

Methods of Teaching and Performance of Lecturers in Uganda

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Abstract

Original Research Article

This study assessed the correlation between effective methods of teaching and performance of lecturers in Uganda. The study adopted a descriptive research design with quantitative and qualitative approaches. A sample of 210 respondents out of 3482 target population were selected using a table developed by Morgan & Kreijcie (1970). Data was collected using questionnaire and interview guide and analyzed using frequencies, percentages (Descriptive statistics) and Pearson linear correlation coefficient (Inferential analysis) for quantitative data and thematic analysis was used for analyzing qualitative data. The study findings established a significant relationship between effective methods of teaching and performance of lecturers, a case of Kampala International University (KIU) in Uganda. Professional development provides avenues for continued learning and growing scientifically. It enhanced lecturers' capabilities to acquire more knowledge and skills which led to increased use of different teaching strategies and methods. This consequently boosted student's performance since knowledge and skills were shared. It was therefore concluded that networks with other lecturing programs should be established to enable students listen to advice, support and encouragement for purposes of academic improvement. The study recommended that university management should establish a time for professional development so that all lecturers are able to attend lecture education courses to acquire appropriate methods of teaching as part of professionalism.

Keywords: Methods of teaching, Professionalism, Performance of Lecturers, Uganda.

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INTRODUCTION

In the United States of America various scholars like Dilworth and Imig (2017), have asserted that professional development is an aspect of school reform that is receiving vast attention; an area about which amazingly little is known, with only a few studies that document its provision, costs and effect. It is increasingly seen as a vital aspect to Institutions' success and lecturer satisfaction and without it; lecturers find it a little difficult to put together superior instructional programmes, mainly due to deficiencies in their own knowledge. It is a necessary component in all educational improvement efforts (Durkin, 2018). Lecturers stay current when they are working on graduate or postgraduate degrees. When they achieve such awards, their interest for research decreases. They eventually remain with old information gained during the time when they were pursuing the degrees. This sometimes makes them ineffective in teaching when it comes to the students that lecturers are not well

informed. Therefore when choosing which courses to take or in what area to specialize for a master's degree, one should think about their own interests and personal desires or needs for further education (Glasser, 2020).

In Asia professional development is seen as a tool for effectiveness and efficiency in organizations (Darling, 2021). Sparks and Loucks (2018), Sparks and Hirsh (2000), Guskey (2000), Hawley & Valli (2019), Little (2020), and Abdal-Haqq (2016) all opined that there are several characteristics of effective professional development. These included: Experiential, grounded in inquiry and research, collaborative, connected to and derived from lecturer s' work, sustained and intensive, provided on-site, connected to other aspects of organizational improvement, reflective, data driven, focused on meeting lecturers' needs, aligned with initiatives to develop further expertise in (Subject content, use of technology, lecturing strategies and other essential elements in lecturing to high standards) and evaluated based on its impact on lecturer

effectiveness and student learning. Performance-based instruction and design is whereby instructional objectives are carefully specified and instruction is geared to achieving those objectives. Learning is monitored constantly, and instruction is altered if necessary in order to achieve the objectives more effectively.

In Africa, scholars like Dilworth and Imig (2017) reported in an ERIC Digest that lecturers need to build up a repertoire of skills and knowledge that compliment education reform efforts. They also stated that in order to be of greater value to lecturers and even students, in-service professional development in particular, need to be reconceptualised. A holistic view of the development of a lecturer from novice to advanced is needed. Smylie and Conyers (2020) observed that there is a necessary need to shift; from deficit-based to competency-based approaches in which lecturers' knowledge, skills and experiences are considered assets; From replication to reflection, in which practicing lecturers not only focus on the transfer of knowledge and strategy but also on analytical and reflective learning ;From the collaborating aspect, in which practicing lecturers are jointly responsible for their work in classrooms and their wisdom and experiences are perceived as professional resources. Programmed learning and teaching is generally expensive since it requires advanced technology such as use of computers and access to internet services. It is however suitable for distance education programs. Students-lecturer interaction is however not easy since students are exposed to self-instruction as part of programmed learning (Hurst, 2019).

In Uganda, during the late 1970s and early 1980s, several studies were conducted on the characteristics of effective staff development, focusing on attitudes, but not on actual practices (Sparks & Loucks, 2018). Many universities initiated extensive staff development projects that would increase student achievement. Research on these projects contributed to the advanced understanding of effective staff development that is available today. The results of the findings on effective staff development practices included: programs that are conducted in university settings and are linked to faculty/school-wide efforts; lecturers who participated in the planning of the activities and who collaborated with each other; lecturers who could be self-directed in their learning and who had an active role in choosing activities; learning that is sustained, concrete, ongoing assistance and support when needed. Effective lecturers have the ability to plan and negotiate a number of teaching goals. They seem to be able to accomplish both academic and socialization goals. They integrate content and skills learning. They know their subject matter and their students, they display instructional and management skills and other behaviours associated with effective pedagogy (McIntyre, 2016).

METHODS AND MATERIALS

Data Capturing

Information used for the research project was garnered using both primary and secondary sources. Primary data was reached at by use of questionnaires and interviews to useful persons in relation to the research study. Secondary data was obtained by the use of documentary reviews. The research study utilized a descriptive research design including qualitative and quantitative paradigms.

Amin (2005) opined that descriptive research design is especially used to describe a phenomenon and its data traits. The researcher chose a total of 210 respondents (sample size) using a table developed by Morgan & Krejcie (1970) to participate in the scientific study.

Sampling Methods

The researcher employed stratified random sampling and purposive sampling techniques in the study. The study population comprised of the target population including categories like students, lecturers, and University administrators.

Structured questionnaire and interviews

The researcher used a questionnaire to garner data from the field because it covers a wide geographical space in data collection; it collects a lot of information within a short period of time, and gives greater assurance in relation to anonymity.

The researcher employed a qualitative interview schedule because it was important to understand the respondents subjective view of their world; unfolding the meaning of their cosmos, uncovering their lived experiences prior to organized explanations (Kvale & Brinkmann, 2017).

Validity and reliability of research instruments

The Validity of the researcher generated questionnaire was assured by using content validity Index. From the testing of the validity of the research instruments, the researcher obtained content validity index (CVI) of 0.78 which was generally above 0.75 indicating that the research instrument was valid to elicit data for the research study (Amin ,2005). However, the validity of the interviews was arrived at by talking to key respondents to prove the answered questions (Gibbs, 2007).

The Reliability of the Questionnaire was calculated utilizing Cronbach's alpha coefficient formula looking at the research variables that had an alpha coefficient of figure more than 0.70. Since the reliability calculation got by the researcher mentioned 0.78 alpha value, it suggested that the research tool was reliable to garner data vital for the study. Besides, the

reliability of the research interviews was arrived at by relying on peer review techniques (Gibbs, 2007).

Data Analysis

Statistical tools which were used to analyze data for this research study involved; descriptive statistics such as tables, frequencies, percentages, and inferential analyses like Pearson Linear Correlation Coefficient (PLCC) for analyzing quantitative data. On

the other side, Qualitative data were analyzed by technically organizing information into understandable themes or sub themes for easy Interpretation along a storyline strategy (Gibbs, 2007).

RESULTS

Background Characteristics of the Respondents

Table 1 (a): Demographic data of the respondents (Students, Lecturers, Heads of Departments, and Administrators & Deans)

Category	Frequency	Percentage
Gender		
Male	112	53.3
Female	98	46.7
Total	210	100
Age group		
20-29	116	55.2
30-39	28	13.3
40-49	42	20
50 and above	24	11.4
Total	210	100
Marital status		
Single	118	56.2
Married	62	29.5
Others	30	14.3
Total	210	100

Source: Primary data

The responses in table 1(a) indicated that 53.3% of the respondents were males whereas 46.7% of the respondents were females. The responses also indicated that 55.2% of the respondents were in the group of 20-29 years whereas 13.3% of the respondents were in the ages between 30-39years. Furthermore 20% of the respondents were in the age bracket of 40-49 years and 11.4% of the respondents were in the age bracket of 50 years and above. The responses indicated that 29.5% of the respondents were married whereas

56.2% of the respondents were single and 14.3% were others.

This implied that there is male dominance in Kampala International University (KIU) western campus. It also suggests that the majority of participants were unmarried youth who mostly learners were being the right group to give information about lecturers' performance.

Table 1(b): Demographic data of the respondents (suite)

Category	Frequency	Percentage
Level of education		
Diploma/Certificate	100	47.6
Undergraduate	62	29.5
Masters	44	21
PhD	04	1.9
Total	210	100
Occupation/status		
Students	100	47.6
Lecturers	68	32.4
HODs	26	12.4
Administrators	08	3.8
Deans	08	3.8
Total	210	100

Source: Primary data

The responses in table 1 (b) showed that 47.6% of the respondents had a diploma or certification (majorly students) whereas 29.5% of the respondents were undergraduates or degree holders. The responses also indicated that 21% of the respondents had a master's degree and 1.9% of the respondents were PhD holders.

The responses indicated that 47.6% of the respondents were students whereas 32.4% of the respondents were lecturers. The responses also showed

that 12.4% of the respondents were heads of departments whereas 3.8% of the respondents were administrators and 3.8% of the respondents were deans of faculties.

This implied that the majority of the participants were young people who were still struggling to get slightly higher qualifications and mostly students who are still undergoing their studies. These were the right people to give relevant information for the study.

Table 2: Professional development improves on lecturers methods of teaching

Response	Frequency	Percentages
Strongly agree	86	41
Agree	74	35.2
Disagreed	19	9
Strongly disagree	31	14.8
Total	210	100

Source: Primary data

The responses in Table 2 indicated that 41% of the respondents strongly agreed that professional development improved lecturers' methods of teaching whereas 35.2% of the respondents agreed. The responses also showed that 9% of the respondents disagreed whereas 14.8% of the respondents strongly disagreed.

This implied that Lecturers were able to improve their methods of teaching when they were exposed to professional workshops and courses; lecturers gained an insight into teaching methods that enhanced effective performance.

The relationship between Teaching methods and Performance of lecturers in Uganda.

Table 3: Relationship between Teaching methods and performance of lecturers

Correlations			
		Teaching methods	Performance of lecturers
Teaching methods	Pearson Correlation	1	.593**
	Sig. (2-tailed)		.000
	N	210	130
Performance of lecturers	Pearson Correlation	.593**	1
	Sig. (2-tailed)	.000	
	N	210	210

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

Source: Primary data (2022)

The study found out that teaching methods significantly ($p=0.000<0.05$) influenced the performance of lecturers in Uganda. Also, there was a moderate positive relationship ($r=0.593$) between teaching methods and performance of lecturers in Uganda. In this context, teaching methods improved the performance of lecturers in Uganda; because it improved the techniques of acquisition of knowledge and skills on the side of students. This implied that the set null hypothesis was rejected.

The above finding was supported by the Vice Chancellor of Kampala International University (KIU) who was interviewed and mentioned that:

“Organizing refresher courses for lecturers on pedagogical methods has always led to superior performance in universities and most especially in KIU.

Students have been facilitated to easily learn and retain content for their own good. Therefore, all universities are encouraged to continue helping their lecturers to engage in this exercise of professionalism.”

This implied that in this context, acquisition of teaching methods improves performance of lecturers in the service of Universities in Uganda. Therefore, University management should continue to embrace the practice of organizing seminars and workshops where lecturers can learn and share knowledge and skills in teaching and learning processes.

CONCLUSION AND IMPLICATIONS

Teaching methods significantly significantly influenced performance of lecturers in Uganda ($p=0.000<0.05$) indicating that the set null hypothesis

by the researcher was rejected. Also, there was a moderate positive relationship ($r=0.593$) between teaching methods and performance of lecturers meaning that improvement in the quality of teaching methods increases performance of lecturers leading to better results of students. Therefore, Universities should consider putting in place proactive policies to do with organizing refresher courses on acquisition of effective methods of teaching for lecturers in order to encourage the spirit of professionalism in higher institutions.

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