutors to go for further studies and lack of tutors for some subjects to a great extent affect student teachers academic performance. This is in consonance with the findings from the quantitative analysis which indicated that the 4 (13.8%) of the respondents are Masters degree holders compared to the majority 19 (65.5%) who are Bachelors degree holders and 6 (20.7%) who are Diploma holders. (see table 6). The researcher to a great extent concurs with the college administrators that failure for the tutors to go for further studies influence their subject knowledge competence and thus affecting Grade III student teachers' academic performance.

Item 2: Respondents' responses on tutors' pedagogical competence

The majority of the college administrators interviewed indicated that some tutors who teach in PTCs are secondary oriented and never qualified as teacher trainers but were just taken in to teach due to lack of tutors, therefore lack pedagogical competence and thus influencing

student teachers' academic performance. This is in line with the findings from quantitative analysis which indicated that there is no significant relationship between tutors' pedagogical competence and student teachers' promotional results (see Table 15). The researcher concurs with the college administrators in that due the implementation of the new curriculum in PTCs with newly introduced subjects that wanted tutors to teach those subjects like Kiswahili, Agriculture, college administrators recruited part timers from secondary schools and even the Ministry of Education and Sports was forced to appoint secondary teachers to fill the gap.

Item 3: Respondents' responses on tutors' mentoring competence

The majority of the college administrators interviewed indicated that due to the kind of training some tutors went through, a big number of tutors lack skills of conducting mentoring and lack qualities of good mentors, thus producing incompetent primary teachers. The respondents further pointed out that failure for the tutors to attach value of mentoring to student teachers, failure to conduct tutorial sessions by some tutors. This is in line with the findings for questions 19 and 20 (Appendix B) that revealed that 53.4% of the respondents rejected that personal tutors did not help them while 47.6% accepted that personal tutors help them because they provide guidance and counseling to them.

4.6 Results from Document Analysis

Qualitative results obtained from the three PTCs concerning semi final school practice results clearly indicate that 0.3% of the second year students had A, 46.0% had B, 49.4% had C, 1.7% had D while 0.3% had E which indicates that one student failed semi final school practice. The results indicated that the majority of the student teachers passed their semi final school practice with Grade C which is a moderate pass. From the results, the researcher concluded that student teachers did not perform well in their semi final school practice.

Concerning promotional examination results, 3.4% passed with a Distinction, 50.1% with a Credit, 46.3% with a pass. All student teachers were promoted to second year though 13.4%

of the student teachers failed English, 9.6% failed Mathematics and 0.6% failed Kiswahili and were to retake the failed papers. The findings indicated that majority of the student teachers passed with a credit which is not the best performance and even those that passed with a pass were more than those who passed with a Distinction. The findings from document analysis were in line with the findings shown by quantitative analysis (see figure 5). The researcher concluded that student teachers need a lot of academic support in order to have the majority pass with distinction other than credits and passes.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusions and recommendations 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 The influence of tutors' subject knowledge competence on Grade III student teachers' academic performance

Question 5 in the questionnaire (see Appendix A) was constructed to find the highest qualification possessed by the tutors. The responses were put on percentages and indicated that 6(20.7%) are Diploma holders thus need to be assisted to upgrade to higher academic qualification while 4(13.8%) percentage of tutors were Masters degree holders which was the smallest percentage. This therefore tends to suggest that there is need to explore factors that might be responsible for the very low percentage of tutors with a Masters degree qualification. The results of the study are in consonance with Rockoff (2004), Harris and Sass (2008) which indicate that the most important school based determining factor of students' achievement is the teacher quality. Moreover, teacher quality can be expressed in terms of qualification the teacher possesses.

The 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. The findings are in line the aforementioned authors in that there is a very small number of the tutors' possessing masters degree. Besides, even tutors who are Diploma holders still exist in PTCs in Uganda as revealed in this study. Yet, the minimum qualification of tutors is a Bachelor's degree according to the Ministry of education science, technology and Sports tutor recruitment policy.

Adjacently, Crespo and Nicol (2006), Hill, Rowan and Ball (2005) assert that teachers' knowledge of subject matter continues to draw an increasing attention from policy makers in recent years all over the world. The findings revealed that 23(79.3%) of the tutors strongly agreed that highest qualification had influence on tutors' knowledge competence (see table 7). Furthermore, the results of this study are in agreement with the reason why Kyambogo University with the support of the Ministry of Education and Sports initiated a Bachelor of Teacher Education Degree to replace the Diploma in Teacher Education. It is assumed that improving on the teaching qualification of tutors, may directly improve the quality of instruction in the classrooms as well as the academic performance of students in PTCs in Uganda.

In a similar vein, the National Assessment of Progress in Education report (2011) provides information on tutors' subject mastery by certain tutor characteristics. Among the latter, tutors' professional qualification and teaching experience are of particular interest. According to Darling Hammond (2000), subject-matter knowledge has often been found to be an important factor in teacher effectiveness. This concurs with the study finding where majority

of the tutors strongly agreed that highest qualification had influence on tutors' subject competence.

5.1.2 Tutors' pedagogical competence and Grade III student teachers' academic performance

Question 13 in the questionnaire (see Appendix A) was constructed to find out whether upgrading improves tutors' pedagogical competence. The responses were put on percentages and indicated that 25(86.2%) of the tutors strongly agreed that upgrading improves on tutors' pedagogical competence. The findings clearly indicated that the majority of the tutors strongly agreed that upgrading improves on tutors' pedagogical competence. This 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. In a similar vein, 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.

The study findings agrees with Pomuti (2000) that tutors are supposed to conference with student teachers after supervising them and give feedback concerning the lesson observed so as to remove errors and improve on their lesson presentation hence improved academic performance. The findings of the study are also in consonance with Giertz (2003:94) who describes pedagogical competence as the ability and the will to regularly apply the attitude, knowledge and skills that promote the learning of the teacher's students. This takes place in

accordance with the goals that are being aimed at and the existing framework and presupposes continuous development of the teacher's own competence and course design.

Question 17 in the questionnaire (see Appendix A) was constructed to find out whether tutors' pedagogical competence is vital in teaching. The responses were put on percentages and indicated that 25(86.2%) of tutors strongly agreed that pedagogical competence is vital to effective teaching. The findings indicated that the majority of the tutors strongly agreed that pedagogical competence is vital to effective teaching. In a similar vein, Chall and Popp (1990), Stuart (2004), Rodgers (2001) state that there is a need to focus on teachers' adequacy and competency in respect to their pedagogical practices and strategies and mastery of the curriculum and subject content. In support of the aforementioned scholars, Ekwesili (2006) institutionalized the Private Public Partnership (PPP) and School Based Management Committee (SBMC) to manage secondary education and to promote school effectiveness since students' success depends on the amount of learning that takes place in the classroom.

Furthermore, the findings of the study agree with Darling-Hammond (2000), who stated that subject-matter knowledge has often been found to be an important factor in teacher effectiveness as mentioned earlier. However, its relationship to teaching performance is curvilinear. He further contends that measures of pedagogical knowledge including knowledge of learning, teaching methods and curriculum have more often been found to influence teaching performance, and frequently these factors exert even stronger effects than subject matter knowledge. The researcher concurs with the aforementioned author in that some tutors are knowledgeable but may lack teaching methods to impart the subject matter and therefore teaching methods can affect the delivery of subject matter knowledge by the tutors hence affecting students' academic performance.

The finding of this study further revealed that 28(96.6%) of the tutors use student centred methods (see Table 13). The results show that the majority of the tutors use student centred methods of teaching. In a similar vein, the findings also concurs with Cummins (2007) who states that learner-centred 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-centred context. On the other hand, Andrew (2007) further states that teachers need guidelines to transition to constructivist teaching styles.

5.1.3 Tutor mentoring competence and Grade III student teachers' academic performance

Question 19 in the questionnaire (see Appendix A) was constructed to find out whether mentoring influence student teachers' academic performance. The responses were put on percentages and indicated that 23(79.3%) of the tutors strongly agreed that mentoring influence student teachers' academic performance. In a similar vein, Crisp and Cruz (2009) observed that in higher education, mentoring programs mostly show positive effects for mentees (better academic performance), as well as for mentors (more satisfaction) and the institution itself. In a similar view, Hardy and Smith (2006) cite short term activities such as mentoring, peer evaluations and workshops as ways other than formal qualifications for improving teaching. The study findings concurs with the aforementioned authors that mentoring contributes to student teachers' academic performance.

Similarly, the findings of the study agree with Rhodes (2004) who contributes evidence of the benefits of mentoring in supporting the professional practice of teachers. He refers to a

number of potential benefits to teachers in receipt of mentoring support, including enhanced confidence and self esteem through the mutual support offered by colleagues. As such, the finding in this study where 53.4% of the student teachers expressed that personal tutors provide very minimal academic and professional support while 15(51.7%) of the student teachers indicated that tutors provide moderate academic and professional support to them is regrettable. Question 22 in the questionnaire (see Appendix A) was constructed to find out whether review of student teachers' files when carrying out school practice is important. The findings indicated that 19(65.5%) tutors strongly agreed that review of student teachers' files is important. However, Nyaumwe and Mavhunga (2005) found out that the mentors award high grades because they only assess lesson delivery and do not look at documents because these are assumed to be in order. The aforementioned scholars' comments are right in that, findings indicate that not all respondents strongly agreed that review of student files is important.

Meanwhile, Chakanyuka (2006) adds that mentoring ensures that only those student teachers who have developed sufficiently are allowed into the teaching field and it determines how much the student teacher has acquired in terms of professional knowledge and skills. The researcher has a similar view in that with what is done during school practice. If a student teacher does school practice and does not satisfy the examiners, he is made to repeat and therefore does not complete his/her course until he/she satisfies the examiners. Question 21 in the questionnaire (see Appendix B) was constructed to find out the award got by most student teachers' in promotional examinations. The findings revealed that 117(61.9%) students passed with a credit.

Similarly, NAPE report (2011) informs us on the quality of teaching in the Primary Teachers' Colleges in recent years. For instance, the pass rate since 2006 has been between 70%-85%. Besides, over the years, more students have graduated with credits; yet, the number of those graduating with distinctions has remained marginal. Thus, there is need for the teacher trainers to think of strategies that can uplift the academic performance of student teachers' from the majority passing with credits to majority passing with distinctions (see figure 5). However, findings for question 22 (see table 22) reveal that the majority of the student teachers' 121(64%) passed their semi final school practice with Grade B which is commendable.

5.2 Conclusion

The purpose of the study was to establish whether there is a significant relationship between Tutor competence and Grade III student teachers' academic performance. The findings and discussions presented indicate that 20.7% of the tutors are still Diploma holders while 13.8% are Masters degree holder and yet findings revealed that the majority of the respondents strongly agreed that highest qualification has influence on student teachers' academic performance. However, the Pearson Product-Moment Correlation Index test indicated that there was a significant relationship between tutors' subject competence and promotional examination results.

On the other hand, the findings on tutors' pedagogical competence revealed that the majority of the tutors (86.2%) strongly agreed that tutors' upgrading improves on pedagogical competence and (86.2%) strongly agreed that tutors' pedagogical competence is vital to effective teaching. However, the Pearson Product-Moment Correlation Index test indicated that there was no significant relationship between tutors' pedagogical competence and promotional examination results. Therefore, other factors could be deemed vital in influencing student teachers' academic performance.

Concerning tutors' mentoring competence, the findings revealed that 79.3% of the student teachers strongly agreed that mentoring influence student teacher's academic performance. This is in line with the findings of the Pearson Product-Moment Correlation Index test which indicated that there was a significant relationship between tutors' mentoring competence and semi final school practice results.

5.3 Recommendations

i. In line with the findings and conclusions of this study, the researcher recommended that tutors in primary teacher training colleges should be encouraged to upgrade to acquire higher qualifications, attend seminars, workshops to update their knowledge, pedagogy and mentoring competence for efficiency and effectiveness in their jobs.

ii. The Ministry of Education and Sports should have a standardized system of recruitment of tutors to avoid incompetent tutors being recruited in teacher training colleges and this can be done by considering those who have done Bachelors of Teacher Education or a Post Graduate Diploma in Education that enables them acquire pedagogical and mentoring competence of handling student teachers.

iii. Tutors should conduct tutorial sessions regularly since they are thought to establish good student- tutor relationship and even to bridge the gap between classroom activities and school practice.

5.4 Areas for Further Research

The researcher suggests that further research should be conducted on:

i. College Administrators' Management styles and Academic staff performance in Primary Teachers' Colleges.

ii) Tutor qualification and student teachers' academic performance in Primary Teachers' Colleges.

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APPENDIX A: Questionnaire for tutors

Dear Respondent, I am a student of Kyambogo University pursuing a Masters Degree in Education Policy, Planning and Management. I am conducting a research on the topic "Tutor Competence and Grade 111 student teachers' academic performance in Primary Teachers' Colleges". You are requested to read the questionnaire given and answer the questions appropriately. The information given will be treated with maximum respect and confidentiality for purpose of improving performance in the Primary Teachers' Colleges.

Section A: Demographic data

1. Gender

a) Male ☐

b) Female ☐

2) Age of the respondent ☐

3) Marital status of the respondent

a) Single ☐ b) Married ☐ c) Widowed ☐ d) Divorced ☐ None ☐

4) Years of service in the teaching profession

a) 1-5 years ☐ b) 6-10 years ☐

c) 11-20 years ☐ d) 21 years and above ☐

SECTION B

The influence of tutors' subject knowledge competence on Grade 111 student teachers' academic performance in Primary Teachers' Colleges.

5) What is your highest qualification?

a) PHD ☐ b) Masters Degree ☐

c) Degree ☐ d) Diploma ☐

6) Do you think your highest qualification has an influence on your knowledge ability?

a) Strongly agree ☐ b) Agree ☐

c) Strongly disagree ☐ d) Disagree ☐

7) How often do you make your schemes of work and lesson plans?

a) Always ☐ b) Many times ☐

c) Once ☐ d) None ☐

8) How often do you use a library in a week?

a) Five times and above ☐ b) Three times ☐

c) Once ☐ d) None ☐

9) Do you teach factual knowledge to the student teachers?

a) Yes ☐) No ☐

10) If yes, how?

.....

.....

.....

11) Do you think enriching your notes as a tutor improves on your content mastery?

a) Strongly agree ☐ b) Agree ☐

c) Strongly disagree ☐ c) Disagree ☐

12) With reasons, do you think academic attainment improves on tutors' content mastery?

.....

.....

.....

SECTION C

Tutors' pedagogical competence on Grade 111 student teachers' academic performance in Primary Teachers' Colleges.

13) Do you think upgrading improves on tutors' pedagogical competence?

a) Strongly agree ☐ b) Agree ☐

c) Strongly disagree ☐ d) Disagree ☐

14) Do you think preparation to teach improves on pedagogical competence?

a) Strongly agree ☐ b) Agree ☐

c) Strongly disagree ☐ d) Disagree ☐

15) Which methods are more effective during your teaching and mentoring?

a) Student centred methods ☐ b) Tutor centred methods ☐

c) None ☐

16) Outline any two methods that you use to cater for students' individual differences when teaching

a).....

b).....

17) Do you think using instructional materials to teach improves on student teachers' improves on their academic performance?

a) Strongly agree ☐ b) Agree ☐

c) Strongly disagree ☐ d) Disagree ☐

SECTION D

The influence of tutors' mentoring competence on Grade III student teachers' academic performance in Primary Teachers' Colleges.

18) Do you think mentoring competence of a tutor can affect student teachers' academic performance?

a) Strongly agree ☐ b) Agree ☐

c) Strongly Disagree ☐ d) Disagree ☐

19)To what extent do you think tutors provide guidance and counselling to student teachers' academic and school practice activities in PTCs?

a) Great extent ☐ b) Moderate extent ☐

b) Low extent ☐ d) No extent at all ☐

20) Genuinely, do you think School Practice marks are awarded to student teachers according to their performance?

a) Strongly agree ☐ b) Agree ☐

b) Strongly disagree ☐ d) Disagree ☐

21) Do you think it is important to review student teachers' teaching files when carrying out their School Practice?

a) Strongly agree ☐ b) Agree ☐

c) Strongly disagree ☐ d) Disagree ☐

22) To what extent do you think tutors attend tutorial sessions for student teachers?

a) Great extent ☐ b) Moderate extent ☐

b) Low extent ☐ d) No extent at all ☐

24) Do you think having tutorials with student teachers is important?

a) Yes ☐ b) No ☐

25) If yes, why?

.....

.....

26) Is it important for tutors to have specific qualities in mentoring?

a) Yes ☐ b) No ☐

27) If yes, name them

.....

.....

THANK YOU FOR YOUR RESPONSE

APPENDIX B: Questionnaires for Grade III student teachers

Dear Respondent, I am a student of Kyambogo University pursuing a Masters Degree in Education Policy, Planning and Management. I am conducting a research on the topic Tutor Competence and Grade 111 student teachers' academic performance in Primary Teachers' Colleges. You are requested to read the questionnaire given and answer the questions appropriately. The information given will be treated with maximum respect and confidentiality for the purpose of improving performance in the Primary Teachers' Colleges and also contribute to my academic award.

Section A: Demographic data

1) Age

a) 18-20 years ☐ b) 21-24 years ☐ c) 25 years and above ☐

2) Gender

a) Male ☐ b) Female ☐

Section B

The influence of tutors' subject knowledge competence on Grade III student teachers' academic performance in Primary Teachers' College.

Give a tick to the statements given with the following keys depending on your opinion as: Strongly disagree (SD), Disagree (D), Strongly agree (SA), Agree (A), Not sure (N).

S/N	Statement	SD	D	SA	A	N
3	Tutors follow classroom timetables when teaching					
4	You have qualified tutors for all the subjects					
5	All tutors teach you the right content					
6	Tutors administer tests and exams every term					
7	Tutors mark exercises, tests and exams					
8	Overall, my tutors' subject knowledge competence enhance my academic performance					

SECTION C

Tutors' pedagogical competences affect Grade 111 student teacher's academic performance in Primary teachers' Colleges.

9) Which methods do tutors use when teaching you?

a) Student centred methods ☐ b) Tutor centred methods ☐

c) Both ☐ d) None ☐

10) Do all tutors use a variety of methods to teach you ?

a) Strongly disagree ☐ b) Disagree ☐

c) Strongly agree ☐ d) Agree ☐

11) Do all tutors teach you methods to use during school practice?

a) Strongly disagree ☐ b) Disagree ☐

c) Strongly agree ☐ d) Agree ☐

12). All tutors award School Practice marks according to students' performance

a) Strongly disagree ☐ b) Disagree ☐

c) Strongly agree ☐ d) Agree ☐

13). Overall, my tutors' pedagogical competence enhances my pedagogy capacity during school practice

a) Strongly disagree ☐ b) Disagree ☐

c) Strongly agree ☐ d) Agree ☐

Section D

The influence of tutors' mentoring competence on Grade 111 student teachers' academic performance in Primary Teachers' Colleges

Give a tick to the statements given with the following keys depending on your opinion as strongly disagree (SD), Disagree (D), strongly agree (SA), Agree (A), None (N).

S/no	Statement	SD	D	SA	A	N
14	Tutors give demonstration lessons to students before going for School Practice					
15	All tutors conference with student teachers' after supervision					
16	Tutors have good relationship with the student teachers					
17	In your opinion, do you think tutors give you guidance and counseling during school practice preparation					
18	Overall, my tutors' mentoring competence enhance my academic and pedagogy capacity as a teacher trainee					

19) Do personal tutors help you?

a) Yes ☐ b) No ☐

20) If yes, how?

.....

SECTION E

21) What award did you get in Promotional examinations?

a) Distinction ☐ b) Credit ☐

c) Pass ☐ d) Fail ☐

22) Which Grade did you get in your semi final School Practice?

a) A ☐ b) B ☐ c) C ☐

d) D ☐ e) E ☐

THANK YOU FOR YOUR RESPONSE

APPENDIX C: Interview Guide for College Administrators

1) Do you think all tutors in your PTC have adequate content knowledge base in their subjects?

a) Yes b) No

If No, explain?

In your view, to what extent do you think tutor content knowledge base influence student academic performance in your PTC?

2) Do you think all tutors in your PTC have adequate pedagogical competence so as to shape student teachers into competent primary teachers?

a) Yes b) No

If No, explain?

In your view, to what extent do you think tutor pedagogical competence influence the shaping of student teachers into competent primary teachers in your PTC?

3) Do you think all tutors in your PTC have adequate mentoring competence so as to enhance student teachers' academic performance?

a) Yes b) No

If No, explain?

In your view, to what extent do you think tutor mentoring competence influence student teachers' academic performance in your PTC?

THANK YOU FOR YOUR RESPONSE

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Department of Educational Planning Management

Date: 11th July 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: KYOMUHENDO FLORENCE - REG. No.14/U/12832/GMED/PM

This is to certify that **Kyomuhendo Florence, Reg. No. 14/U/12832/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

> ***Tutor Competence and Grade III Student Teachers' Academic Performance in primary teachers' Colleges in Uganda: A case of Southern Region.***

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Leticia Komba Rwakijuma (Mrs.)
AG.HEAD OF DEPARTMENT