

Challenges Faced by Secondary School Teacher Trainees in Universities in Uganda

Dr. Tuyizere Alice Peace

Department of Humanities and Language Education
College of Education and External Studies (CEES)
Makerere University
P.o.Box, 7062, Kampala, Uganda.

Abstract

This paper examined experiences of teacher trainees during their training for secondary education. Technology has had a significant impact on teacher trainees' experiences at university level. World over, science and research are shaping people's lives, yet, in Ugandan universities, this is taking a negative impact. For example the majority of teacher trainees offer humanities which quite often lead to unemployment of many graduate teachers; teaching staff in most universities still use out dated modes of teaching, eg; dictating notes to overcrowded students in lectures rooms and dining halls; the majority of the teaching staff and students lack skills in computer use; universities do not also have enough computers and projectors for staff and teacher trainees, due to inadequate funding; teaching staff still depend on notes which have turned yellow because they are not updated. Poor teaching methods affect the quality of teachers produced and their marketability in the global market of employment.

Keywords; Challenges, Teacher Trainees, Secondary School and Universities

Introduction

Teacher trainees are students who aspire to become teachers, while challenges are occurrences that undermine teacher trainees' zeal and determination to complete their education. Globally, challenges encountered by teacher trainees in universities raise pertinent questions for both the school systems and the governments. Kasozi (2009) acknowledges that the demand for qualified and quality teachers has been continuously on the increase globally. The proportion of students enrolling in public and private universities has increased rapidly but without matching the existing infrastructure and facilities. The World Bank (2001) proposes that secondary schools need skilled teachers ready to cope with knowledge explosion and manage an ever growing and complex educational system. It is against this background that teacher trainers or mentors are challenged to impart skills that are relevant to the new knowledgebase.

Organization for Economic Co-operation and Development, OECD (2008) recognizes that worldwide, there are many challenges facing the training of teachers for secondary education in many parts of the world. OECD (2008) quotes various European countries where cuts to teachers' salaries, redundancies and non-salary compensation have taken place which among others include, Iceland and Ireland. In Central and Eastern Europe, teachers' salaries have been reduced at all levels as part of reduced basic pay in all public sectors; other deductions in teachers' salaries have been reported in Croatia (6 percent), Latvia (50.9 percent), Lithuania (4.7 percent) and in the Republic of Moldova (8 percent). In Latvia, teachers' salaries have been reduced at all levels. In Estonia, initial increases in salaries have been reverted and reduced back to their 2008 level. In Romania, teachers have faced delayed payments of their salaries, as well as redundancies. Unions' reports indicate that teachers have been laid off in the Republic of Moldova and Poland, basically for lack of enough money to pay them. More so, administrative and support personnel have been laid off and a recruitment freeze policy applied in Estonia. Towse, Kent, Osaki and Kiria (2002) note that in Tanzania, one of the challenges affecting teacher- education is recruitment and retention. Adebayo, Oyiniike and Adesoji (2009) acknowledge that in Nigeria the quality of teacher training in higher education is poor and needs immediate reforms for sustainable university education. Wesonga (2015) points out that from 1990 to date; the government of Uganda put a ban on recruitment of primary and secondary school teachers due to related salary payment issues and to check the increase of the national bill.

Bunoti (2011) acknowledges that in Uganda, both public and private universities train teachers for secondary education. While training of teachers is a positive move in education, Wesonga (2015) notes that in Uganda, there is a ban on recruitment of secondary school teachers. Additionally, the Uganda Monitor (2016) quoted the Makerere University Vice chancellor announcing that it was passing out 1,291 graduate teachers to the labor market, but cited the Ministry of Education and Sports (2015) making it clear that it had no jobs for the teachers who had completed their training. The Uganda Monitor news paper further quoted the commission for secondary schools stating that there is no provision for recruitment of teachers in the budget. Graduating from Ugandan universities as a teacher, where employment prospects are so frustrating escalates the situation of jobless youth in the country, thus, compromising the purpose of education. This further frustrates parents who pay their children's fees through thick and thin with the hope of getting employment. This state of affairs instills in teacher trainees a negative attitude towards the teaching profession. Significantly, teacher education is expensive, yet, the majority of teacher trainees in universities pay for themselves. The majority of teacher training institutions lack adequate funding; quality inputs and outputs. The curriculum content has been criticized as overloaded and not meeting the needs of secondary education. According to Tuyizere (2012) graduates of education programmes roam the streets and those who are lucky and are employed have to undergo training to bridge the huge knowledge and skills gap left over from university training.

From a different perspective, in Ugandan private schools where some graduate teachers are recruited, major concerns have emerged about the quality of teachers being trained in universities. There is a public outcry that the majority of teachers who graduate from colleges and universities lack practical skills, professional ethics, content and methodology to apply in classroom teaching. Moreover, according to Kasozi (2006) all teacher trainers in all universities face common challenges which include; low salaries; pressure to complete the syllabus; lack of instructional materials; curriculum which is theory oriented and unemployment after graduation. Kasozi(2005) and Mamdani (2007) point out that challenges facing universities in many countries such as Uganda include underfunding, inadequate and deteriorating infrastructure, brain drain due to low remuneration and socio-economic crises which have implications on the quality and life experiences of the teacher trainees. A detailed examination of these challenges is now undertaken in this segment of the write up as discussed below.

Teaching staff dodging lectures for teacher trainees

Despite the government's effort to increase staff salaries for lecturers in public universities in 2015, remunerations are still low, given the price fluctuations for commodities and fuel. Low salaries paid to staff are also a key challenge that affects the teacher trainees. Low payments affect the quality of life of the teacher trainer and service delivery. The majority of teacher trainers are; unable to meet hospital bills in good private hospitals when they or their family members fall sick; pay fees for their children in good schools ; family upkeep is a serious issue and raising money for lunch or transport from their residential areas to places of work. This state of affairs of teacher trainers negatively impacts on quality of teacher trainees outputs. Kasozi (2009) notes that the salaries paid to the staff in higher institutions of education in Uganda are still very low compared to those in other countries and this affects the quality of teaching. As a result of low morale resulting from low payments, teacher trainers dodge lectures, enter classes late and leave early; do not attend to students' complaints especially issues related to missing marks and submit marks late. Low remuneration also forces the majority of teacher trainers to find part-time jobs in other universities or secondary schools, which creates inefficiency in teaching and attending to teacher trainees problems. In relation to this, Sunday Vision (2012) observes that Makerere University lost 50 lecturers in a period of one month due to poor payments. The result of this is that teacher trainees' learning processes are disrupted in addition to low syllabus coverage at the end of course, which makes the teacher trainees comprehend less of what they are meant to study.

Bunoti (2011) points out that remuneration of the teaching and non-teaching staff in higher education is far below the living wage which affects the quality of education. Given the high cost of living, academic staff takes up extra hours of teaching load in other universities, or engaged in money generating activities to make ends meet at the expense of the quality of the service they ought to offer. The World Bank (2001) and Odok Ocheng (2010) argue that poor remuneration results into brain drain which is a symptom of problems facing higher education in African countries such as Uganda. Thus, due to low morale and lack of job satisfaction, staff in higher education institutions who have alternative employment opportunities consider leaving, causing dysfunctional turn over, the best employees moving out and the worst staying on and engaging in other forms of withdrawal behavior.

Definitely, low payments are partial reasons for the lecturers' failure to mark scripts; process marks in time and address teacher trainees' complains such as missing marks. Ajuna (2011) challenges the government of Uganda to tackle problems facing universities such as Makerere University to create an enabling environment for quality teaching and research. Tuyizere(2012) suggests that the government should lift the ban of recruitment to reduce on the bulk of graduate teachers who are on streets.

Facilities and infrastructure for teacher trainees

Kasozi(2009) and Ddumba Ssentamu (2013) acknowledge that massification of higher education is a major challenge to universities' facilities. The rapid student expansion has led to the mismatch between student growth and facilities in universities in Uganda. This has resulted into overcrowded lecture rooms and inefficiency in learning environment. These scholars further give an example of instances where some lecture rooms are congested to the extent that some students have to stand when lectures are in progress. Precisely, this is due to few and limited facilities used in lecture rooms, hence, undermining efficiency of instructions in Ugandan universities. The majority of lecturers have no access to projectors, computers and laptops. Teacher trainers dictate notes in class instead of uploading them on online learning systems. Mamdani (2007) and Tuyizere (2012) note that the increased number in enrollments has resulted in acute shortage of space; stress on infrastructure; lack of instructional materials; congestion in the library which is piled up with irrelevant books in shelves; clashes in lecture rooms due to scarcity of space; laboratory equipment are inadequate; computers and laptops are not enough and there are no public address systems for large classes. Kasozi (2009) makes it clear that facilities which were meant for 100 students are being used by over 3000 teacher trainees. It is in this context that teacher trainees study in dining halls when food has just been served or when it is being cooked which diverts students' minds and undermines their concentration. Quite often lectures are conducted in dirty dining halls littered with leftovers of food stuffs. Lectures that are taught between 11.00 am-1.00 pm, are often interrupted because students in halls of residence begin lining for food an hour before meal time. Furthermore, teaching staff are too congested in tinny offices to address student trainees' issues because of acute shortage of office space for staff.

Bunoti (2008) and Kagonyera (2012) are of the view that the number of students admitted in higher education is not proportional to the infrastructure and facilities available which affects the quality of education. Students compete for space in the libraries and often have to forego meals during the peak period of assignments and examinations. Students lose time by transferring seats from one room to another and quite often a number of students attend lectures while standing as others peep through windows from the verandas. Lecture rooms are not sound proof, therefore, lectures are interrupted by; heavy rains, student campaigns, supporters of candidates making noise, thus, causing lectures to be postponed. Nguyen Chi Thanh (2010) acknowledges that in Vietnam, the majority of teacher training institutions experience great mismatch between the demand for expansion in size and improvement in quality; contradiction between training needs and existing capacity of the training system. Furthermore, World Bank (2010) and Kavuma (2011) acknowledge that universities in Uganda are finding it increasingly too difficult to maintain teaching staff, students' welfare, lecture halls are overcrowded and buildings are falling into disrepair, teaching equipment is not being replenished, investment in research and in training for new teachers is insufficient. World Bank (2010) contends that in most sub-Saharan African countries, enrollment in higher education has grown faster than financing capabilities, reaching a critical stage where the lack of resources has led to a severe decline in the quality of instruction. It is worth noting that higher education plays a key role in training teachers for secondary education, thus poor funding of higher education negatively affects the output in the labor market.

Education is not well funded

The manner, in which public resources are mostly directed to the education sector over the last ten years, reveals that these have been mainly for Universal Primary Education (UPE). Higher Education and Secondary Education have not been the government's priority. This implies that there has been a shortfall in disbursement of funds to higher education which has affected delivery of service for teacher training and other sectors of education. According to Ministry of Education and Sports (2009) challenges facing higher education have majorly been;

- (a) Inadequate funds as the allocated funds to the education sector, do not match costs of training graduates, infrastructural and staff development, recruitment and promotion in public universities.
- (b) Poorly equipped science units in various higher education institutions of learning;

- (c) lack of enabling environment such as libraries to support learning;
- (d) shortage of classrooms, inadequate staff in teacher education institutions and material resources and competencies to cope with large increases in student enrollment at institutional level;
- (e) Dilapidated machinery to facilitate outreach activities;
- (f) Poor Management of funds which are released and ;
- (g) Hungry students are less likely to benefit from learning;
- (h) Inadequacy of capacity and resources for scaling up HIV/AIDS Counseling and Testing (HCT), Anti-Retroviral Treatment (ART) and treatment of opportunistic infections for all HIV positive learners and employees in the sector

These challenges as raised by Ministry of Education and Sports (2009) are detrimental to quality training of teacher trainees in universities. Kasozi (2006) and Bunoti (2011) note that in Uganda, the financing of higher education remains a problem in the sector. Institutions get less than 30% of unit cost for each student per year. Because of failing to get 70%, institutions cut down on education facilities, quality of staff as well as building and repairing infrastructure.

Government Policies Promote Science Subjects

The study also noted that the government of Uganda no longer recruits teachers for secondary schools since 1990's due to universities that were churning out many teachers leading to increasing levels of unemployment especially, in humanities, save science teachers. The government introduced a science policy to change the theoretical curricula to a more practical one that benefits the secondary school pupils in terms of employment. This has had negative consequences on teacher training in humanities. Government has put in place a science policy that promotes the teaching of technical subjects, mathematics, biology, chemistry and physics, with little attention paid to humanities, eg History, Christian Religious Education, Art, Geography and commerce. More so, science teacher trainees are sponsored by the government, while the majorities who offer humanities are on private sponsored ship. On a positive note, Bunoti (2011) acknowledges that the science policy has increased the number of teacher trainees taking science courses. More so, Science and technology are believed to catalyze sustainable economic development, however, few female teacher trainees enroll in science. Nguyen Chi Thanh (2010) also acknowledges that in Vietnam, the number teachers have increased significantly but severe shortages of teachers exist in all levels as well as in different subjects mostly in science subjects.

Kasozi (2005) points out that at the moment, the government of Uganda needs few historians, art, religious studies and sociologists as teachers because there are few jobs left for many of them in the wider sector. There is a growing concern about the digital divide between the people with ICT skills and those without, which could place those without it at increasing social and economic disadvantages as ICT becomes more pervasive. Computers provide opportunities for students to redraft and edit their work and so encourage them to produce better quality work and develop good study skills. Other similar studies carried out by Davidson (2008) add that there is a need to introduce Information Technology (IT) in education at universities and colleges. To this end, important services should include securing digital access to course materials, developing modern distance-learning infrastructure and acquiring digital portfolio software for portfolio based evaluation. In addition, Ministry of Education and Sports (2009) challenged the government to invest in science and technology for teacher training colleges and institutions to booster its economy.

Traditional methods of teaching

Teaching staff use outdated modes of teaching in this era of ICT. The art of teaching and learning processes is very poor making the understanding of the concepts by the teacher trainees very difficult. Lecturers used chalk and blackboard with no public address systems for lectures with large numbers of teacher trainees. Lecture method and dictating old notes which have turned brown is a common mode of teaching used by teacher trainers. The method of teaching is teacher centered, theoretical and detrimental to teacher trainees who need practical skills to apply in the field. Teacher trainees just cram the taught concepts to pass examinations which explain why majority of graduate teachers are incompetent classroom setting. Outdated modes of teaching and dictating notes affect the teacher trainees negatively. Unprofessional teacher trainers, after realizing that they have not taught and the semester is coming to an end, force teacher trainees to buy expensively their hand outs from photocopiers in attempt to prepare students for the examinations that they have set in those courses.

Yet, the majority teacher trainees are too poor to afford these handouts. Some lecturers also charge teacher trainees money in order to accept their course works. The handouts and photocopying syndrome promote absenteeism of the teacher trainees, since they give money to their friends to buy the handouts for them. Lecturers do not conduct tutorials due to lack of space and motivation. In related study carried out by Davidson (2008), he acknowledged that measurable characteristic for quality teaching professions were; the composition of teacher population; teacher-student ratio, the workload for teachers and salary payments.

Studies carried out by Ward, Penny and Read (2006) in Uganda, pointed out that the major sources of subject information available to students were in form of blackboard or dictated notes which are often plagiarized. These notes are often sold to students in form of handouts. Professionalism has been eroded by traditional methods of teaching which negatively affects national sustainable development. Teacher trainers overload trainees with heavy workloads in terms of tests and assignments, leaving them with no time to comprehend what they are taught thus causing them stress and fatigue. Nguyen Chi Thanh (2010) point out that poor non-diverse content and teaching methods of teacher education programmes mainly focus on theory not practical skills and fail to diversify training forms such as induction training and school based in-service training and teacher development and lack of a follow up of teacher trainees after their education.

Due to low morale among teacher trainers arising out of poor payments, in most universities teacher trainee – trainer relationship is very poor. Teacher-trainees fear to approach their lecturers for their missing marks or counseling when faced with problems and at times they feel shy at asking questions when in class. There are incidences where teacher trainers penalize teacher trainees if they are not on good terms with by giving them low marks so as to make them do retakes, harassing the victims in class and examinations . Incidences where teaching staff oppress teacher trainees negatively affect the learning and performance of both parties. Teacher trainees may even adopt such bad behaviors from their lecturers and translate them directly to secondary school education once they are employed.

Teacher trainees are trained by junior members of staff

Teacher trainees are trained by teaching assistants and assistant lecturers who lack skills in teaching, knowledge and handling of students at university level. There are complaints among teacher trainees that junior members of staff still treated university students like secondary school pupils. Mamdani (2007) mentions that universities such Makerere rely on junior staff that accept low pay which comprise the quality of education. Bunoti (2011) and Tuyizere (2012) also point out that the majority of lecturers in higher education are not highly qualified, very few hold PhDs and there are hardly any professors for teacher trainees. Junior teaching staffs lack practical pedagogical skills to effectively facilitate the development of teacher trainees' higher order thinking or learning skills through application of appropriate methodology. Consequently, teacher trainees graduate when they are not empowered adequately to apply and transfer knowledge to transform themselves and the society they lived in.

During the 62nd graduation ceremony, Chancellor, Prof.Mondo Kagonyera of Makerere University, challenged the university senate to devise means for the university to teach students to think outside the box instead of merely cramming notes and passing examinations. Nguyen Chi Thanh (2010) criticizes teacher trainers in Vietnam for using the traditional teaching method such as chalk-and-talk approach or one way lecture method and not the new teaching approaches such as child-centered approach, problem solving approach, teaching through case studies and power point approach. Tuyizere (2012) points out that the majority of teacher trainees and teaching staff have poor knowledge of Information Technology (IT). Organization for Economic Co-operation and Development (2008), suggested that institutional support to teacher trainees and staff helps institutions to face upcoming challenges regarding teaching. Quality teaching is considered as a distinctive feature contributing to the overall quality of the institution, along with scientific reputation and quality of teaching learning environment.

Teaching large numbers of teacher trainees

Whereas National Council for Higher Education (NCHE) has a policy in place of reducing the number of students per course, teacher trainees are still taught in large numbers causing; congestion in lecture rooms; arbitrary marking of scripts; misplacement of course work and examination marks and eroding of professionalism. Teacher-student ratio is still high, ranging from 1; 50 to 1; 150 in humanities and 1; 5 to 1; 50 in science subjects.

Teaching large numbers is a major challenge for staff to engage teacher trainees in peer teaching to prepare them for school practice in secondary schools. Teaching large numbers is detrimental to weak students as it is barrier to meaningful interaction. Opolot-Okurut (2010) and Kagoda (2011), found out that increased enrollments had resulted in acute shortage of space; materials and equipment; frequent clashes in room allocation and high teacher-student ratio. Large numbers of teacher trainees lead to congestion in lecture rooms. The majority of teacher trainees study while standing due to shortage of chairs and space in the lecture room. Despite the large numbers, most universities lack speakers, microphones and amplifiers. The implication of this is that some teacher trainees leave lecture rooms without notes because they sit at the back where they do not listen to the lecturer's voice.

Courses offered are not competitive on the job market

The majority of courses offered in Ugandan universities are not marketable in a knowledge driven economy. The government of Uganda put in place a science policy to promote courses that are competitive on the global market. The government also introduced ICT programme at secondary school level. Yet, most courses taught in universities are content in humanities, curriculum, foundations of education, educational psychology and methodology in subject specialization, yet, these programmes are no longer marketable in a knowledge driven economy, save few students enrolled in science subjects. Equipping teacher trainees with practical skills in response to government policy to meet societal needs is a challenging issue, due to domination of humanities, save science subjects. Kasozi (2006) noted that the majority of the programmes offered at higher institutions of learning are theoretical and irrelevant to the job market. Mamdani (2007) put the point further by accusing universities of duplication of courses for the sake of generating revenue from private students. Nganga(2015) suggests that whereas a university degree can open doors for graduates, it must be underpinned by a rich learning experience to translate into an employment opportunity. This can be achieved by Universities' offering quality course works and examinations, having proper infrastructure, qualified lecturers and market driven courses so as to produce quality graduates for the world of competitive employment. Nganga(2015) further notes that universities train graduates who are not relevant to the labor market. This mismatch between demand and supply of labor leads to unemployment and low productivity. The numbers of student has increased faster than revenue streams to institutions as well as the size of the teaching force, thus, hurting quality of universities' programmes and degrees for a competitive sustainable market.

Teacher trainees have a bias against the teaching profession

Among the reasons for negative attitudes towards education among the teacher trainees include;

- (a) The majority take it as a last resort after they have been rejected in other courses such as law, medicine and engineering. Thus, the selection committee just pushes them to education because of their low grades;
- (b) Some parents/guardians force their children to put their first choices as education;
- (c) Education is one of the cheapest courses in terms of paying tuition fees for university education.
- (d) Teacher trainees who graduate take many years unemployed loitering on the streets
- (e) Teachers have little respect in society unlike other professionals such as lawyers, engineers and doctors.

In Uganda, today, there are so many universities that churn out qualified teachers year after year. Yet, there are no mechanisms in place to follow up the performance and employability of teacher trainees after their graduation. Nguyen Chi Thanh (2010) acknowledges that poor non-diverse content and methodology of teacher education programmes mainly focus on theory not practical skills and fail to diversify training forms such as induction, teacher development and lack a follow up of teacher trainees after their education. OECD (2008) is concerned about many countries that are facing recurring difficulties with respect to the quality of education, for instance long-term graduates' unemployment and quality of education in universities.

Mulkeen, Chapman, DeJaeghere and Leu (2007) argue that bias and negative attitudes, absenteeism and lack of commitment of teacher trainees pose serious challenges to training of teachers for secondary education. The majority of teacher trainees dodge lectures because they work, some married females engage in home chores while other students feel that attending education lectures is a waste of time. Therefore, some teacher trainees remain in hostels when they have lectures to attend. Others come to the university but loiter around the compound and canteens when lectures are going on, but when their friends inform them that there is a test going on, they come in big numbers.

Teacher trainees also offer many course units compared to their counterparts in other faculties, which further increases the bias against education. Overloading teacher trainees with course units is a major challenge that contributes to the poor performance in the majority of education courses. Some teacher trainees abandon the course due to too much work, while others have so many retakes, dead years and missed graduation ceremonies. Moreover, students are overwhelmed by examinations, tests and course works at all stages which negatively affect their performance.

Sexual harassment

Sexual harassment experienced by female teacher trainees from male lecturers remains a big challenge. Cases of female teacher trainees who fail papers leading some male lecturers to demand for sex so as to improve on the marks are common occurrences but hidden and unreported. Some lecturers also deliberately fail some female teacher trainees intentionally so that the victims may go to them to plead for mark increment. Other lecturers hoard or hike females' marks with the intention of sexually abusing them. Nyende (2006) points out that sexual harassment which is the unfair use of influence of power or authority by one person over another has been reported in universities such as Makerere University. However, he pointed out that campus females' dressing code carried some measures of sexual connotations or sexually suggestive messages leading to male sexual hostility or crude and offensive behavior towards them. Nyende's (2006) study found out that whereas it was widely believed that men were the aggressors and women the victims of sexual harassment, his study revealed that female-male sexual harassment was equally prevalent as male-female sexual harassment among undergraduates' students at Makerere University. However, female students were more sensitive to sexual harassment than male students.

Private Sponsorship

The majority of teacher trainees on both day and evening programme are privately sponsored and reside in hostels and slum areas neighboring the universities, pay for their accommodation, meals and maintenance, majority worked to raise money for these expenses and tuition fees leading to absenteeism. Teacher trainees find accommodation and up keep at the university too expensive to concentrate on studies and the females are the most affected. The majority of teacher trainees who are in hostels struggle to buy fuel and food stuffs to cook, yet sometimes they have no money, leading some female students to practice prostitution to meet campus needs. Bunoti (2008) and Kasozi (2009) point out that higher education has increasingly become expensive in terms of tuition, resulting in high rates of attrition of students who drop out of the programme. Higher cost of accommodation, feeding and transport compelled majority of students to reside in slum areas neighboring institutions of higher learning, going without meals which cause some students to faint especially during the examination time. Students depended on buying cheap food from unhygienic places which puts their health at risk. Bunoti (2008) further note that female students engaged in prostitution as means of meeting financial demands leading to unwanted pregnancies, HIV/AIDS infections and psychological stress which affected their performance and completion of the course.

Poor Learning environment and clashing time tables

Teacher trainees walk long distances to and from their halls or hostels of residence or their faculties to attend lectures in classrooms, common rooms and dining halls. There are no black boards in halls of residence and common rooms for lecturers to demonstrate or make illustrations for teacher trainees. In most universities sanitation is in appalling state due to increased number of students. In some cases, stench from toilets spreads to lecture rooms, forcing students to doge lessons. Bunoti (2008) admits that students complained of lack of constant flow of water which affected sanitation especially students' toilets since the student numbers were too high for the available facilities.

Time table clashes is a serious challenge that leads teacher trainees to miss some lectures, yet these time table clashes remain unsolved. Some teacher trainees attend in shifts and the swap their notes, For example teacher trainees offering the same subjects which are clashing such as Economics and History, one may decide to attend Economics and another one History and then interchange their notes for photocopying after the lecture. Teacher trainees register to be taught in evening Programme which begin at 5.00 pm but are taught at 9.00.a.m, yet some work to raise tuition fees.

Poor quality meals

The majority teacher trainees are on private sponsorship and reside outside the campus, which prompts them to cook for themselves in their hostels or buy meals from food vendors. There are students who cannot afford to buy food and these depend on water or may buy a “chappati” and beans for survival. Students who get meals in dining halls are not served enough thus study when hungry. Equally important is the concern that the teaching staff delivers their lectures when hungry. Universities lack daily basic facilitation or support for its teacher trainers such as break tea and lunch which make it difficult for teaching staff to effectively and efficiently deliver quality services. Tuyizere (2012) noted that the majority staffs of teacher trainees take their lunch outside the university where food is cheap in dirty environment, mostly in garages and kiosks, where academicians mingle and rub shoulders with mechanics, hawkers and car-washers. In such environment, cooking place also double as the dining room forcing the lecturers have their meals facing the walls so that they are not noticed by by-passers. Notably, within universities, there are many decent canteens that sell food but too expensively to be afforded by the majority of the lecturers. It is against this that Tuyizere (2012) argues that when teacher trainers’ standards of living are poor, their basic needs are not met; they do not give priority to their teaching responsibilities and teacher trainees’ issues. Consider for example, instead of giving two course works as per universities’ policy, majority teacher trainers give only one course work. Kabanza (2012) also notes that food served to students are halls of residents is inadequate, thus, starving teacher trainees do not concentrate on their studies, mostly those who are financially disadvantaged. Significantly, hungry teacher trainees may not benefit much from the education system that does not provide meals for its students.

Conclusion

Challenges experienced by teacher trainees are real and need immediate intervention. These challenges among others include; poor learning environment, large student numbers, inadequate infrastructure/facilities; lack of facilitation; overloaded programme, unnecessary retakes and negative attitudes towards education as a profession. Universities do not provide adequate services for the increasing numbers of teacher trainees which negatively affects the quality of the final product. Methodologies in teaching and quality of instruction given to teacher trainees are still wanting. Due to the increasing knowledge base economy, world universities have shifted away from traditional way of service delivery towards high knowledge production based on science and technology innovations. Universities play an important role in knowledge transfer and have the capacity to develop teacher trainees teaching skills. Despite this, Universities continue to produce teacher trainees with an education that is not competitive and sustainable and whose employment prospects are minimal. There is a growing dissatisfaction among teacher trainees of the relevance of training for secondary education, when employment prospects dwindle after completion of their study.

Recommendations

- (a) The government and universities need to urgently address the learning conditions of the teacher trainees;
- (b) Universities should develop strategies that equip teacher trainees with practicable skills;
- (c) Develop strategies that make a favorable learning environment for teacher trainees;
- (d) Design the teacher training curricula in accordance with the emerging needs of the society

References

- Adebayo, O., Oyienike, A and Adesoji, O. (2009). *Quality Assurance and Sustainable University Education in Nigeria*. University of Lagos, Nigeria.
- Ajuna, J. (2011). Government should tackle Makerere problems comprehensively. *The Independent*.
- Bunoti, S. (2011). *The Quality of Higher Education in Developing Countries Needs Professional Support*, Kyamgogo University, Kampala, Uganda.
- Chacha N. C. (2007), *Public University, private funding. The challenges in East Africa*
- Ddumba Sentamu, J. (2013). *Prospects and challenges of higher education in Uganda*
- Kabanza, N. Phoebe. (2012). *Factors influencing acceptance of institutional meals by students at public and private universities in Uganda*.

- Kagoda,A.M.(2011).The Influence of School Learning Environment on the Performance of Teacher Trainees on School Practice ;A Case Study of the School of Education, Makerere University, Uganda
- Kagonyera,M. (2012).*Addressing Gap Between Class Theory and Job demand,62nd Graduation Ceremony*, Makerere University.
- Kasozi,A.B.K.(2005).Bridging the Digital and Gender Gap. An Issue Paper of Higher Education. Ministry of Education and Sports ,Department of Higher Education, Kampala.
- Kasozi,A.B.K.(2006).*Regulating Transnational Higher Education in Uganda; Consumers should be Cautious*, National Council for Higher Education, Kyambogo, Uganda.
- Kasozi,A.B.K.(2009).The Role of National Council for Higher Education in Government Universities in Uganda; *In Makerere Journal of Higher Education*,Vol.11.MAJOHE.
- Makerere University.(2007).*Quality Assurance Policy Framework*. Makerere University, Uganda.
- Mamdani,M.(2007).*Scholars in the market place ;The Dilemmas of Neo-Liberal Reform at Makerere University,1989-2005*.Fountain Publishers, Kampala, Uganda.
- Ministry of Education and Sports.(2009). *The Education and Sports Annual Performance Report (ESAPR)*.
- Ministry of Education and Sports. (2015).The Education and Sports Sector Annual Performance Report 2015/16. Ministry of Education and Sports.
- Nganga,G.(2015) .Employer poll reveals preferred university graduates. University World News,Nairobi,Kenya
- Nguyen Chi Thanh.(2010).Training High Qualified Teachers in Vietnam; Challenges and Policy Issues, University of Education, Vietnam.
- Nyende,P.(2006).Experiences of Sexual Harassment of Female and Male Students at Makerere University. *In Makerere University Research Journal*.
- Odok Oceng.R.(2008).Financing Issues in higher education. Key challenges from Government Budgeting point of view and options to address them. Uganda.
- Opolot-Okulut,C.(2010).Statistics in Ugandan Schools ;Challenges on Instruction and Assessment.*ICOTS8*
- Organization for Economic Co-operation and Development. (2008). Learning our Lesson; Review of Quality Teaching in Higher Education. Institutional Management in Higher Education, OECD.
- Sunday Vision.(2012).*Makerere loses 50 lecturers .Special Report* ,The Sunday, Uganda.
- The Uganda newspaper, the Monitor. (2016). Uganda: Lift the Ban On Government Recruitment
- The World Bank Report. (2010).*Financing Higher Education in Africa*. The World Bank
- The world Bank.(2001).*Secondary Education in Africa; Strategies for Renewal*. World Bank presentations at the December,2001, UNESCO/BREDA-World Bank Regional World Bank Regional Workshop in Mauritius on the Renewal of African Secondary Education, African Region. The World Bank.
- Towse, P., Kent, D., Osaki, F., & Kirua, N. (2002) Non-graduate teacher recruitment and retention: some factors affecting teacher effectiveness in Tanzania. *Teaching and Teacher Education*, 18, 637-652.
- Tuyizere Alice Peace.(2012).*Quality of Higher Education; Lessons from Makerere University; Case Study; College of Education and External Studies School of Education*; Lambert Academy Publishing, Germany.
- Ward,M.,Penny,A.,Read,T.(2006).*Education Reform in Uganda-1997 to2004.Reflections on Policy Partnership, Strategy and Implementation*. Uganda.
- Wesonga.N. (2015). Can Besigye’s Uganda pay teachers Shs 1 trillion? The Sunday Monitor, Uganda.