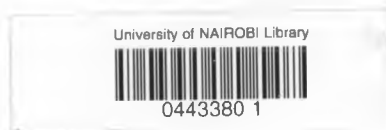


**ANALYSIS OF SELECTED GOVERNMENT  
POLICIES ON  
PRIMARY TEACHER EDUCATION IN KENYA:  
CHALLENGES AND PROSPECTS**

**BY  
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EDUCATION IN EDUCATIONAL  
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2004.**



**UNIVERSITY OF NAIROBI**

## DECLARATION

This research report is my original work and has not been submitted for a degree in any other University.



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This research report has been submitted for examination with my approval as the University Supervisor



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## **DEDICATION**

This research work is dedicated to the memory of my parents: the late Mary Njoki Mutungi and John Kanuri Kinoru.

## ABSTRACT

The main purpose of this study was to make an analysis of selected government policies on primary teacher education in Kenya and to examine pertinent challenges and prospects to the teacher training programmes arising from these policies. The study sought to fulfill six main objectives namely:- to find out how teacher trainees' calibre in terms of grades scored at 'O' level affect the quality of PTE; to establish how teacher training Curriculum affects PTE; To find out how teacher trainers' skills affects PTE; to find out how financial resources and teacher training facilities affect the quality of PTE; to establish how primary teacher employment policy affects the quality of PTE and finally to establish how policy formulation and implementation affects the quality of PTE.

The research study was guided by research questions, which were relevant to the objectives of the study. Literature review of the study covered its historical background, examined the existing government policy on some of the aspects of PTE including, the calibre of teacher trainees, primary teacher education curriculum, calibre of teacher trainers, financing of PTE, teacher training resources, employment policy of PTTC graduates as well as governance and change management in PTTCs. Literature review indicated that while there exists various legal instruments governing various aspects of PTE, the country does not have a comprehensive policy on education.

Similarly, literature review indicated that challenges exist in PTE in respect to the calibre of teacher trainees, PTE Curriculum, calibre of teacher trainers, funding and teacher training facilities, employment of PTTC graduates as well as in issues of governance of PTTCs. The target population of the study was confined to the key stakeholders in PTE including senior officers of the MOES & T, principals,

lecturers and teacher trainees in both private and public teacher training colleges. The data was collected through questionnaires, interviews and focussed group discussion. These instruments had been pre-tested with members of the target population and were approved as valid by experts before being administered in the field.

Based on the study data, the following were the findings of the study:-that the calibre of primary teacher trainees in terms of grades scored at 'O' level is not adequate; that the current PTE curriculum is too broad and cannot be effectively covered within the two-year training period; that over 90% of teacher trainers are not trained to handle PTE; that the available financial resources and teacher training facilities are not adequate and thus adversely affect PTE; that lack of guaranteed employment opportunities for PTTC graduates tended to demotivate teacher trainees and thus adversely affects PTE and that lack of comprehensive policy formulations and implementation guidelines has affected the quality of PTE.

Drawing from its findings, the study recommended:- that the calibre of teacher trainees should be reviewed upwards to a minimum of grade c+ with mandatory passes in Mathematics, Science, Kiswahili and English; that the PTE curriculum requires urgent overhaul in respect to its structure, content and scope and should also be properly harmonized and coordinated; that deliberate effort should be made to produce teachers who are specifically trained to cater for PTE unlike is the case at the moment; that the government should ensure that funds are available to refurbish PTTCs in respect to teaching learning resources and transport; that the government should also ensure harmonization of supply and demand for teachers to provide PTTC graduates employment upon completion of training and finally that the government should also address the issues of PTE

policy formulation and implementation and involve all the stakeholders in the process.

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## List of Abbreviations

AIDS	Acquired Immune Deficiency Syndrome.
BOG	Board of Governors.
CBE	Curriculum Based Establishment
CMS	Church Missionary Society
DEB	District Education Board.
GOK	Government of Kenya
HIV	Human Immuno Deficiency Virus
ICT	Information and Communications Technology
K.C.S.E.	Kenya Certificate of Secondary Education
KNEC	Kenya National Examinations Council
KNUT	Kenya National Union of Teachers.
KSTC	Kenya Science Teachers College.
MOES & T	Ministry of Education, Science and Technology.
MOE & HRD	Ministry of Education and Human Resource Development.
MPET	Master Plan on Education and Training
MUSTER	Multi-site Teacher Education Research Project
OJT	On the Job Training.
PE	Primary Education
PTE	Primary Teacher Education
PTTCs	Primary Teacher Training Colleges.
TE	Teacher Education
TIQET	Totally Integrated Quality Education and Training
TSC	Teachers Service Commission.
UT	Untrained Teacher

# CHAPTER ONE

## INTRODUCTION

The following paragraphs attempt to throw light on various aspects related to the study based on the topic, *“Analysis of Selected Government Policies on Primary Teacher Education in Kenya: Challenges and prospects”*. The background to the study was presented through reviewing the various Education Commissions beginning with the Fraser Commission (Kenya Colony and Protectorate, 1909) up to the Koech Commission (Republic of Kenya, 1999). Attempt was also made to examine the three National Teacher Educational Conferences which were held in 1956, 1968 and 1994 respectively. The purpose of focusing on the Education Commissions, Presidential Working Parties as well as the National Teacher Education Conferences was to highlight the issues that have dominated educational development in general and TE in particular. Attempt was also made to highlight the background of the study, the statement of the problem and spell out the purpose of the study through statement of various objectives. The significance of the study as well as limitations and delimitations of the study was highlighted. In addition, the organization of the study has been described.

### **Background of the Study**

Teachers play a vital role in development of learners' capacity in becoming responsible citizens. Kamotho (1994) proclaimed *“in education and training, the importance of the teacher takes second place after that of the learner”*. Kanore (2000) expressed the view that, *“It is impossible to develop education in any country without ensuring regular supply of quality teachers”*. According to Sessional Paper No. 6 of 1988 on Education and Manpower Training for the Next



Decade and Beyond, government programmes for (TE) aims at providing qualified teachers and are therefore central and maintenance of quality and relevant education.

The study stated the objectives of TE as follows: develop communicative skills, develop professional attitudes and values, equip the teacher with knowledge and ability to identify and develop the educational needs of the child; create initiative, a sense of professional commitment and excellence in education and enable the teacher to adopt to the environment and society.

The GOK has been providing both in-service teacher training for untrained teachers (UTs) as well as pre-service teacher training. The PTTCs have a total enrolment of 16,794 trainees comprising 8,279 male and 8,515 female according to Ministry of Education Science and Technology (MOES & T) 2003 Enrolment Statistics. Female teachers recruitment are more than males by 1.4%. Kenya has a total of 17,594 public primary schools with a teaching force of 177,301 trained teachers whose qualifications are shown on Table 1

**Table 1: Categories and number of teachers by qualification**

<b>QUALIFICATION</b>	<b>TOTAL NUMBER</b>
Degree	176
Diploma in Education	1,173
Technical Certificate	1,045
'A' Level	16,762
'O' Level	143,689
K.J.S.E	9,761
CPE/KCPE	4,330
Others	365
<b>TOTAL</b>	<b>177,301</b>

*Source: Teachers Service Commission 2004 Statistics.*

In an attempt to address challenges relating to education and training, the G.O.K has sponsored teacher education conferences through the Ministry of Education. The first such conference was held in 1956 and it addressed the problems of TE in Kenya including the quality of education in general. The conference recommended that a Board of Delegates be set up to examine ways and means of improving the quality of TE in the country.

In 1968, a second teacher education conference was held at the K.S.T.C in Nairobi, Kenya. The theme of the conference was "*New Directions in Teachers Training in Kenya*". The conference addressed major issues that should be considered in order to improve quality and capacity of teachers, their trainers and the training colleges in imparting knowledge to the trainees.

The third teacher education conference was held at Egerton University in 1994, twenty six years after the first teacher education conference. The theme of the conference was "*The Teacher for Quality Education in This Decade and Beyond.*" It addressed issues relating to: trends and projections in TE, financing TE, innovative instructional practices in TE, teacher management and professional services, the status of teachers in Kenya, policy issues and strategies in gender and TE and finally teaching and learning environment.

Alongside the above initiatives, both the colonial government and post colonial regimes in Kenya have set up Education Commissions and Presidential Working Parties in order to review the status of the country's education system and policy. The Pre-independence Education Commissions include the Fraser Commission (Kenya Colony and Protectorate, 1909), the Phelps-Stokes Commission (Kenya Colony and Protectorate, 1924), Beecher Commission, (Kenya Colony and Protectorate, 1949), and Binns Commission (1951).

Fraser Report (Kenya Colony and Protectorate, 1909) recommended increased government involvement in education which led to the establishment of the first Director of Education and award of initial small grant (£ 600) towards education in Kenya. Fraser Report did not discuss or make any recommendations in regard to TE. In 1919, an Education Commission expressed concern about the low quality of African education and recommended that every mission school be encouraged to establish its own teacher training college in order to improve the quality of African education and to classify teachers into different categories depending on their qualifications. These recommendations were not implemented because the Colonial Government was not interested in giving Africans quality education.

The Phelps – Stokes (Kenya Colony and Protectorate, 1924) made a strong appeal to the government to address itself to the issue of African quality education and in the issue of teacher training and the inadequacy of teachers amongst other concerns. The report stressed on the importance of vocational education for Africans and this was the reason for the setting up of the Jeanes School at Kabete in 1926 for the training of teachers who would go back to their rural areas and provide vocational training village teachers.

The 1932 Education Ordinance recommended that the Government address itself to the issue of quality instructions by classifying and structuring teachers' courses of study in accordance with academic qualification. It also specified the period of formal teacher training. The Colonial Government however confined itself to teacher training activities at Jeanes School, Kabete, and left other teacher training activities to be undertaken by missionaries.

Between 1935 – 1937, missionary organizations proposed that a complete reorganization of TE be undertaken so that certain mission centres could concentrate their activities on the work of training teachers.

Consequently, the following centres were identified for teacher training: Church Missionary Society (CMS) Maseno, Kaimosi Mission School, Kahuhia in Murang'a, CMS Elementary School Kiambu, Elementary School Butere, Scotland Mission Elementary School Tumutumu, Yala, Mathari, Kabaa, Asumbi, Mukumu, Kijabe and Kilimambogo.

Following the demand for education facilities by post 2<sup>nd</sup> World War veterans, there followed increased demand for teachers which could not be met through the teacher training opportunities available in the colony at the time. This led to recruitment of untrained teachers which resulted to low quality primary education which spilled over into secondary schools. In 1948, the colonial government effected a general reorganization as follows: (T4) Teachers Certificate replaced the Elementary Teachers Certificate which qualified the holder to teach up to Standard Four; (T3) Teachers Certificate replaced the Lower Primary Certificate which qualified the holder to teach up to Standard Six; (T2) Teachers Certificate replaced Primary Teachers Certificate which qualified the holder to teach up to Form 2; (T1) Teachers Certificate (Makerere Teacher) qualified the holder to teach up to Form 4.

The Beecher Report (Kenya Colony and Protectorate, 1949) made two recommendations on TE which the Government implemented leading to significant impact on TE in Kenya; that T4 teachers should undergo two years of training after Standard Eight and T1 Certificate be awarded to Cambridge School

Certificate leavers, who would qualify to teach up to Form 4 after two years of teacher training.

The Binns Commission (Kenya Colony and Protectorate, 1951) had a vision beyond the colonial period and focused on post colonial educational issues. Binns recommendations were:-

- That general educational objectives should be revised.
- That strict supervision and control should be exercised on primary education.
- That secondary and primary teacher training opportunities should be expanded.
- That primary and intermediate schools should be under District Education Boards (DE.B.s) for purposes of management and control.
- That BOGs should be established under Regional Education Boards.
- That the education system should be re-structured from 4-4-4 to 6-4-4 System.
- That Kiswahili should be adopted as the official language.
- That the Government should recruit European teachers as a matter of urgency.

- That cost sharing in African education should be encouraged between individuals and Local Authorities.
- That possibility of establishing unified service for African teachers and a recognized Kenya African Teachers Union (KATU) should be considered.
- That management and inspection services in educational institutions should be separated.
- That grants-in-aid should be extended to all schools to be financed from public funds.

The Binns Commission (Kenya Colony and Protectorate, 1951), while comprehensive in its recommendations, nevertheless ensured that colonial interests continued to be safeguarded through expatriate teachers and segregated education, which discriminated against Africans and favoured other races.

The colonial government however accepted the recommendation to amalgamate the large number of small scattered teachers colleges which had risen from 24 before the 2<sup>nd</sup> World War to 43 after the war. Five zones were created in the country and each zone was mandated to amalgamate teacher training colleges within its jurisdiction for management purposes and to facilitate inspection and quality control. In 1959, Siriba was assigned coordination centre for Western zone colleges while in 1957 Kagumo had been identified coordination centre for Central and Eastern zone colleges. The idea of the two coordination centres became the forerunner of the Kenya Institute of Education.

At the time of independence in 1963, Kenya was faced with severe shortage of skilled manpower to assume the multiplicity of responsibilities that had been previously held by foreigners. Kenya Education Commission ( Republic of Kenya, 1964) was set up to reform the education System so that it could serve as a tool of national unity, social economic development devoid of any form of segregation and help to meet manpower needs. The first 5 - year development plan indicated in 1964, that the percentage of UTS was 31% at primary school level, 25% at secondary school level and 29% at teachers training colleges level. This meant that the educational system relied heavily on foreign teaching staff. The Kenya Education Commission recommended expansion of teacher training colleges which were to be mixed and advocated for proper management and inspection, provision of adequate human and physical resources as well as appropriate curriculum that would help to meet Kenyan needs and aspirations. Gachathi Report officially known as the National Committee on Educational Objectives and Policies (Republic of Kenya, 1976) was mandated to evaluate the existing educational systems, define a new set of educational goals for the second decade of independence and formulate a specific programme of action for achieving those goals.

The Government was concerned about the enormous increase of education cost since independence and increasing difficulty in getting wage employment for school leavers at both primary and secondary school level. The Government was equally concerned about the issues by quality and relevance of education as well as the high percentage of untrained teachers of approximately 33%. The committee pointed out that, the role and quality of teachers must be given the most critical consideration if the Kenya problems related to education and training are to diminish rather than increase with time.

The committees recommended that the number of trained teachers be increased to 10,000 per annum through both pre-service and inservice teacher training. It was also proposed that integrated approaches to rural development be put into consideration so that the role of the teacher can be changed from purely that of classroom instruction to a more generally adaptable type of educator. In regard to primary teachers, the report stated that the qualitative attributes of the teacher are of paramount importance in determining the quality of education on which the intellectual development of the child is based.

The Mackay Report also known as The Report of the Presidential Working Party on Second University in Kenya (Republic of Kenya, 1981) was mandated to make recommendations on the establishment of a second university. Consequently, the committee recommended establishment of the second university as a technically oriented institution and also recommended abolition of 'A' level classes and thus scrapping the 7-4-2-3 system of education in favour of 8 – 4 – 4 system of education which was meant to integrate both academic and vocational cum practical education. The former system stands for seven years of Primary Education, four years of secondary education, two years of higher education and three years of University Education. The latter system stands for eight years of Primary Education, four years of Secondary Education and four years of University Education.

The main aim of the Mackay Report (Republic of Kenya 1981) was to improve the quality of education at all levels which could only be achieved through what is taught and how it is taught. Mackay Report intended that learners should acquire useful skills through practical subjects which would enable them to be self reliant at all levels. The PTE had therefore to be re-aligned in order to attain these objectives.



The Kamunge Report also referred to as The Report of The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988) addressed the issues of Education and Manpower Training in the Next Decade and Beyond. The report noted that government expenditure on education had escalated and recommended cost sharing which was to involve the government, parents, communities and other stakeholders. Kamunge Report ( Republic of Kenya, 1988) was debated in Parliament and published as Sessional Paper No. 6 of 1988 and could therefore claim to be the only major legal framework on education in Kenya today. The provisions of this Sessional Paper have been examined under the literature review. It should be pointed out that Kamunge focused on issues of education quality and relevance, cost and financing, enhancement of inspection and supervision services, decentralization and empowerment of local management bodies, efficiency in resource utilization and concerns on wastage in the sector. As a result of declining government funding, the report emphasized on the need for cost sharing which in the face of rising poverty, led to adverse effects on educational access, retention and quality.

The Koech Report also known as Report of the Commission of Inquiry into the Education System of Kenya (Republic of Kenya, 1999) was the latest education commission which focused on a wide range of issues relating to goals and objectives of education in Kenya, the structure and content, management, coordination and financing of education and training. The Koech Commission was in particular mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility accelerated industrial and technical development, life-long learning and adaptation in response to changing circumstances. The commission recommended Totally Integrated Quality Education and Training (TIQET).

With regard to the challenges facing 8-4-4 system of education, Koech Commission proposed retention of the 8-4-4 structure but advocated for the reduction in the number of subjects taught in primary as well as at secondary level with the view to reduce the students work-load. Koech Commission (Republic of Kenya, 1999) contended that changes in society leads to corresponding changes in needs and aspirations, which can only be addressed through appropriate reforms in the education system. This can only be done if teachers are professionally trained and continuously inserviced to improve their knowledge, pedagogical skills and needs of the society. In this way, teachers will at all times, be responsive and adaptable to change. Koech Commission recommended:-

- That recruitment to the teaching career be based on interest expressed in career forms.
- That some element of specialization in TE be facilitated by clustering subjects at primary level.
- That to enhance professional training of teachers, internal and external examinations be harmonized.
- That appropriate incentives be given to lecturers in order to attract and retain suitably qualified staff and that only qualified graduate teachers with proven experience be posted to teacher training colleges.
- That the curriculum be reviewed to reflect the current needs of the society as well as reducing content, and the number of subjects offered.

- That cost sharing policy in financing education be continued with emphasis on cost saving and income generation through effective management and administration of resources.

Sogomo (2000) stated that a country is as good as its education system and the education system is as good as its teachers. The quality of the teachers is therefore critical is in turn critical to the development of the country. The quality of the teacher is in turn affected by a wide range of influences right from the entry grades to pre-service training, through teacher training programmes and support interventions during their teaching career to life-long inservice programmes.

### **Statement of the problem**

The PE plays an important role in the education performance of a child (Margaret, 2000). The scholar expressed that the primary teacher skills and productivity depends on the kind of training that they received at their teacher training colleges.

A good number of factors pose as hindrances in the primary teacher training initiatives. Many scholars have cited the calibre of teacher trainees as a determinant factor in teacher training. Until 2001, teacher trainees were admitted in PTTCs with grades ranging between D- to B+ (and above).

It was common practice to have a trainee with D+ grade in the same class with one with A- both undertaking a P1 course. It has also been common until recently, to spread admission of the said trainees between September to mid-February within the same academic year.

Teacher education curriculum which requires a primary teacher trainee to study thirteen (13) subjects, several of which are entirely new (excluding teaching practice), has been and still is a big burden to the teacher trainees.

Various attempts to review the teacher education curriculum with the view to reduce the burden by making it manageable has not been realized (Waweru, 1994). Attempts made to provide for specialization in teaching subjects has not borne fruits.

According to recent MOES & T and T.S.C statistics, there is a short fall of approximately forty thousand (40,000) teachers who are needed in schools and colleges country-wide. The KNUT asserts that the shortfall is as high as 60,000. Yet, due to financial constrains, teacher employment has not been sufficiently addressed. Currently, there is a total of about 60,000 trained teachers who have not been employed by the T.S.C. inspite of the severe shortage of teachers in Kenyan schools. Trainees feel demoralized and lack motivation long before they graduate from PTTCs.

The training facilities in PTTCs as observed by (Onyango, 2000) is another key challenge that affects the quality of the primary school teacher. The cause of the poor facilities has been due to lack of adequate financial resources to procure modern facilities and equipment and appropriate maintenance. Kamunge (1995) concludes that *“unless alternative sources are found to provide adequate funding to teacher education, the only consequences are either stagnation in the development of teacher education or dilution of the quality of teacher education programmes”*.

Kamau (2004) expressed concerns over teacher trainers' skills. Though nearly all of them are qualified, most of them do not have primary school teaching background. Many of the primary teacher trainers were themselves trained as secondary school teachers by university lecturers, 70% of whom are themselves untrained according to MOES & T (2000) Statistics.

### **Purpose of the Study**

The purpose of this study was to make an analysis of government policies on PTE in Kenya and examine pertinent challenges and prospects to the primary teacher training programme arising from these policies.

### **Main Objective of the Study**

The main objective of the study was to find out the challenges and prospects of selected Government policies on PTE in Kenya.

### **Specific Objectives**

The specific objectives of the study were:-

1. To find out how teacher trainees' calibre in terms of grades scored at 'O' level affect the quality of PTE.
2. To establish how teacher training curriculum affects PTE.
3. To find out how teacher trainers' skills affect PTE.

4. To find out how financial resources and teacher training facilities affect the quality of PTE
5. To establish how primary teacher employment policy affects the quality of PTE.
6. To establish how policy formulation and implementation affects the quality of PTE.

### **Research Questions**

The following research questions guided the study:-

1. What are the challenges arising from the government policies on PTE in Kenya?
2. How does trainee's calibre in terms of grades score at 'O' Level affect the quality of PTE?
3. How does teacher training curriculum affect PTE.?
4. How does teacher trainers' skills affect the quality of PTE?
5. How does the inadequacy of financial resources and teacher training facilities affect the quality of PTE?
6. How does primary teacher's employment policy affect the quality of PTE?
7. How does policy formulation and implementation affect the quality of PTE?

## **Significance of the Study**

The country's PE is the bedrock upon which all future learning will depend. The 2003/4 Economic Survey statistics indicate that there are a total of 29 PTTCs (21 public and 8 private), 19,242 Primary Schools (17,801 public and 1,441 private), a total of 188,829 trained primary school teachers (177,301 deployed in public primary schools and 11,528 in private primary schools), a total of 17,650 primary school teachers trained annually in the 29 PTTCs (15,730 in public PTTCs, and 1,920 in private PTTCs).

The T.S.C statistics, September, 2003 indicate that total primary school enrolment in public schools was 6,778,105 a figure which has since risen to approximately 7,300,000. In view of the vast amount of resources invested in the primary and teacher education sectors, and the wide ramifications, the study may appeal and find wide acceptance amongst various stakeholders who are likely to benefit from the study. These include the GOK, MOES & T, development partners, PTTCs including teacher trainers and teacher trainees whose perception on the entire spectrum of TE would be enhanced. Other sectors of TE including early childhood development, secondary teacher education and university teacher education programmes as well as parents and pupils could also benefit from the study.

Other stakeholders who may benefit from this study include TSC and KNUT. Finally, since the capacity of the primary teacher to deliver at the work place largely depends on the quality of training received in the PTTCs, it was imperative to analyze selected government policies on PTE and review the pertinent challenges and prospects for the benefit of the child and all other stakeholders.

### **Limitations of the Study**

It was expected that senior officers within the MOES & T who are responsible for overseeing formulation and implementation of government policies on PTE may have been too keen to expose the shortcomings of the current policies on the same. Similarly, principals, lecturers and teacher trainees may have tended to give responses that cover up their weaknesses for purposes of safeguarding self-interest.

### **Delimitation of the Study**

The coverage of the study was confined to principals, deputy principals, lecturers and teacher trainees in both public and private teacher-training colleges. Senior Officers within the MOES & T were interviewed and were also involved in focused group discussions. Since all the 29 PTTCs operate under similar government policy guidelines and a unified curriculum, the representation sample took care of both the public and private colleges.

### **Organization of the Study**

The report was organized in five chapters:

Chapter one introduces the study problem including the underlying conceptual framework, objectives, significance, scope, limitations as well as delimitations of the study.

Chapter two discusses the related literature in the context of the research study. It also reviewed literature in regard to the historical background on teacher education, government policy on primary teacher education, calibre of teacher trainees, primary teacher education curriculum, calibre of teacher trained, financing of primary teacher education, employed policy of PTTC graduates as well as governance and change management in primary teacher education.



Chapter three on research methodology discusses research design, target population, sample and sampling procedures, data collection instruments, reliability and validity of data collection instruments and the proposed data analysis techniques.

Chapter four deals with data analysis and presentation.

Chapter five deals with the presentation of the study findings, suggestions and Conclusions.

# CHAPTER TWO

## LITERATURE REVIEW

### Introduction

This chapter reviewed literature related to the present study, which set out to analyze and evaluate challenges and prospects of selected government policies on PTE in Kenya. It was noted right from the outset that in Kenya, the Government is the regulator of all sectors of the education system and all the related pertinent issues.

The study's conceptual framework indicated that the critical areas in PTE in Kenya relate to the following key issues:-

- (a) The nature of the Government policy on PTE, its formulation and Implementation.
- (b) Calibre of primary teacher trainees.
- (c) Primary teacher education curriculum in regard to subjects taught, teaching practice, mode of evaluation and other co-curricular activities.
- (d) Calibre of primary teacher trainers.
- (e) Financing of PTE and provision of teacher training resources.
- (f) Employment policy of PTTC graduates.
- (g) Governance and change management in PTE.

This chapter attempted to review theoretical as well as empirical data in connection with the critical issues that form the gist of the study in order to focus on views from various authorities and related studies.

### **Historical Background on Teacher Education**

Rono (2000) and Kanore (2000) traced the history of modern education as well as TE to the arrival of missionaries in Kenya beginning late in 19<sup>th</sup> Century. Rono contended that during the colonial era, teacher training was managed by different churches and independent bodies. Categorization during this era was more on religious lines than on the grade. Kanore contended that there was need to review primary teacher education in its totality in regard to its conceptual framework and pertinent key issues.

The 1919 Education Commission recommended that every mission school be encouraged to establish its own teacher training college in order to improve the quality of African education and classify teachers in accordance to their qualification. The 1932 Education Ordinance reinforced the same recommendation.

Mutua (1975) contended that with the attainment of independence in 1963, education system in Kenya was consolidated along unitary non-racial lines as per the Ominde Report (Republic of Kenya, 1964). The existing 38 small teacher training colleges were amalgamated into 17 colleges which were considered viable. The number has since risen to 21 public PTTCs and 8 private PTTCs.

Serious attempts at coordination and control of TE can be associated with the 1<sup>st</sup> Teacher Education Conference of 1956, K.I.E (1968). The inquiry that followed the conference led to the evolution of New Primary Approach (NPA) which was a much more child centred approach to PE and primary teacher training. It also led to the evolution of the former Curriculum Development and Research Centre, to the growth of what is today known as KIE.

In 1966, the K.I.E Board of delegates set up a steering committee with the view to examine ways and means of charting the way forward in teacher education and prepare for the 2<sup>nd</sup> Teacher Education Conference in May 1968. The committee prepared two discussion papers one for PTE and one for secondary teacher education.

In its report, the committee noted that inspite of the prevailing manpower and financial resources, there was need to train a large number of teachers for both primary and secondary levels as quickly as possible. The committee also recognized the substantial role that the Harambee effort was expected to play in the provision of TE in view of the existing financial constraints and the inability of the Government to foot the entire cost of TE. The committee further recommended a steady reduction of the proportion of expatriates serving in both schools and colleges. The committee stated that balance should be maintained between the need for both quantity as well as quality of the teachers trained in the country.

The theme of the Second Kenya Education Conference was on *New Directions in Teacher Education* which was held from 6<sup>th</sup> – 9<sup>th</sup> May 1968 at K.S.T.C – Nairobi and deliberated on the recommendations of the steering committee and other stakeholders on pertinent issues on TE. Njoroge (1968) stated that, “*education is*

*both a flower and the seed of the economy tree which could only be realized through more and better qualified teachers.*" The conference came up with the following recommendations.

- The need to design a curriculum that is relevant to the needs of the Kenyan society which will promote self-reliance.
- Design a teacher education curriculum that will produce a teacher who is innovative, flexible and versatile through clearly defined teacher education objectives.
- Determine trainees admission criteria, teaching strategies and role of examinations. Fafunwa (1968) stated *It is my humble view that Kenya will have to abandon P3 training as soon as practicable if the quality of primary education is to be improved.*"
- Amalgamate and equip teachers colleges adequately and ensure proper architectural planning of facilities.
- Advocated for high calibre teacher trainers who should possess not less than the equivalent of University degree and be a rank not lower than that of a secondary teacher, primary headmaster or an education officer.
- Proposed creation of appropriate administrative and organizational structures and grant highest autonomy to K.I.E and teachers colleges.

The Education Act Cap 211 (Republic of Kenya, 1968) took into account the above recommendations and provided for the management and control of teacher training colleges along with other educational institutions. The Education Act

also provided for registration and inspection, administration of examinations and award of diplomas, establishment of the K.I.E and spelled out financial provisions.

The 3<sup>rd</sup> Teacher Education Conference was held at Egerton University – Njoro from 5<sup>th</sup> – 9<sup>th</sup> December 1994. The theme of the conference was “*The teacher for quality education in this decade and beyond*” (Republic of Kenya, 1994).

The major issues discussed during the conference were:-

- Trends and projections in TE;
- Financing of TE;
- Innovative instructional practices in TE;
- Teacher management and professional services;
- The status of teachers in Kenya;
- Policy issues and strategies in gender TE; and
- Teaching and learning environment.

During the deliberation of the above issues, various challenges were pointed out and proposals were made on ways and means of resolving the pertinent challenges. Issues of policy in TE were only confined to gender related matters and did not focus on policy in relation to other critical issues and consequently, challenges arising from government policies on TE and on PTE in particular were not addressed. Hence the need to analyse the Kenya government policies on primary teacher education

## **Government Policy on Primary Teacher Education**

### **Definition of Policy**

Appleby (1968) defined policy as a guide to the actions or decisions of people which provides a continuous framework for the conduct of individuals in an organization. He asserted that policies express the means through which a company's agreed objectives are to be achieved. He pointed out that policies take the form of statements telling members how they should act in specific situations.

He also noted that policies reflect management thinking on basic matters and informs those interested in the activities of the company about its intentions and goals. Laurie (1996) defined policy as a guide for an organization and in particular how the organizations implement their goals and objectives. He stated that policy is translated into rules, plans and procedures and also provide guidelines for making decisions and delegation.

Sandra, (1997) stated that policy is like an elephant, you recognize one when you see it but it is somewhat more difficult to define. To understand it, you have to experience it. She also defined policy as the implicit or explicit specification of courses of action being followed or to be followed in dealing with a recognized problem or matter of concern and directed towards the accomplishment of some intended or directed set of goals. She added that, policy is a position developed in response to a problem or issue of a conflict and directed towards a particular directive. She also added that the main challenge of policy implementation is that there are competing interest groups in the policy process and therefore policy represents compromises of a struggle.

Armstrong (2001) defined policy as continuing guidelines on the approach the organization intends to adopt in managing its people. They define the philosophies and values of the organization on how people should be treated and from there, are derived the principles upon which managers are expected to act when dealing with human resource issues.

Sheffield (1973) stated that policy has often been seen from the narrow view of what is stated in official documents of the British Colonial Government and independent Kenya, as well as International Conferences. According to Kasiera, (2003), policy is a continuous purposeful process which should provide guideline and framework for action on the idea or concept of the systems should be managed. She stated that policy should be written and be open to scrutiny and serve public good and should not be obnoxious or cause frustrations and pain to the people for whom the policy has been designed. She also asserted that policy must be ratified and approved otherwise it simply remains a proposal without any legal weight behind it. She concluded that policy is a point of reference as well as a benchmark which provides a basis of decision making and adjudication.

It was noted that policy helps one to anticipate adverse processes within an organization and ward off any possible dangers and take appropriate discretionary action without deviating too much from the stated policy. It was also noted that policy formulation is a dynamic process.

Government education policy in Kenya is supposed to provide guidelines or framework within educational programmes in all sectors should be undertaken. These include pre-primary, primary, secondary, colleges, polytechnics and all other institutions of higher learning. The educational policy at all levels should be designed to ensure optimum attainment of an organization's goals and objectives



with the view to promote equity, fairness and transparency. In attempting to analyze selected Kenya government policy on TE, effort was made to focus on various legal documents including legal notices, acts of parliament, education commissions and presidential working parties, government development plans, national and international conference reports, government circulars, parliamentary and presidential decrees amongst others.

Saitoti (2003) referred to the various education commissions and presidential working parties in an attempt to trace government policy on education in Kenya. He also referred to The Kenya Education Commission, (Republic of Kenya 1964) which is commonly known as the Ominde Commission. The report recommended a new policy framework on education and training in Kenya which also provided for a unified non-racial system of education which stressed the issues of access, equity, quality, relevance, language policy, guidance and counseling, institutional management and planning. It also emphasized on the need to provide universal primary education.

The Sessional Paper No. 10 of 1965 on African Socialism and its Application in Kenya singled out poverty, ignorance and disease as major impediments to individual as well as national development. The paper advocates that education and training should be used to empower both the individual and the nation in attaining development needs through provision of qualified and specialized human capital.

The Report of the National Committee on Educational Objectives and Policies (Republic of Kenya, 1976) which is also known as Gachathi Report was set up to focus on the emerging issues. The report dwelt on the structure and goals of formal education and paid attention to issues of access, quality and the relevance

of the curriculum and the match between education and training and the labour market. The report recommended re-structuring of the education system from 7-4-2-3 to 9-4-3 i.e. seven years of primary, four years of secondary, two years of 'A' level and three years of university education to nine years of primary, four years of secondary and three years university education. It was also recommended that Kiswahili be included as an examinable subject.

The Presidential Working Party on the Second University in Kenya (*Mackay Report, Republic of Kenya, 1981*) recommended amongst other things the lengthening of university education by one year, the abolition of 'A' level, the expansion of other post secondary institutions and the re-structuring of the education system. This led to the establishment of the second university in Kenya and the establishment of the 8-4-4 system of education i.e. eight years of primary education, four years of secondary and four years of university education.

The Presidential Working Party on Education and Training for the Next Decade and Beyond, (*Kamunge Report – Republic of Kenya, 1988*) focused on education quality and relevance, cost and financing, enhancement of inspection and supervision services, decentralization and empowerment of local management bodies, efficiency in resource utilization and concerns on wastage in the sector. As a result of declining government funding, the report emphasized on the need for cost sharing policy which in the face of rising poverty led to adverse effects on access, retention and quality.

The Koech Commission (*Republic of Kenya, 1999*) was mandated to inquire into the education system which had been occasioned by the introduction of 8-4-4 system of education which had elicited a lot of public debate especially on its load, relevance and cost implications.

In principle, the commission found that 8-4-4 system was appropriate except that its implementation was not carried out well. It was recommended that the 8-4-4 curriculum should be rationalized in regard to scope and load. This has led to reduction of subjects at both primary and secondary levels.

Digolo (2003) stated that Kenya does not have a comprehensive and coherent policy on education. He called for the integration of the many scattered and in some cases contradictory policy guidelines units. He pointed out at some contradictory policy guidelines such as cost sharing being at cross-roads with that of providing for free primary education and school feeding programmes. He questioned the authority of the education commissions and presidential working parties which were never subjected to parliamentary debate as required and cannot therefore claim legal mandate. This includes the Koech Report (Republic of Kenya, 1999) which was out-rightly rejected by the government. Only the Kamunge Report (Republic of Kenya, 1988) was ever published as a Sessional Paper No. 6 of 1988 which may therefore be seen as the only major legal policy framework on education in Kenya today.

Chapter IX of the Sessional Paper No. 6 of 1988 addressed policy issues relating to the whole sector of TE including PE and the training of teacher trainers. It spelt out the objectives of PTE with the primary purpose of providing qualified teachers. The modalities of training of pre-service and in-service teachers are spelt out although it was found out that some of the guidelines are already obsolete. For instance, the recommendation that pre-service training for primary teachers be restructured to include a first year of residential training and a second year of teaching practice under supervision, have never been effected.

The recommendation that primary teachers be paid salaries as UTS while on one year teaching practice was also never effected since the format was never adopted. Similarly, the UT inservice course has ceased. The recommendation that candidates for pre-service primary programme be recruited from those who choose teaching as a career is also no longer strictly the case.

It is quite clear therefore that the Sessional Paper No. 6 of 1988 needs complete overhaul and review. Nzomo, Kariuki and Guantai (UNESCO, 2001) contends that The Master Plan on Education and Training recognized that in the past, policy formulation within the MOES & T depended too much on anecdotal evidence and intuition and that there was a growing need for decision making that was based on informed analysis on the conditions of education. The report recommended establishment of a separate national monitoring system and the strengthening of research and development within the MOES & T.

A review of research projects undertaken in Kenya between 1980 and 2003, revealed that no research has been undertaken in the area of the present study. Research has been however undertaken in other areas related to the area of TE: Muitungi (1980) and Ngaywa (1980) reviewed teaching practice organization and related problems. Komen (1985), Lwangasi (1985), Mariene (1986), Wache (1986) and Mariga (1988) focused on issues related to the management, organization, functions, problems and prospects of learning resources centres in PTTCs.

A further comprehensive study has been undertaken on availability and use of learning and teaching resources in PTTCs, Kimui (1988). Other areas that have attracted attention include the role of the students' councils by Kanjoya (1983), the role of Deans of Students by Murage (1986) and the administration of co-

curricular activities in PTTCs. Research studies have also been undertaken in relation to specific subject areas for example, a critical study of the training programme for primary Art teachers.

Owino (1980), a survey of the effectiveness of the P.T.T.Cs in the preparation of Kiswahili teachers in Kenya, Mbiyu (1983), a study of problems affecting implementation of Geography, History and Civics: a combined course (Social Studies) in P.T.T.Cs, Mbugua (1987), a critical study of the teaching of Home Science in the selected P.T.T.Cs, Mwangi (1991). Studies have also been done on the availability of teaching and learning resources Ndalo (1991), Wambua (1988), and Kinyanjui (1997).

Studies have also been done on the relationship between academic performance and teaching ability of primary teacher trainees, Shitohi (1988) and on some of the problems that teacher trainers in P.T.T.C in (Eastern Province of Kenya) face in preparing trainees.

The National Conference on Education and Training was held between 27<sup>th</sup> – 29<sup>th</sup> November 2003 at the Kenyatta International Conference Centre, Nairobi, Kenya. The theme of the conference was, “*Meeting challenges for education and training in Kenya in the 21<sup>st</sup> Century.*” The theme was adopted in order to reflect the fact that education development in Kenya was at cross-roads and require reflection by all stakeholders on the many challenges that now constrain the growth of the sector. The key issues deliberated upon were access, equity, quality and relevance. Other issues relate to the current structure of education and training, the delivery systems for education services, mechanism for enhancing partnerships for mobilizing resources as well as the need to develop appropriate legal framework for improved performance.

The conference deliberated on the following areas. Early childhood care, development and education, primary education, technical, vocation education and training, University education and training, special education, adult, continuing and non-formal education, gender issues and concerns in education and training, information and communications technology, teacher quality and management and partnership and collaboration. It is expected that the recommendations made during the conference will form the basis of a new education sector strategic plan and a policy blue print for the sector.

In respect to teacher quality and management, the conference noted that the teacher resource is one of the most important input into the education and stated that being critical in classroom institutional activity and curriculum delivery, teachers are critical determinants of educational quality. The report recommended that entry grade into PTTCs be raised to a minimum of C plain and that pre-primary and pre-service teacher training curricula should be harmonized nationally.

It was also recommended that early childhood education (ECD) should be incorporated in the mainstream primary teacher training system and therefore PTTCs should develop capacity to train all basic education teachers. It was also proposed that PTE curriculum should be expanded to include information technology, special needs education, drug abuse, prevention guidance and counseling, HIV/AIDS education and managing the process of growing up. It was also proposed that the MOES&T should revamp facilities and equip all PTTCs with modern teaching/learning equipment and explore modalities of improving teaching practice since it is considered the backbone for teacher education.

A major significant research on teacher education was carried out by George Quamuria and Aiyejina (2003). The report is a synthesis of reports of several sub-studies on PTE in Trinidad and Tobago. The entire project was organized around four strands: Becoming a teacher, curriculum, costs and challenges. The project was co-ordinated by the University of Sussex's Center for International Education and drew heavily on research findings from Ghana, Lesotho and South Africa.

The report made the following recommendations:

- Prospective candidates for teacher training should be identified through on the job training (OJT) programme which should weed out those found to be unsuitable for primary school teaching.
- The teachers' college curriculum must be revised to take into account the varied calibre of teacher trainees and the need to allocate enough time for indepth training to occur.
- Trainees must be able to develop pedagogical competence in a non-threatening atmosphere. The goals of teaching practice and the roles to be played by the trainers, supervisors, co-operating teachers and principals should be clearly articulated. The structure, the duration, the facilities and the motivation aspects should be reviewed.
- PTE programmes must be adequately positioned within the structure of the MOES&T must be properly financed.

- Teachers colleges must be equipped with computers and facilitate competency by both trainers and trainees.
- In the long term, active consideration should be given to making Bachelor of Education degree preferred entry qualification for primary level teaching.
- A broad-based national task force on PTE be established to review its demands.

### **Calibre of Teacher Trainees**

While addressing principals of PTTCs during a workshop whose theme was “*An analytical evaluation of the current teacher training programmes: challenges and prospects for the 21<sup>st</sup> century*”, Kiptoon (2000) affirmed that, it is the cardinal duty of the MOES & T to produce quality teachers who are responsible for providing quality education. He contended that the quality of teachers produced by PTTCs depends to a large extent on the entry qualifications for the prospective teachers and how intensive and regularly they are in-serviced on the modern instructional practices.

He wondered whether one could talk of quality education while at the same time continue to admit candidates for teacher training whose academic qualifications ranged between D+ and B+ above for P1 course.

During the same workshop, Sogomo (2000) emphasized that a quality teacher is a prerequisite of quality education in any country. He further argued that the quality of education is affected by a wide range of influences right from the pre-



service entry grades, the quality of training, and the support interventions throughout the teaching career. Kanore (2000) argued that the low calibre of candidates admitted to PTTCs is one of the key constraints in producing quality teachers in Kenya since a large number of those admitted are usually at the bottom of the academic ladder.

### **Primary Teacher Education Curriculum**

The issue of PTE curriculum has been a critical area of concern throughout the history of educational development in Kenya as has been depicted in the various education commissions and presidential working parties. Waweru (1994) stated that teacher trainees are supposed to study 13 different subjects which are all compulsory as well as teaching practice and are expected to pass in all of them.

Some of the subjects which include Professional Studies, English, Kiswahili, Mathematics, Science, Geography, History and Civics. (GHC), Religious Education, Agriculture, Home Science, Art and Craft, Music, Physical Education and Business Education are completely new to most of the trainees.

These 13 subjects plus teaching practice and co-curricular activities are supposed to be accomplished within the two years of pre-service professional training. Nearly all the stakeholders agree that PTE curriculum is herculean and needs to be reviewed. The ridiculous belief that the teacher has the time and know-how to teach everything is still with us today and reinforces the adage that the primary school teacher is, "*a jack of all trades and a master of none.*" In a Memorandum to the Cabinet (May, 1997), the MOE & HRD recommended that subjects taught

in PTTCs should be clustered so that teacher trainees specialize in particular subjects with the view to reduce the load.

### **Calibre of Primary Teacher Trainers**

The TSC uses CBE as the staffing criteria for PTTCs. Since there is no special requirement for one to be posted in a PTTC, any diploma or degree holder may be posted in a PTTC regardless of whether they are trained to teach primary teacher trainees or whether or not they have had primary school teaching experience.

Waweru (1994) stated that *“most of the tutors teaching in PTTCs are not themselves trained to teach in colleges, neither are they at first familiar with primary methods. They learn on the job and also go through a lot of induction.*

Koech Commission (Republic of Kenya, 1999) established that posting of inexperienced teachers to PTTCs appeared to be on the increase. The posting of senior teachers including head-teachers who fail elsewhere pending retirement had worsened the situation. It was further noted that lecturers in PTTCs are greatly demoralized and demotivated due to a stagnated upward progression.

### **Financing of Primary Teacher Education and Teacher Training Resources**

Sessional Paper No. 6 of 1988 on Education and Manpower Training for the Next Decade and Beyond, expressed the intentions of the government to reduce the expenditure on formal education and training to about 30% of the national recurrent budget through increased cost sharing in the financing of education and

training and the use of more cost effective measures in the utilization of educational facilities, equipment, materials and personnel.

Cost-sharing was to involve the government, communities, parents, religions and private organizations. The government undertook to continue to finance the provision of educational administration and professional services, and cost-share in the financing of educational facilities, equipment and materials for education and training with the other stakeholders.

The extent of cost sharing, however, varied between levels of education and types of educational institutions. In view of the escalating costs of education and training at all levels, and because of current government financial constraints, the government would expect communities, parents and other stakeholders to provide physical facilities for pre-primary and secondary education, and also continue to participate in cost-sharing in middle level colleges including PTTCs.

Kamunge (1995) stated that TE programmes are currently suffering from lack of adequate financial provisions. Unless more resources get mobilized, primary teacher training institutions would most likely to continue to live with the same financial problems that constrain quality and standards of education. He noted that this policy went on unimplemented and asserted that continued non-implementation of stated financing policy would only lead to the deterioration of PTE programmes and the quality of the teacher.

In a Memorandum to the Cabinet (July, 2001), the MOES & T indicated that PTTCs are financed through cost-sharing arrangements where the government provides teaching personnel, personal emoluments for B.O.G, employees, insurance cover for institutional vehicles and other professional services while

communities are expected to supplement government grants. These arrangements have greatly constrained PTTCs.

### **Employment Policy of PTTC Graduates**

Wafula (*June 2001*) stated that before the freeze of employment of teachers in 1998, PTTC graduates were recruited during their last year of training and deployed to their home districts as per the Presidential directive. This was done without any regard to the staffing situation in the respective home districts. This led to a situation where 33 districts were overstaffed by 8,506 while 41 districts were understaffed by 8,264 teachers. This situation was clearly untenable and led to a decision by the TSC to freeze teacher transfers and initiated national teacher balancing exercise which aimed at creating equitable distribution of teachers in Kenya.

The TSC lifted the ban on the employment of teachers but decided to decentralize the recruitment exercise to DEBs and BOGs for primary teachers and secondary school teachers respectively. The policy on employment was then pegged on demand and not supply. The government employment policy was a great source of demotivation and discouragement to teacher trainees which inevitably affected the quality of the teachers trained in PTTCs .

### **Governance and Change Management in Primary Teacher Education**

Governance in education incorporates the whole concepts of management, administration, and harmonization of education and training. Koech Commission

(Republic of Kenya, 1999) contended that the main objective of governance in education and training was to provide and ensure sustainable quality and efficiency in terms of resource management and utilization, standardization and consistency in all forms of education and training offered by public and private institutions. It also entailed prudent management of personnel, funds and equipment to enhance efficiency in the delivery of quality education. The Sessional Paper No. 6 of 1988 emphasized the role of good governance in education while the (MPET), identifies lack of coordination and good governance as a major handicap in the development of education and training.

The Koech Commission (Republic of Kenya, 1999) received submissions that there was need to improve governance in respect to planning, coordination and management at all levels. Considering the vast resources that fall under the various sectors of education and training. Koech Commission (Republic of Kenya, 1999) also contended that the apparent inertia within the education system is largely due to systems of management which are incapable of dealing with crisis and new challenges. Lack of accountability and misappropriation of finances in various institutions including PTTCs was a result of poor governance.

In view of the challenges that faced TE, there was need for new initiatives in all the critical areas of TE so that fresh ideas and new approaches could be infused into TE in Kenya. Digolo (2003) stated that the country needs education leaders who are visionary so that they can move their institutions from the status quo to a prosperous and dynamic future.

## Summary of Critical Issues and Missing Gaps

The literature review indicated that while there were various legal instruments governing various education sectors, it is worth noting that according to Digolo the country does not have a comprehensive and coherent policy on education backed by legal framework. He added that since policy formulation is the first step in educational planning, the MOES&T should facilitate the integration of the many scattered and in some cases contradictory policy guidelines into a comprehensive harmonious unit.

The review of literature both locally and internationally revealed that no research had been undertaken in the present area of study which proposed to analyze selected government policies in PTE in Kenya in relation to the critical areas including calibre of PTTC teacher trainees, primary teacher education curriculum, learning resources available in PTTCs, primary teachers employment, organization of teaching practice, information and communication technology and other related critical issues. Research in this area was therefore critical and relevant since it would address the missing gaps. The literature review indicated the following challenges in teacher education:-

- i. Poor calibre of candidates admitted to PTTCs with poor grades and lack of interest in teaching.
- ii. Overloaded PTE curriculum that is difficult to cover effectively during the two-year teacher training programme.
- iii. Poor calibre of teacher trainers most of whom are not trained including some who have failed elsewhere.
- iv. Inadequate funds and teacher training resources.
- v. Lack of employment of PTTC graduates which demoralizes and demotivates teacher trainees.

- vi. Poor governance of PTTCs by those who are assigned management roles through incompetence, mismanagement and misappropriation.

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **Introduction**

Primary teacher training determines the progress of primary education in Kenya. The study, through action-oriented effort, realized that there are so many challenges that arise from government policy on PTE in Kenya. The study proposed to evaluate such issues with a view of getting solutions to the problems faced by Kenyan government policy on PTE.

This study outlines the methodology to be adopted in the study in order to arrive at the expected findings. The research methodology employed in this study include: research design, description of the study area, target population, sample and sampling procedure, data collection instruments and procedures, reliability of the instruments, validity of data collection instruments and data analysis techniques.

### **Research Design**

This study adopted descriptive research through the use of survey design. The choice of this design was dictated by its effectiveness in this area of research and was expected to yield both qualitative and quantitative data in respect to PTE and hopefully help to establish what challenges and prospects relate to the sector. A desktop design was also be used to gather relevant data. The design was selected to counter the various limitations as indicated under study limitations.



## **Description of the Study Area**

The study was carried out amongst the main stakeholders of PTE system in Kenya. It was restricted to 21 public PTTCs and 8 private PTTCs within the reach of the researcher. Senior officers within the MOES & T were involved in interviews and in focused group discussions.

## **Target Population**

The population of interest in this study included all those that were directly involved in TE. These were Senior Officers in the MOES & T headquarters and related semi autonomous government agencies, those in management and administration of PTTCs including principals, deputy principals, teacher trainers and teacher trainees. The target population the of the study were 40 senior officers of the MOES & T, 29 PTTC principals, 1,200 teacher trainers and 17,650 teacher trainees.

## **Sample and Sampling Procedure**

Since all the 21 public and 8 private PTTCs operated under the same government policy guidelines, the 8 public and 2 private PTTCs were purposefully identified for the study. The PTTCs are spread throughout the country.

The sampling design for the study was proposed to be stratified, random and convenient sample. The target population was stratified into desired sample category and then from it, a random and convenient sample was picked for the

purpose of administering the data collection instruments. Table 2 shows the sample size of the study.

**Table 2: Sample size of the study.**

<b>Sample Category</b>	<b>Population Size</b>	<b>Sample Size</b>
Senior Officers MOES & T	40	22
Principals	29	22
Teacher Trainers	1,200	51
Teacher Trainees	17,650	51
<b>TOTAL</b>	<b>18,887</b>	<b>146</b>

### **Data Collection Instruments**

Since the research was an exploratory survey, the data was obtained through questionnaires, interview schedules and focused group discussion with the target population involved in policy formulation and implementation with respect to PTE. .

The data collection instruments were circulated before hand to respective respondents. Secondary data was obtained from primary sources such as Education Commissions and Presidential Working Party Reports, circulars, annual reports, bulletins and magazines. As can be seen in the attached data collection instruments, the questions posed to the interviewees were both open and closed-ended, in order to encourage the respondents to provide relevant and accurate information as much as possible.

### **Reliability of Data Collection Instruments**

The Chronobach Alpha a measure of internal consistency of the questionnaire items, was examined using data for all correspondents. Separate internal

consistency, co-efficiency was computed for each of the factor sub-scales. Thornlike and Hagen (1961) points out that reliability refers to the level of internal consistency or the stability of the measuring device. Mulusa (1990) regards an instrument as reliable if it can produce the expected results. Carmines (1979) regards reliability as the extent to which an experiment or test or any measuring procedure yields the same results on repeated trials. Reliability in research is influenced by random error. As random error increases reliability decreases. The measurement of any phenomena always contain a certain amount of random error which is universally present although two sets of measurements of the same features of the same individual would never exactly duplicate each other as Stanley (1971) observes. The higher the reliability of the measuring procedure, and alternatively the less consistence the results, the lower the reliability.

### **Validity of Data Collection Instruments**

Validity of an instrument refers to its ability to measure what it is supposed to measure. Several researchers have used Hofstedes questionnaire thus subscribing to its validity. The researcher in this case ensured that the instruments were valid, by consulting experts to review the instruments and ascertain their validity. A pilot study was done in three PTTCs co namely: Thogoto, Highridge and Kilimambogo. As a result of the pilot study, research instruments were reviewed to ensure that they were clear and relevant to the objectives of the study as well as the research questions.

Research experts from the University of Nairobi conducted a thorough examination of the instruments. Attempt was made however to ensure that all the three instruments were consistent with the objectives of the research.

## **Data Analysis Techniques**

Analysis of the data gathered was by comparison with the theoretical approach as documented in the literature review of this research. In the case of the questionnaires, interview schedules and focused group discussions, the nature of information obtained was descriptive. Descriptive statistics which include cross tabulation and charts, percentages, frequency and averages were used in the analysis of data to measure and compare outcomes.

## **Qualitative Data Analysis**

A qualitative data analysis is the kind of data that gives information about judgmental opinion of the respondents. This approach has often been used in a study which does not yield discreet numerical data according to Mugenda and Mugenda (1999). Qualitative research is gaining acceptance because of its effectiveness in addressing social issues that affects individual, institutions as well as communities.

Unlike in quantitative research, in qualitative approach, it is possible to collect data and explain a given phenomenon more deeply and exhaustively because it permits a researcher to go beyond statistical results in order to reveal in depth underlying issues. It places great significance to peoples' interpretation and perceptions for the purpose of understanding the social phenomenon under investigation.

This kind of data is usually obtained by the use of open-ended questionnaires, focused group discussion and interview schedule. For the purpose of this study, the qualitative data was obtained through focused group discussion panel

comprising Commissioners and officers of the TSC and other senior officials of the MOES&T. They were selected on the basis of their former background of which a good number have served as primary, secondary and teacher training college teachers and lecturers, officers of the MOES&T at various senior levels and as principals of PTTCs.

# CHAPTER FOUR

## DATA ANALYSIS AND PRESENTATION

### Introduction

The study analyzed challenges and prospects arising from selected government policies on PTE in Kenya. Both primary and secondary data were used. The primary data constituted field data collected from the respondents through questionnaires and focused group discussion. This chapter presents the analysis of such data in terms of introduction, response rate, quantitative data analysis, qualitative data analysis and discussion on the study results.

### Response Rate

The study distributed a total of 146 questionnaires and the questionnaires received back were 123. This shows that the response rate was 84.2%. This is shown on Table 3.

**Table 3: Response rate**

Category of the respondents	No.of questionnaires Distributed.	No. of questionnaires received	% rate of respondents
Senior Officers MOES&T	22	11	50.0
Principals	22	20	90.9
Lecturers	51	46	99.2
Teacher Trainees	51	46	99.2
Total	146	123	

Teacher Trainees and Lecturers had the highest individual respondents category response rate of 99.2% which was represented by an individual response rate of 37.4 % as a fraction of the total response rate received of 123. Senior Officers of the MOES&T recorded the poorest response rate of 50% and 8.9 % out of overall response rate. This shows that the use of the questionnaire in education research gives a better response when it is used on lecturers and teacher trainees. The Senior Officers of the MOES&T possibly due to their busy schedule, had poor responses. This suggests that an interview schedule could have given a better response rate.

### **Quantitative Data Analysis**

Both quantitative and qualitative approaches were used to gather data during the study. Mugenda and Mugenda (1999) equates quantitative approach to the scientific method which has traditionally been regarded as the conventional mode of inquiry in both research and evaluation.

Quantitative approach in this study has yielded quantifiable concrete data in form of tables which is widely regarded more convincing in view of the fact that it is perceived to be more objective and independent of individual perception and bias.

This section of data analysis presents the respondents opinion with the use of descriptive statistics of frequency tables and percentages. Table 4 shows the gender of the respondents.

**Table 4: Gender of the respondents.**

<b>Gender of the respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Male	71	57.7
Female	53	42.3
Total	123	100.0

Table 4 shows that the number of females was on the lower side represented by 42.3% while the male were represented by 57.7%. This shows that there are fewer female employees as compared to male employees in the MOES&T. Table 5 shows the marital status of the respondents.

**Table 5: Marital status of the respondents**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	73	59.3
Married	2	36.6
Widowed	4	3.3
Other	1	0.8
Total	123	100.0

Table 5 reveals that majority of the respondents were single which constituted 59.3%. Married respondents constituted 36.6% while those widowed constituted 3.3%. Those in other categories constituted 0.8%. These figures show that 2% of the principals and 2% of the lectures were single while 64.7% of the teacher trainees were single. Table 6 shows the calibre of teacher trainees in Kenya.



**Table 6: Calibre of primary teacher trainees in Kenya**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Moderate	89	72.4
Excellent	22	17.8
Poor	8	6.5
Very poor	4	3.3
Total	123	100.0

From Table 6, 72.4% of the respondents held the opinion that the calibre of prospective teacher trainees are of moderate ability. This was contrary to 17.8% who expressed their view that the calibre of prospective teacher trainees was excellent. It is further indicated that 6.5% of the respondents were of the view that the calibre was poor while 3.3% held the view that the calibre of the teacher trainees was very poor. Statistics from the MOES&T reveal that while the minimum admission grade into PTTCs was C plain, in 2002/2003 academic year, 5,316 out of 8,268 selected teacher trainees 64.3% obtained mean grade C+ and above at K.C.S.E. level. Table 7 indicates respondents' opinion about the current PTE curriculum in Kenya.

**Table 7: Respondents opinion about the current PTE curriculum in Kenya**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Moderate	91	74.0
Poor	21	17.1
Excellent	8	6.5
Very poor	3	2.4
Total	123	100.0

From Table 7, 74% of the respondents expressed view that the current PTE curriculum is moderate in quality. This was contrary to 17.1% who were of the opinion that the current PTE curriculum is poor. Yet 2.4% of the respondents held the view that the current PTE curriculum is very poor. Table 7 further shows that 6.5 % of the respondents were of the opinion that the current PTE curriculum is excellent.

During a focused group discussion, participants unanimously agreed that the current PTE curriculum is too broad and cannot be covered effectively within the 2 year teacher training period.

It was pointed out that teacher trainees do not have enough time to master the 13 subjects they are expected to study and thus end up as Jacks-of-all-trades and masters of none. The training tends to produce half-baked products whose quality is below expectation. Participants recommended that the curriculum should be harmonized for primary secondary and higher levels and should also be reduced to allow teacher trainees to specialise in limited subjects.

It was also proposed that core subjects and electives should be identified so that specialization can be facilitated. It was further proposed that with better calibre trainees, the PTE curriculum could be upgraded from certificate to diploma level which would facilitate futuristic professional career development of the teacher up to university level. Table 8 indicates attributes describing current status of PTE curriculum.

**Table 8: Attributes describing current status of PTE curriculum in Kenya**

Attributes	Frequency	Percentage
Too broad	90	73.2
Repetitive	10	8.1
Poorly co-ordinated	10	8.1
Ideal	7	5.7
Irrelevant	6	4.9
Total	123	100.0

From Table 8, 73.2% of the respondents held the opinion that the current PTE curriculum is too broad. 4.9% were of the view that it is irrelevant while 8.1% stated that it is repetitive. A similar number (8.1%) expressed the view that it is poorly co-ordinated. Only 5.7% held the view that the current PTE curriculum is ideal. Table 9 indicates respondents' opinion about the organization of teaching practice.

**Table 9: Opinion about the organization of teaching practice in PTTC's**

Opinion	Frequency	Percentage
Moderate	90	73.2
Excellent	23	18.7
Poor	6	4.9
Very Poor	4	3.2
Total	123	100.0

From Table 9, 18.7% of the respondents were of the opinion that the organization of teaching practice in PTTCs is excellent. The table also shows that 73.2% were of the opinion that the organization of the programme was moderate while 4.9% felt that the organization of teaching practice is poor. The table further shows that

3.2% felt that the organization of this programme is very poor. Table 10 indicates respondents' opinion about the need to change the current format of teaching practice.

**Table 10: Respondents' opinion about the need to change the current format of teaching practice**

Opinion	Frequency	Percentage
Yes	88	71.5
No	35	28.5
Total	123	100.0

From Table 10, 71.5% of the respondents expressed the view that there is need to change the current format of teaching practice while 28.5% felt that there is no need to change the current format. Participants in the focused group discussion noted that PTTCs have largely disregarded guidelines by the KNEC which require 3 teaching practice sessions of at least 4 weeks each be undertaken during the 2 year PTE course. Most of the PTTCs have reduced this programme by at least 50% while others have substituted teaching practice with peer teaching, micro-teaching and/or demonstration lessons. The group further noted that teaching practice which is the backbone of teacher training has been seriously undermined by lack of adequate transport to ferry both the lecturers and the trainees to and from teaching practice schools. The group further noted that teaching practice has been crippled by general lack of resources.

The participants recommended that the PTE programme should be re-structured from 2 years to 3 years and provide for posting of teachers to primary schools near their home area where they should undertake teaching practice under the

supervision of experienced senior school teachers in conjunction with field officers. It is the opinion of this study that this proposed approach would expose trainees to realistic school situations unlike is the case at the moment. Table 11 indicates respondents' comments on primary teacher trainers' skills.

**Table 11: Comments on primary teacher trainers' skills**

Comments	Frequency	Percentage
Relevant	54	44.0
Needs review	46	37.3
Adequate	14	11.3
Inadequate	5	4.1
Irrelevant	4	3.3
Total	123	100.0

From Table 11, 44% of the respondents held the view that teacher trainers' skills were relevant while 3.3% expressed the view that the same were irrelevant. 11.3% felt that Primary Teacher Trainers Skills were adequate while 37.3% of the respondents expressed the view that there is need for review. 4.1% expressed the view that Teacher Trainers' Skills were inadequate.

According to information sourced from senior officers from MOES&T, Primary Teacher Trainers are sourced from secondary schools. There are about 1,300 tutors in the 21 primary teachers colleges. The supply of teacher trainers has been stable and the colleges have not witnessed serious shortfalls.

Participants during focused group discussion noted that over 90% of teacher trainers in PTTCs were trained to teach in secondary schools. They perform through trial and error while on the job. There has also been a tendency to transfer lecturers and former headteachers who have performed poorly elsewhere

into PTTCs. The combined effect adversely affects quality of teacher training and perpetuates the state of mediocrity associated with PTTCs.

On the basis of this study, it is suggested that deliberate effort should be made to train teacher trainers appropriately and reemphasize B.Ed and B.A. degree courses with primary option as well as M.Ed. (Primary) postgraduate courses. Special motivation should be provided in order to attract appropriately trained and experienced teacher trainers while the practice of posting fresh graduate teachers meant for secondary school directly to PTTCs should be stopped. Table 12 indicates respondents' opinion about adequacy of learning resources in PTTCs.

**Table 12: Opinion about learning resources availability in PTTCs**

Opinion	Frequency	Percentage
Yes	19	15.4
No	104	84.6
Total	123	100.0

From Table 12, 84.6% of the respondents were of the opinion that learning resources in PTTCs were not adequate while 15.4% expressed the view that learning resources in PTTCs are adequate.

Participants in the focused group discussion noted that facilities in PTTCs have become dilapidated and obsolete due to lack of adequate funds. These include libraries, laboratories, workshops and classrooms with general lack of relevant books and other teaching and boarding equipment and supplies. The MOES&T agrees with the view which is also shared by the study that the government has to provide funds to revamp facilities in PTTCs particularly learning resource centres

and transport. Table 13 indicates information about management challenges facing PTE in Kenya.

**Table 13: Management challenges facing PTE in Kenya**

Existence	Frequency	Percentage
Yes	114	93.7
No	9	7.3
Total	123	100.0

From Table 13, 93.7% of the respondents were of the view that there were management challenges in PTE in Kenya while 7.3% held the view that there are no management challenges.

The respondents focused on the following aspects of management including corruption, governance, administrative skills, lack of administrative training, inadequate staffing, HIV/AIDS pandemic, information and communication technology, inadequate financial resources, government policy, organization of teaching practice and its current format. Table 14 indicates respondents' opinion on corruption.

**Table 14: Opinion as to whether corruption is a management challenge facing PTE in Kenya**

Opinion	Frequency	Percentage
Yes	37	30.1
No	86	69.9
Total	123	100.0

From table 14, 69.9% of the respondents were emphatic that corruption is not a management challenge facing PTE in Kenya while 30.1% of the respondents were of the view that corruption is a management challenge.

On the basis of this study, it is imperative that the issue of corruption as a management problem should be scrutinised more deeply since 30.1% hold this view. Grapevine has it that corruption is rife mainly during the admission process. Table 15 indicates respondents' opinion on governance.

**Table 15: Opinion as to whether governance is a management challenge facing PTE in Kenya**

Opinion	Frequency	Percentage
Yes	55	44.7
No	68	55.3
Total	123	100.0

From Table 15, 44.7% of the respondents expressed the opinion that governance is a management challenge facing PTE while 55.3% were of the view that governance is not a management challenge. It is the view of this study that in view of the large number of respondents who hold contrary view, there is need establish the exact nature of the problem relating to governance as a management challenge. Table 16 indicates respondents' opinion on administrative skills.

**Table 16: Opinion as to whether inadequate administrative skills are a management challenge facing PTE in Kenya.**

Opinion	Frequency	Percentage
Yes	44	35.8
No	79	64.2
Total	123	100.0



From Table 16, 35.8% of the respondents were of the opinion that inadequate administrative skills is a management challenge facing while PTE while 64.2% however held the view that inadequate administrative skills does not pose a management challenge. It is view of this study however that since most of the administrators in PTTCs have not been sufficiently exposed to seminars and workshops on management and administration, there may be need to inservice those involved in these roles in PTTCs with the view to upgrade their administrative skills. Table 17 indicates respondents' opinion on administrative training.

**Table 17: Opinion as to whether lack of administrative training is a management challenge in PTE in Kenya**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	36	29
No	87	70.7
Total	123	100.0

From Table 17, 29.3% of the respondents were of the view that lack of administrative training is a management challenge in PTE. The majority (70.7%) of the respondents however were of the opinion that lack of administration training was not a management challenge. It is the opinion of this study that since it is a generally held view that training improves and sharpens skills as in the case of KESI and other management courses, lack of the same would pose a management challenge in PTE. Table 18 indicates respondents' opinion on staffing.

**Table 18: Opinion as to whether inadequate staffing is a management challenge in PTE in Kenya**

Opinion	Frequency	Percentage
Yes	76	61.8
No	47	38.2
Total	123	100.0

Majority of the respondents (61.8%) expressed the view that inadequate staffing is a management challenge in PTE while 38.2% expressed contrary opinion. The opinions expressed may be a reflection of different levels of staffing in different PTTCs. According to MOES&T the supply of tutors from secondary schools has been stable and PTTCs have not experienced serious shortfalls in staffing. The MOES &T expects that the same trend would continue unless there is drastic expansion at secondary school level which could then interfere with the supply of tutors into PTTCs. Table 19 indicates respondents' opinion on HIV/AIDS pandemic.

**Table 19: Opinion as to whether HIV/AIDS pandemic is a management challenge in PTE in Kenya**

Opinion	Frequency	Percentage
Yes	74	60.2
No	49	39.8
Total	123	100.0

Majority of the respondents (60.2%) were of the opinion that HIV-AIDS pandemic is a management challenge in PTE while 39.8% expressed the view that the pandemic is not a management challenge. It is the opinion of this study that

HIV-AIDS pandemic is a management challenge since PTTC communities comprising teachers and students are equally affected by the pandemic through sickness and death which affect productivity and quality of PTE. According to the current MOEST & T statistics the attrition rate of primary school teachers due to HIV-AIDS pandemic is currently around 8,000 per annum. Table 20 indicates respondents' opinion on ICT.

**Table 20: Opinion as to whether ICT is a management challenge in PTE in Kenya**

Opinion	Frequency	Percentage
Yes	85	69.1
No	38	30.9
Total	123	100.0

From Table 20, 69.1% of the respondents were of the opinion that the status of ICT is a management challenge in PTE while 30.9% of the respondents were of the view that ICT is not a management challenge in PTE. Participants in the focused group discussion felt strongly that ICT should be one of the new subject areas that need to be introduced in the PTE curriculum to enable Kenya to keep pace with the rest of the world in terms of ICT. It is the view of the study that ICT should be given prominence not only in PTE but also in all level of our education system. Table 21 indicates respondents' opinion on financial resources.

**Table 21: Opinion as to whether financial resources is a management challenge in PTE in Kenya**

Opinion	Frequency	Percentage
Yes	108	87.8
No	15	12.2
Total	123	100.0

Majority of the respondents (87.8%) were of the opinion that the status of financial resources is a management challenge in PTE while 12.2% of the respondents were of the view that financial resources is not a management challenge in PTE. According to MOES&T senior officers PTTCs are financed primarily through government grants, students subsidies and income generating activities. The TSC meets remuneration for tutors while government grants are mainly used to cater for salaries for B.O.G. employees which was approximately Kshs.90 million in 2003/2004 financial year. During this same period, an additional Kshs.30 million was provided by the government to supplement tuition supplies and teaching practice.

Students' subsidies cater for boarding, equipment and supplies, repair maintenance and improvement, local transport and travelling, gratuity, tuition supplies, contingencies, and vehicle replacement amongst others. (See standardized fees structure attached-Appendix G).

Participants during focused group discussion expressed the view that PTTC's were faced by serious financial constraints and are currently operating on a very tight budget which is only sufficient for recurrent expenditure. The participants also noted that due to lack of adequate funds, college facilities have become

dilapidated and obsolete including libraries, laboratories, workshops and classrooms with a general shortage of relevant text books and other teaching and boarding equipment. The participants recommended that every effort be made to generate funds which will help to refurbish facilities in PTTCs and provide adequate means of transport to enable PTTCs implement various programmes particularly teaching practice. The findings of this study indicates that lack of adequate financial resources has adversely affected the quality of PTE in Kenya. Table 22 indicates respondents' opinion on government policy.

**Table 22: Opinion as to whether government policy is a management challenge in PTE in Kenya**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	53	43.1
No	70	56.9
Total	123	100.0

From Table 22, 43.1% of the respondents were of the opinion that government policy is a management challenge in PTE while 56.9% expressed contrary view. Table 23 indicates respondents' opinion on education policy in Kenya.

**Table 23: Opinion about availability of a comprehensive policy on education in Kenya**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	80	65.0
No	43	35.0
Total	123	100.0

From Table 23, 65% of the respondents were of the opinion that the government has a comprehensive policy on education in Kenya while 35% were of the opinion

that the government does not have a comprehensive policy on education. Table 24 indicates respondents' opinion on PTE guidelines.

**Table 24: Opinion about the availability of guidelines on PTE in Kenya**

Opinion	Frequency	Percentage
Yes	105	85.4
No	18	14.6
Total	123	100.0

From Table 24, 85.4% of the respondents were of the opinion that the government has availed guidelines about PTE while 14.6% of the respondents expressed contrary opinion. According to information from senior officers of the MOEST & T, the admission criteria in terms of qualification has been clearly spelt out. The MOES & T admits that the only legal document containing policy on PTE is the Sessional Paper No.6 of 1988 based on the Kamunge Report. The rest of the policy guidelines are scattered in several general circulars and pronouncements. It is therefore quite clear that a comprehensive policy document does not exist and it is therefore a situation that needs to be addressed.

The current staffing norm by the MOES&T for primary schools is one teacher per class plus 2 ½ % of the total number of classes. However, the current pupil – teacher ratio (PTR) is 39.1. The PTR is not in harmony with the staffing norm as far as the need for teachers is concerned. According to PTR, Kenya does not need to employ primary teachers at the moment while the MOES&T, TSC and KNUT have admitted that there is a shortage of approximately 40,000 primary school teachers who are needed in our schools today.

The MOES&T states that admission of teacher trainees to PTTCs has been pegged to the colleges capacity and not teacher needs. On the other hand, the MOES&T has adopted a policy of demand – driven employment. The MOES&T is yet to reconcile conflicting views on the issue of supply and demand for teachers in Kenya.

Suggestions have been advanced that PTTCs need to be reduced in number and convert some of them to other uses because of the reduced demand for teachers in accordance with PTR policy in place. Other schools of thought are of the opinion that there is need to widen the scope and consider the demand for teachers in the neighbouring countries and beyond. Besides, it has been expressed that middle levels colleges should be maintained for purposes of absorbing students who fail to gain university entrance. The MOES&T has not reconciled these varied views and has consequently not arrived at a consensus.

Participant in the focused group discussion felt that formulation of education policy has been preserve of arm-chair top echelons in the MOES & T who in most cases do no involve or consult with key stake holders.

It is the findings of this study that there is a serious disconnection between those who formulate policy and those responsible for policy implementation. The focused group discussion members also felt that policy decisions have tended to be strongly influenced by political and other considerations rather than by the actual needs of the country. It was also felt that policy formulation has been irregular, haphazard and inconsistent. The members noted that it has taken 40 years to raise. P1 minimum admission grade into PTTCs from D+ (Division 3) to C plain (Division 2).

## **Respondents opinion for the improvement of PTE in Kenya**

With respect to trainees' calibre, the respondents were of the opinion that the MOES & T should maintain high admission grades and even raise the same if possible, and that only those who choose teaching as a career should be admitted into PTTCs. It was also suggested that promotion should be based on merit.

With respect to PTE curriculum, the respondents expressed the opinion that the number of subjects offered in PTTCs should be streamlined and that trainees should be allowed to pursue subjects of their choice. Some proposed that literature in English should be introduced in the curriculum. It was also proposed that the curriculum should be organized in such a way as to facilitate career and professional progression from P1 to diploma and University degree qualifications.

It was also proposed that PTE in Kenya should be in harmony with international trends. It was further proposed that training duration should be increased and that teaching practice organisation and format should be reviewed.

In regard to teacher trainers, the respondents expressed the opinion that adequate qualified staff should be provided and that all tutors who are posted to PTTCs must undergo mandatory orientation cum induction courses prior to their posting.

Respondents expressed the view that the MOES&T should introduce award of grants-in-aid to PTTCs and arrange for sponsorship, provision of loans and/or bursaries to students. It was also proposed that adequate learning facilities and resources should be provided in PTTCs.



With respect to employment, the respondents expressed the opinion that all trained teachers should be offered employment.

The respondents expressed the opinion that there is need to improve PTE policies in regard to curriculum, staffing and financing. It has also been proposed that there is need to involve stakeholders such as heads of institutions in policy formulation.

### **Respondents comments and suggestions on PTE policy in Kenya**

Respondents expressed the view that PTE policy should be the responsibility of educationists and not politicians. It was also felt that more emphasis should be placed on

PTE with greater allocation of funds to existing PTTCs. It was proposed too that there should be more consultation between policy makers and policy implementers.

The respondents also suggested that the duration by PTE should be increased and further proposed that the structure and duration of teaching practice should be reviewed. The respondents expressed the view that the government should only train the teachers that it can employ and that promotion should be based on merit.

### **Discussion of study results**

The study investigated six key variables in respect to their effect on the quality of PTE in Kenya. These variables include the calibre of teacher trainees in terms of grades scored at K.C.S.E., PTE curriculum, teacher trainers' skills, financial

resources and training facilities, primary teacher employment policy and policy guidelines.

With respect to the calibre of teacher trainees in regard to the grades scored at K.C.S.E., the study established that their qualification was not adequate. The tendency to recruit teacher trainees on the basis of a mean score of C plain at K.C.S.E. and totally disregarding performance in subject a trainee will be expected to teach upon completion of training is counter productive. The current policy is to train a teacher who, upon graduation is expected to teach all the subjects in the primary school curriculum regardless of whether or not one passed or failed in the given subjects.

Trainees who failed in say Mathematics, Sciences, English and Kiswahili should not be allowed to teach the same subjects that they could not pass themselves. This practice only creates a vicious cycle, which hinders pupils' academic growth and development from foundation and thus causes irreparable damage. It is recommended that only the best qualified candidates, and only those who have passed in the subjects they intend to teach should be recruited into the profession and only if they have chosen teaching as a career.

With regard to the current PTE curriculum, the study established that it is too broad and is difficult to cover it effectively within the given two years' training period. It is also established that the PTE curriculum is irrelevant, repetitive and poorly co-ordinated. Teaching practice which is an integral part of the PTE curriculum needs drastic change both in its organisation and format. The current situation is that teaching practice no longer meets its intended objectives and requires total overhaul. Under the present circumstances, PTTCs do not allocate

the required time, expertise and resources that are needed to make the exercise realistic and effective as it was meant to be.

It is plausible to argue that teacher trainees should be posted to their home areas or any such other places where they can stay at their own expense and undertake practical teaching for a whole term or any such reasonable period that will enable the trainee to obtain all round exposure under the supervision of field officers and experienced regular teachers.

With respect to teacher trainers' skills, the study established that most of those who train teachers in PTTCs are basically secondary school teachers or lecturers and former head teachers who have failed elsewhere. It is therefore important that special programmes both at degree and postgraduate level be set up in Kenyan universities to specifically train teacher trainers. Emphasis should be placed on B.A, B.Ed and M.Ed. PTE option and equip the prospective teacher trainers with appropriate skills. Without making provisions for appropriate training for primary teacher trainers, the quality of training in PTTCs will continue to stagnate.

The study also established that lack of adequate funds is a very critical draw back in the provision of learning facilities in PTTCs. Currently, PTTC facilities are dilapidated and are near collapse and urgently require to be refurbished.

The government needs to source the much needed funds and encourage PTTCs to put mechanisms in place for income generation by PTTCs. The study has established that PTTCs urgently need adequate financial support and a measure of autonomy so that they can become more innovative and generate funds and

provide the much needed facilities in order to improve the quality of PTE in all the PTTCs.

Finally, in connection with the issue of policy formulation and implementation, the study established that the MOES&T does not have comprehensive policy guidelines except the outdated Sessional Paper No.6 of 1988 and the pronouncements and scattered circular papers on PTE. It is therefore critical that the government establishes a comprehensive policy touching on all aspects of PTE in Kenya. It is imperative that policy formulation should involve all stakeholders in order to avoid disconnection between policy formulation and implementation, as has hitherto been the case. The policy should also ensure that all levels and aspects of education are covered and well harmonized.

# **CHAPTER FIVE**

## **SUMMARY OF FINDINGS AND CONCLUSIONS**

### **Introduction**

The study identified challenges arising from government policies on PTE in Kenya. The research through action oriented experience established that there are certain challenging issues emanating from the government policy on PTE. These issues relate to calibre of trainees in terms of grades scored at K.C.S.E., PTE curriculum, teacher trainers' skills, financial resources and training facilities, primary teachers employment policy as well as policy formulation and implementation.

This chapter presents major findings of the study, answers to research questions, study recommendations, conclusion and areas suggested for further research.

### **Major findings of the study**

In line with the study objectives and research questions, the following were the main researchers observations:-

The study established that the calibre of primary teacher trainees in terms of grades scored at K.C.S.E. is not adequate. The study also identified that the current PTE curriculum is too broad and cannot be effectively covered within the two-year training period allocated. It was also established that to some extent, the current PTE curriculum is irrelevant, repetitive and poorly co-ordinated. The study also established that teaching practice is not as well organised as it should and the majority felt that the format of this programme need to be drastically

changed. In addition, it was found out that over 90% of the teacher trainers are trained to teach in secondary schools and perform through trial and error while being inducted on the job. Others who join the cadre of teacher trainers are lecturers and former headteachers who have failed to perform elsewhere.

The study confirmed that teacher training facilities in PTTCs have become dilapidated and obsolete due to lack of adequate funds. These include both teaching, boarding, recreational and transport facilities. The study also confirmed that the government has not reconciled issue of teacher supply and demand which has created a situation of unemployment of PTTC graduates who have been trained but cannot be employed, a figure which currently stands at about 60,000.

The study further established that the MOES&T does not have comprehensive policy guidelines on PTE except the Sessional Paper No.6 of 1988 based on Kamunge Report. The rest of the policy guidelines were scattered in several general circulars and pronouncements.

### **Answers to Research Questions**

It was established that the calibre of teacher trainees in terms of the grades scored at K.C.S.E. is not adequate and this has negatively affected the quality of PTE. It was also found out that the PTE curriculum was too broad and needs to be reviewed in respect to relevance and co-ordination. It was further established that the teacher trainers in PTTCs lacked appropriate skills to train primary school teachers because they were mainly trained to teach in secondary schools and not in PTTCs. This has inevitably negatively affected the quality of PTE in Kenya. It was also established that training facilities in PTTCs are both inadequate and dilapidated due to lack of adequate funds. There is need therefore to source the necessary funds to refurbish PTTC facilities. It was also noted that the

government has not reconciled issues of teacher supply and demand due to its inconsistent policy on teacher employment. This has demotivated teacher trainees and thus impacted negatively on PTE in Kenya. Finally it was also found out that the government does not have comprehensive policy guidelines on PTE. It is also apparent that policy formulation is not all inclusive and is largely a preserve of limited persons at the MOES&T headquarters. Most stakeholders who are largely involved in policy implementation are left out of the process of policy formulation which inevitably impacts negatively on PTE.

### **Study recommendations**

The study recommended that on the basis of the analysis of selected government policies on primary teacher education in Kenya that, in view of the opinion by 82.2% of the respondents that prospective teacher trainees are of either moderate in ability or worse. It is recommended that the calibre of teacher trainees should be reviewed upwards to a minimum mean grade of C+ with mandatory passes in core subjects including Mathematics, Science, Kiswahili and English. It was also recommended that in view of the opinion by 93.5% of the respondents that the current PTE curriculum is either moderate, poor or very poor in quality, it is recommended that the current PTE curriculum needs urgent overhaul in respect to its structure, content and scope. There is also need that it should be harmonised and be properly co-ordinated. Teaching practice as a key component of the curriculum should be reviewed in respect to its structure and format. It was also felt that considering that 44.7% of the respondents were of the opinion that teacher trainers' skills were either irrelevant, inadequate and that there is need for review, it is recommended that since teacher trainers skills are critical, it is imperative that the issue be reviewed. Deliberate effort should be made to produce teacher trainers who are specifically trained to cater for PTE unlike is the case at the moment.

Bearing in mind that 84.6% of the respondents were of the opinion that learning facilities in PTTCs are not adequate and are both dilapidated and obsolete. It is therefore recommended that the government should ensure that funds are made available to refurbish PTTCs with adequate teaching/learning resources particularly in respect to learning resource centres and transport. With respect to primary teacher employment policy, it is recommended that the government should come up with a clear policy which should address teacher supply and demand so that Kenya does not perpetuate the current trend where it continues to train teachers who cannot be deployed as is the case with the 60,000 unemployed trained teachers at the moment. While respondents expressed divergent views about matters relating to policy and other challenges facing PTE in Kenya, it is recommended that the government should develop a comprehensive policy on PTE unlike is the case at the moment. It is imperative that in doing this, all stakeholders should be involved in this process. The respondents have identified the following as the key challenges that face PTE in Kenya which the government should address in its policy formulation process. The challenges which currently impact negatively on PTE include: Management, corruption, governance, inadequate administrative skills and training staffing, HIV-AIDS pandemic, information and communication technology and financing.

### **Conclusion**

The study was based on the topic: Analysis of selected Government Policies on Primary Teacher Education in Kenya: Challenges and Prospects. The study was guided by six specific objectives and endeavoured to answer six related research questions. In line with these objectives and research questions, the study has established that teacher trainees calibre in terms of grades scored at K.C.S.E. are below expectation both in regard to the mean score and in specific subjects



studied by the trainees. It is therefore necessary to ensure that those admitted to PTTCs score higher grades to enable them to have higher academic competence which will enhance quality of PTE in Kenya. This will also provide a solid basis of career progression to diploma and higher academic and professional endeavours.

In regard to PTE curriculum the study has established that the curriculum offered currently in PTTCs is too broad and cannot therefore be effectively implemented within the two – year teacher training programme and needs to be reviewed as a matter of urgency. Teaching practice which is a key component of PTE curriculum also needs to be reviewed with regard to its current format and general organisation. The whole structure and content of PTE should in fact be overhauled.

In regard to teacher trainers skills, the study has established that those deployed to train teacher trainees in PTTCs in Kenya are not trained specifically for PTTCs but are mainly trained for secondary schools and therefore lack the required skills to train primary school teachers. This is the most serious draw back that needs to be urgently addressed if the quality of PTE is to be upgraded. It is imperative that teacher trainers should be trained specifically for PTTCs in line with B.Ed and M.Ed. degrees (Primary) option.

In regard to teaching/learning resources and financing of PTE, the study has established that both these resources are totally inadequate and have seriously affected the quality of PTE and it is the view of this study that the government should source funds and provide the same to PTTCs in order to refurbish teaching/learning facilities in these institutions in order to upgrade the quality of PTE in Kenya.

The study has further established that the government primary teacher employment policy has been a demotivating factor since the government no longer guarantees employment for the teachers who graduate from PTTCs since 1998. The figure of employed teachers currently stand at approximately 60,000. The study has established that the government needs to harmonize teacher supply and demand in order to avoid the prevalent frustration and apparent wastage of meagre resources.

Finally, the study has established that the government lacks comprehensive policy on PTE and therefore, this has adversely affected the quality of PTE in Kenya. The existing policy on PTE based on the Sessional Paper No.6 of 1988 is obsolete in regard to cost sharing and other provisions and needs to be reviewed as a matter of urgency. It is also proposed that policy formulation in regard to PTE and on education in general should involve all stakeholders. It is imperative that all the variables that impact on PTE should be addressed to bring about improvements.

### **Recommendations for further studies**

Research has always been regarded as a major component of the MOES&T and its affiliates including TSC, KIE and the KNEC all of whom have research divisions. Research is therefore a major instrument for ensuring sustainable development in any policy formulation, implementation and management. In view of the findings of this study, there is need for further study in the following areas:-

1. The effect of grades scored at K.C.S.E. by primary school teachers in the performance of K.C.P.E.

2. The relationship between the grades scored by teacher trainees at K.C.S.E. and their performance during PTE examinations.
3. Challenges facing primary teacher employment policy: A case study of the T.S.C.
4. Factors affecting motivation level of primary teachers in Kenya
5. Factors affecting motivation and performance level of primary teacher trainers.
6. Effect of KNUT activism on primary teachers performance.

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**APPENDIX A**  
**LETTER TO THE RESPONDENTS**

P.O. BOX 2797  
10140 KIMATHI WAY  
NYERI

\_\_\_\_\_ 2004

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.....  
.....

Dear Respondent,

**RE: REQUEST FOR ASSISTANCE IN FILLING THE ATTACHED  
QUESTIONNAIRE.**

This is to inform you that I am a student at the University of Nairobi pursuing the Degree of Master of Education in Educational Administration and Planning. As part of the course requirement, I am expected to submit a research project on the topic of my choice. As such, I am carrying out research on a topic, “ An Analysis of Selected Government Policies on Primary Teacher Education in Kenya: Challenges and Prospects.”

The purpose of this letter is to kindly request you to give a response to the attached questionnaire. Your contribution towards this noble academic exercise will be highly appreciated. I further wish to reassure your esteemed self/selves that any information supplied will be treated confidentially and with integrity and will be used for the purpose of this research study only.

Your favourable response at your earliest convenience is eagerly awaited.

Yours faithfully,

MICHAEL G. KANORE.

## APPENDIX B

### QUESTIONNAIRE

This research project is on the topic, “ An Analysis of Selected Government Policies on Primary Teacher Education in Kenya: challenges and Prospects.” Please, kindly complete this questionnaire as accurately as possible. It is important that you respond to every item. Your responses will be treated confidentially and will be used for the purpose of making recommendations in respect to Primary teacher education.

#### Part I: Personal Information

1. Kindly indicate your gender:

Male

Female

2. Marital Status

A) Married

B) Single

C) Divorced

D) Widowed

E)Other

Specify

3. What is your age bracket amongst the following indicated options?

It is between

A) 10 – 20

B) 21 – 30

C) 31-40

D) 41 – 50

E) 51 and above

4. Kindly state your Occupation / Designation:

A) Senior Official MOES &T

Specify \_\_\_\_\_

B) Senior Official TSC

Specify \_\_\_\_\_

C) Senior Official KNUT

Specify \_\_\_\_\_

D) Principal/Deputy Principal

Specify \_\_\_\_\_

E) Teacher Trainer

Specify \_\_\_\_\_

F) Teacher Trainee

Specify \_\_\_\_\_

G) Other

Specify \_\_\_\_\_

5. Kindly state your highest level of educational qualification.

A) Primary

B) Secondary

C) Certificate training

D) Diploma

E) 1<sup>st</sup> Degree

F) Postgraduate

G) Other

Specify \_\_\_\_\_

**PART II**

1. Does the government have a guideline on the calibre of prospective teacher trainees?

A) Yes

B) No

If yes, what is the entry qualification? \_\_\_\_\_

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2. What is your opinion about the current guideline on the calibre of prospective primary teacher trainees?

A) Very good

B) Good

C) Fair

D) Poor

E) Very poor

3. Kindly give out your comment(s) on the calibre of primary teacher trainees:-

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4. What is your opinion about the current PTE curriculum?

- A) Very good       B) Good       C) Fair   
D) Poor       E) Very poor

5. Kindly tick what attribute or attributes best describes the current status of primary teacher education curriculum.

- A) Too broad       B) Irrelevant   
C) Repetitive       D) poorly coordinated   
E) Ideal

6. Kindly give your opinion and suggestions on the current primary teacher education curriculum:-

Opinion:

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Suggestions for its improvements:-

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7. Kindly give your comments on primary teacher trainers' skills

A) Relevant	<input type="checkbox"/>	B) Irrelevant	<input type="checkbox"/>
C) Adequate	<input type="checkbox"/>	D) Needs to be reviewed	<input type="checkbox"/>
E) Inadequate	<input type="checkbox"/>		

8. What would be your comments and suggestions in relation to primary teacher trainers' skills?

Comment(s)

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Suggestion(s)

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9. In your opinion, are the teaching and learning resources available in PTTCs adequate?

A) Yes

B) No

Please, give a reason(s) for your answer.

Reasons:-

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10. In your opinion, what would you regard to be the resources that are either missing and/or inadequate in PTTCs? Please, list

Missing resources

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Inadequate resources

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11. What suggestions would you make towards the improvement of facilities in the Primary Teacher Education, sub-sector and in the PTTCs in particular? Suggestions:-

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12. Are there management challenges facing Primary Teacher Education in Kenya?

A) Yes  B) No

13. Amongst the following factors, kindly tick the ones you regard as management challenges facing PTE.

- |  |                          |
|--|--------------------------|
| A) Corruption                                | <input type="checkbox"/> |
| B) Governance                                | <input type="checkbox"/> |
| C) Inadequate administration skills          | <input type="checkbox"/> |
| D) Lack of administrative training           | <input type="checkbox"/> |
| E) Inadequate staffing                       | <input type="checkbox"/> |
| F) HIV/AIDS pandemic                         | <input type="checkbox"/> |
| G) Information and communications technology | <input type="checkbox"/> |
| H) Financial resources                       | <input type="checkbox"/> |
| I) Government policy                         | <input type="checkbox"/> |

Indicate any other management challenge(s).

These are:

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14. What is your opinion on teaching practice organisation in PTTCS?

A) Very good

B) Good

C) Fair

D) Poor

E) Very poor

15. Give your suggestions for the improvement of teaching practice

Suggestions:

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16. Is there need to change the current format of teaching practice?

A) Yes

B) No

Kindly give reasons for your answer

Reasons:-

17. In your opinion, does the government have a comprehensive policy on education?

A) Yes

B) No

18. Are there policy guidelines on Primary Teacher Education in Kenya?

A) Yes  B) No

19. What are the government policy guidelines in relation to the following issues:-

a) Calibre of prospective primary teacher trainees?

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b) PTE Curriculum?

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c) Primary teacher trainers' calibre?

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d) Primary teacher training facilities and resources?

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e) Primary teacher employment?

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f) Teaching practice?

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g) Management and administration of PTTCs?

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h) Information and communications technology?

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20. In your opinion, how is managing change a challenge in PTE in Kenya.

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21. What would you regard as the change challenges facing PTE in Kenya?

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22. Kindly give your comments and suggestions on PTE policy in Kenya.

Comments:

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23. Suggestions for improvement of PTE in Kenya:-

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**APPENDIX C**  
**REQUEST FOR INTERVIEW**

P.O. BOX 2797  
10140 KIMATHI WAY  
NYERI

\_\_\_\_\_2004

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**RE: REQUEST FOR INTERVIEW**

This is to inform you that I am a student at the University of Nairobi pursuing the Degree of Master of Education in Educational Administration and Planning. As part of the course requirement, I am expected to submit a research project on a topic of my choice. As such, I am carrying out research on a topic, " An Analysis of Selected Government Policies on Primary Teacher Education in Kenya: Challenges and Prospects."

The purpose of this letter is to kindly request you for an interview to enable me to gather information in connection with the above topic. Your kind acceptance to my humble request will be highly appreciated. I further wish to reassure you that any information supplied will be treated confidentially and with integrity and will be used for the purpose of this research study only.

Your acceptance and favourable response at your earliest convenience is early awaited.

Yours faithfully

MICHAEL G. KANORE

**APPENDIX D**

**INTERVIEW SCHEDULE AND FOCUSED GROUP  
DISCUSSION QUESTIONS**

The research project was on the topic: Analysis of selected Government policies on Primary Teacher Education in Kenya. Challenges and Prospects.

1. What is the Government Policy on Teacher Education in Kenya?
2. How is the Policy formulated and what mechanisms are in place to ensure and monitor policy implementation?
3. What specific areas or sectors does the policy on Teacher Education address?
4. Are there any teacher Education policy guidelines available in writing in respect to the various sectors?
5. In regard to Primary Teacher Education in the 21 Government and 8 Private Teacher Training Colleges.
  - a) What is the current establishment in respect to trainers and trainees in each college?
  - b) When was each college established and under whose Sponsorship?
  - c) What does the Primary Teacher Education Policy specifically state in regard to the following critical areas?
    - (i) Calibre of Primary Teacher Trainees.
    - (ii) Primary Teacher Education curriculum in regard to the content including subjects taught, teaching practice, continuous assessment and co-curricular activities.

- (iii) Information and communications technology
  - (iv) Calibre of the Primary Teacher Trainers.
  - (v) Financing of Primary Teacher Education and Provision of Teacher Training Resources.
  - (vi) Employment policy on Primary Teacher Training graduates.
  - (vii) Governance and charge management in Primary Teacher Education.
6. What are the provisions of the proposed Education Bill on admissions into middle level colleges with special reference to Primary Teacher Training Colleges?
7. What are the proposed future trends in Primary Teacher Education?



**APPENDIX E**  
**LETTER TO FOCUSED GROUP DISCUSSION**  
**PARTICIPANTS**

P.O. BOX 2797  
10140 KIMATHI WAY  
NYERI  
\_\_\_\_\_2004

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**RE: REQUEST FOR A FOCUSED GROUP DISCUSSION**

This is to inform you that I am a student at the University of Nairobi pursuing the Degree of Master of Education in Education Administration and Planning. As part of the course requirement I am expected to submit a research project on a topic of my choice. As such, I am carrying out research on a topic, " An Analysis of selected Government Policies on Primary Teacher Education In Kenya: Challenges and Prospects."

The purpose of this letter is to kindly request you to avail your esteemed self for an interview at a venue to be mutually agreed upon to enable me to gather information in connection with the above topic. Your kind acceptance to my humble request will be highly appreciated. I further wish to reassure you that any information supplied will be treated confidentiality and with integrity and will be used for the purpose of this research study only.

Your acceptance and favourable response at your earliest convenience is eagerly awaited.

Yours faithfully,

MICHAEL G. KANORE.

**APPENDIX F**  
**PRIMARY TEACHERS COLLEGE STUDENTS'**  
**ENROLMENT (SEPTEMBER 2003)**

NO.	COLLEGE	1 <sup>ST</sup> YEARS			2 <sup>ND</sup> YEARS			
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	GRAND TOTAL
1.	ASUMBI	226	223	449	111	139	250	699
2.	BARINGO	85	108	193	151	113	264	457
3.	BONDO	170	164	334	190	189	379	713
4.	EGOJI	271	258	529	280	253	533	1062
5.	EREGI	271	248	519	255	252	507	1026
6.	GARISSA	118	129	247	110	65	175	422
7.	HIGHRIDGE	60	169	229	102	143	245	474
8.	KAIMOSI	278	237	515	262	235	497	1012
9.	KAMWENJA	267	205	472	219	192	411	883
10.	KERICHO	293	276	569	202	210	412	981
11.	KIGARI	273	371	644	189	296	485	1129
12.	KILIMAMBOGO	220	226	446	215	230	445	891
13.	MACHAKOS	262	154	416	202	240	442	858
14.	MERU	163	272	435	167	336	503	938
15.	MIGORI	200	200	400	194	199	393	793
16.	MOSORIO T	266	168	434	253	247	500	934
17.	MURANGA	211	205	416	149	151	300	716
18.	NAROK	153	113	266	207	279	486	752
19.	SHANZU	194	152	346	179	181	360	706
20.	TAMBACH	139	193	332	176	205	381	713
21.	THOGOTO	196	139	335	150	150	300	635
	<b>TOTAL</b>	<b>4316</b>	<b>4210</b>	<b>8526</b>	<b>3963</b>	<b>4305</b>	<b>8268</b>	<b>16794</b>

*Source: MOES & T Statistics (2003)*

**APPENDIX G**  
**PRIMARY TEACHERS COLLEGES STUDENTS' SUBSIDIES**  
**(2002/2003 APPROVED FEES)**

SNO.	VOTE HEAD	1 <sup>st</sup> TERM Kshs.	2 <sup>nd</sup> TERM Kshs.	3 <sup>rd</sup> TERM KSHS.	TOTAL
1.	Boarding	6,000.00	3,000.00	-	9,000.00
2.	Teaching Equipment	800.00	-	-	800.00
3.	Local Transport and Travelling	600.00	600.00	-	1,200.00
4.	Medical	600.00	-	-	600.00
5.	Activity	800.00	-	-	800.00
6.	Repairs improvement and maintenance.	400.00	400.00	-	800.00
7.	Motor Vehicle Repairs	600.00	400.00	-	1,000.00
8.	Gratuity	500.00	-	-	500.00
9.	Vehicle Replacement	300.00	300.00	-	600.00
10.	Contingencies	500.00	-	-	500.00
11.	Teaching Practice	600.00	-	-	600.00
12.	Electricity, water and Conservancy	1,000.00	700.00	-	1,700.00
13.	Student Council	200.00	-	-	200.00
14.	Personal Emoluments Subsidy	400.00	-	-	400.00
	<b>Total</b>	<b>13,300.00</b>	<b>5,400.00</b>	<b>-</b>	<b>18,700.00</b>

*Source: MOES&T Statistics - 2002*

**APPENDIX H**  
**PRIMARY TEACHER EDUCATION STATISTICS IN PUBLIC**  
**AND**  
**PRIVATE INSTITUTIONS**

S/NO.	DETAILS	PUBLIC INSTITUTIONS	PRIVATE INSTITUTIONS	TOTAL
1.	No. of primary Teachers Training Colleges	21	8	29
2.	No. of Primary schools in Kenya	17,801	1,441	19,242
3.	No. of Trained Primary School Teachers in Kenya	177,301	11,528	188,829
4.	No. of untrained Primary School Teachers	2,245	-	2,245
5.	No. of Primary School Teachers trained annually	15,730	1,920	17,650

*Source: TSC Statistics - 2003*

**APPENDIX I**  
**PUBLIC PRIMARY SCHOOL TEACHERS' GRADES AND**  
**QUALIFICATIONS**

No.	GRADE	TOTAL		QUALIFICATIONS	TOTAL
1.	Graduate	265	1	Degree	176
2.	ATS I, II,III,IV	15,851	2	Diploma Ed	1,173
3.	S1/Diploma	3,024	3	Tech Cert	1,045
4.	P1	128,687	4	A-level	16,762
5.	P2	23,702	5	O-Level	143,689
6.	P3	3,864	6	KJSE	9,761
7.	UT/Graduate	186	7	CPE/KCPE	4,330
8.	UT/KJSE	498		TOTAL	177,301
	<b>TOTAL</b>	<b>177,301</b>			

**Number of Public Primary Schools**

**17,594**

*Source: TSC Statistics - 2003*

APPENDIX J  
RESEARCH AUTHORISATION.  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Programs: "EDUCATION", Nairobi  
Phone: Nairobi 334411  
In replying please quote

No. MOEST/P.13/001/34C 232/2  
and date



JOGOO HOUSE "B"  
HARAMBEE AVENUE  
P.O. Box 30040-00100  
NAIROBI

.....26<sup>th</sup> July, 2004.....

Michael Gachignu Kanore  
University of Nairobi  
P.O. 30197  
NAIROBI

Dear Sir

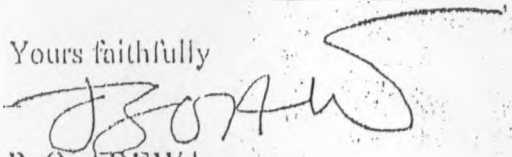
RE: RESEARCH AUTHORISATION

Please Refer to your application for authority to conduct research on "Analysis of selected Government Policies on Primary Teacher Education in Kenya; Challenges and Prospects". This is to inform you that you have been authorized to conduct research in all The Primary Teachers Colleges Countrywide for a period ending 30<sup>th</sup> October, 2004.

You are advised to report to all the Principals of the respective Colleges before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report to this Office.

Yours faithfully

  
B. O. ADEWA  
FOR: PERMANENT SECRETARY

Cc  
All the Principals  
Teachers Training Colleges