

**QUALITY OF TEACHER TRAINING IN CONCURRENT PROGRAM IN
PRIMARY TEACHER COLLEGES, HOMA-BAY COUNTY, KENYA**

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the Award of the Degree of Master of Education in Curriculum Studies**

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DECLARATION

This research project is my original work and has not been presented for a degree or diploma award in any other university or institution of higher learning.

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This research project has been presented for examination with our approval as university supervisors.

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DEDICATION

This research work is dedicated to my family, my wife Linter, my two children Eugene and Jimmy for their love, support, encouragement and understanding.

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ABSTRACT

The purpose of the study was to assess the extent to which the quality training characters are achieved in the concurrent program at the teachers training colleges in Homa-bay County. The objectives of the study were; to establish the extent to which the level of competency of teacher trainers influences quality training in primary teachers colleges in Homa bay county, to establish the extent to which the period of training influences quality training in the concurrent primary teacher education programme, to establish how teacher trainee academic qualifications influence quality training in primary teachers colleges in Homa bay county and to establish ways in which teaching learning resources influence quality teacher training in teachers training colleges in Homa bay county. This study was based on the Malcon Knowles (1968) theory of Andragogy of adult learning which postulates that adult learning is self- directed and are expected to take responsibility for their decision. The study used descriptive survey design and the instruments for data collection where questionnaire and documents analysis (PTE (result for the last two years). Purpose and simple random sampling techniques were used to select study sample. The target population was 941 respondents drawn from the three colleges in Homa-bay County. Purposive sampling was used to select the teacher trainers and simple random sampling was employed to select 258 trainees which was 30% of the target population. Validity and reliability of the research instruments were pre- tested through a pilot study in Asumbi TTC. Data collected was analyzed and presented using both qualitative and quantitative procedures. Tables and bar graphs was then generated. The study found out that teacher trainees in TTC's in Homa-bay county were competent in subject matter even through the majority had trained to teach in secondary schools hence require training in methodology in primary teaching to enhance their pedagogical knowledge. The training period was found to be inadequate owing to the wide syllabus and hectic teaching practice. On student's academic qualification, the study found that majority of students admitted scored average grade. Teaching learning resources were inadequate for use in training, obsolete and the few available ones are inaccessible. The study therefore recommends that tutors to advance in education with more emphasis on methodology, increase duration of training period, P₁ certificate course to be upgraded to diploma in education to make teacher training attract trainees with good academic grades and the government should provide learning resources to facilitate effective training of the teacher trainees.

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LIST OF ABBREVIATION AND ACRONYMS

TE	Teacher Education
QA	Quality Assurance
MOE	Ministry of Education
EFA	Education for all
UNESCO	United Nations Education Scientific and Cultural Organization
TIQET	Totally Integrated Quality Education and Training
SAQA	South Africa Qualification Authority
PTTC	Primary Teachers Training Colleges
UNESCO	United Nations Education, Science and Cultural Organization
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
PGDE	Post Graduate Diploma in Education
LRC	learning resources centres
ICT	Information, Communication and Technology
QTE	Qualified Teachers Education
PTE	Primary Teacher Examination

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Teachers play a vital role in development of learner's capacity in becoming responsible citizens. Improving quality and maintenance of standards has been a major concern to most education system in different countries of the world as a process that enables individuals to value, have access to and succeed in life (UNESCO, 2007). The process of improving quality and maintaining of standards aim at bringing improvement by gathering information for value judgment in education process (UNESCO 2007).

Quality training is concerned with the transfer of skills, knowledge, behaviour and attitude in order to have competent employees (Nafuko, 2002). Quality is a measure of excellence or state of being free from defeats, deficiencies and significant variations. Quality training therefore refers to the policies and procedures designed to equip prospective teachers with knowledge. The fact that there have been reports that some teachers are incompetent in some skills leaves a lot to be desired about the colleges where they are trained (Groenwegan, 2008). Buchberger (2000) considers several indicators to quality education as important in improving the quality of teacher training programme. Some of the indicators are effective curriculum delivery, suitable resource and facilitation, qualified and adequate staff and effective assessment and evaluation.

The search for a qualitative program geared towards attaining quality in education and training have majorly targeted teachers. Godwin (2003) proclaimed that, in adequately equipped teachers cannot implement sound education programmes translating into low level of performance and poor academic attainment among students. Education for All (2005) affirms that quality education set out desirable characteristics of the learners (healthy, motivated students, process (component teacher using active pedagogies), content (relevant curricula) and system (good governance and equitable resource allocation).

This therefore, allows for the understanding of quality education and training as a complex system embedded in a political, cultural and economic system that embrace change through data generation, use and self-assessment (Glasser, 1999). Glasser expresses that continuous assessment and improvement can focus on the dimension of the system quality, learners, environment, content, process and outcome.

Globally countries have put effort to improve quality of TE. In Finland, teachers are respected and have much autonomy to improve their own skills and shape efficient skills. Teacher training is run by university for a 5 year programme which is research based and highly supervised during training, the students choose their own teaching methods and materials making them expert in their own work (Smithsonian.com). Teacher education is based on trust and co-operation, evaluation do not control teacher but for development. In Switzerland basic

teacher training programme for primary level require a high schools degree that end with a bachelor degree. A full time course of studies takes three years including teaching practice, Taylor (2009).

In Thailand operation of quality of teachers was embraced in law, detailing both internal and external quality control (UNESCO, 2007). This law has since led to the establishment of a separate unique QA system for teacher training seeking to enhance the profession. South Africa on the other hand has a progression QA system guided by the principle of outcome based and learner centred education (UNESCO, 2007).

Teacher education in Kenya in both public and private colleges has been a concurrent programme. This is a programme, which simultaneously provides academic and professional studies (Shiundu & Omulando, 1992). In primary teacher colleges, students remain in college where they receive regular instruction for two years.

The Kenya Vision 2030, which is the nation's blue print for development 2008 to 2030, recognizes education and training within the social pillar alongside economic and political pillars that are cornerstone expected to transform Kenya into a newly industrialized middle income country providing a high quality life to its citizens by 2030 (Republic of Kenya, 2007). The education goals of 2030 vision are to provide globally competitive quality education training and research

for development by increasing access to education, improving the transition rate from primary to secondary, and raising quality of relevance institutions.

Working as an expert requires the acquisition of knowledge and practical abilities to work in complex situation, be self-confidence and to carry out duties in demanding unique situation in a way that the customers, stakeholders and colleagues trust them (Isopakhala, 2004). They need research based and informed knowledge open to acquiring and assessing, local evidence Scardamali (2003) a period of 2 years training is in efficient.

Since independence, there have been commission and strategic plan and policies on education with specific highlights on quality education. They include Ominde Commission of 1964, which observed that the provision of well-educated, competent, respected and centred teaching force is by far the most important contribution the government can make to schools in Kenya. The Gachadhi Report of 1976 pointed that there was need to improve quality of teachers by giving priority to mathematics, sciences, agriculture and languages. The Kamunge Report of 1988 recommended that students for pre-service primary teacher training programme be recruited from candidate who choose teaching career. The Master Plan on Education and Training (MPET) of 1998 emphasized that there is a need to improve quality by putting in place appropriate mechanism for selection into college (MOEST, 2005).

A number of studies have attributed quality training in teacher training colleges to effective classroom management, poor planning, changes in social behaviour and

technological advancement, in effective approaches of college administration in handling of issues of teacher trainees. Marzano (2006), Carolyn (2006) and Kipkurui (2012). Most research have also addressed different levels of learning, methods of teaching, staff motivation and teaching learning resources in primary schools, little has been done in TTCs.

According to MOE (2011), for Kenya to realize a globally competitive system, well-qualified teachers are required in classrooms at all levels through uplifting standards of training teachers. With this overview of teacher education and training, this study will assess quality of teacher training in primary teachers colleges in Homa-bay County.

1.2 Statement of the problem

Teacher training is an integral part of quality education in a country. A teacher's effectiveness and competencies to a certain extent depend on the quality of training undertaken. The provision of education and training to all Kenyans is fundamental to government overall development strategy (MOEST, 2004).

With the introduction of Free Primary Education (FPE) in Kenya in 2003, quality teacher training is very necessary for effective teaching, performance of roles and duties as there have been an influx of learners of different social, economic and political backgrounds and age, contributing to serious shortage of teacher, congestion in classes and overuse of available facilities (UNESCO, 2005). The quantitative expansion in education has generated in regards to quality of

education to adopt to a rapidly developing environment which is a serious problem (UNESCO, 2005).

According to Uwezo Report (iq4news.com) 50% of standard eight pupils in primary schools cannot read and write. This means that annually, majority of students joining high school from primary schools are illiterate. The report further states that nationally, only three out of ten children in class three can do class two work. The researcher therefore holds a view that Homa-bay County as one of the counties in Kenya contributes to this percentage of illiteracy.

According to MOE (2011) for Kenya to realise a globally competitive system, well qualified and competent teachers are required in classrooms at all levels through uplifting standards of training teachers. The Uwezo Report (iq4news.com) attribute the high illiteracy level on poverty, teenage pregnancies by education stakeholders, laxity and government poor policies, little information is known about how teacher training program influences the quality of the teachers who directly influence learning in schools. This study therefore intends to fill this gap by assessing quality of education/training in concurrent program at Asumbi, Rachuonyo and Nyabola teachers colleges in Homa Bay County with an aim of providing a working rational solution for sustainable quality teacher training.

1.3 Purpose of the study

The purpose of the study was to assess the extent to which quality training characteristics are achieved in the concurrent programme at the teachers training colleges in Homa bay county.

1.4 Objectives of the study

The objectives of the study were;

- (i) To establish the extent to which the level of competency of teacher trainers influences quality training in primary teachers colleges in Homa bay county.
- (ii) To establish the extent to which the period of training influences quality training in the concurrent primary teacher education programme.
- (iii) To establish how teacher trainee academic qualification influences quality training in primary teacher colleges in Homa bay county.
- (iv) To establish ways in which teaching learning resources influence quality teacher training in primary teachers colleges in Homa bay county.

1.5 Research questions

The research questions of the study were:

- i. To what extent does the level of competency of teacher trainers' influences quality training in primary teachers colleges in Homa bay county?
- ii. To what extent is the period of training in the concurrent teacher education programme influences quality training in teachers colleges?

- iii. How does teacher trainee academic qualifications influence quality training in primary teachers colleges in Homa bay county?
- iv. What ways does teaching learning resources influence quality teacher training in primary teachers colleges in Homa bay county?

1.6 Significance of the study

The country's primary education is the bedrock upon which all future learning depended on. The finding of this study was of academic/scholarly significant that could be used in educational research, teacher training, curriculum development and evaluation. It was hoped that the findings would give recommendation that might be used to ensure adequate preparation of the primary teachers to acquire adequate content and pedagogical skills to ensure efficiency and quality in teaching and learning in primary schools. The findings might also be used as update Kenya's TTC curriculum, further it would shed light on the traditional concurrent programme in TTC and suggest ways forward. Finally, it was hoped that the findings of the study would stimulate interest and further research in the area for educators with a view to improve the quality of teacher education.

1.7 Limitations of the study

The study was conducted in primary teacher colleges due to limited resources and distance involved. There was only one public teacher college in the county Asumbi TTC and two private TTC, Rachuonyo TTC and Nyabola TTC. Time allocated for the study was limited due to interruption by other activities. A search

for literature from libraries and from internet on concurrent teacher programme was limited as there are few studies/research done on the topic. In addition, the researcher was not be able to control the attitude of the respondents. This was because the respondent at times would give socially acceptable answers in order to avoid offending the researcher (Mulusa, 1990). This resulted to the responses that might be law in validity and reliability. However, the tools were exhaustively used to ensure the items address the objectives of the study.

1.8 Delimitations of the study

The study was delimited to primary teacher colleges drawn from public and private institutions in Homa-bay County, which include Asumbi, Rachuonyo and Nyabola TTC and precludes ECD colleges and universities as they have their own programmes. Although the study was conducted in only three teacher colleges and one county, the result obtained may be generalized with caution because there was every reason to believe that the trend was the same since TTC operate under a unified curriculum and select students from a pool. Respondents of the study include; principals, tutors and trainers and precluded pupils from schools nearby and the trainees parents. The study sought to investigate matters related to quality of the concurrent programme therefore challenges that result from administrative situation was not be considered.

1.9 Basic assumption of the study

The following assumptions guided the study:

- (i) The socio- cultural and political factors do not influence acquisition of pedagogical skills and subject matter.
- (ii) Quality education indicators are acceptable measure of the effectiveness of the quality primary teacher education programme in Kenya.
- (iii)The respondents will be honest and competent enough in responding to the items in the questionnaires.

1.10 Definitions of significant terms

Concurrent training programme - refers to teacher-training programme which offer personal/teaching subject knowledge simultaneously with professional courses

Curriculum – refers to what is learned and what is taught any learning institution

Initial teacher education- refers to training a potential teacher receives in order to qualify as a trained teacher

Pedagogical skills – refers to the ability or expertise used by teachers as their methods of teaching. This may include practically explaining theory to students or being able to apply the subject in real life for easy understanding

Professional studies- refers to academic programmes, which are interdisciplinary in focus. Student is trained to ensure expected standards and adequate service delivery in the practice.

Quality teacher education –refers to transfer of skills, knowledge, behaviour and attitudes in order have competent teachers.

Teacher training – refer to all knowledge, skills, attitude and experience learnt by teachers during and after formal learning

1.11 Organization of the study

The study is organized into five chapters. Chapter one consists of background of the study, statement of the problem, purpose of the study, objective of the study, limitations, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. The second chapter consists of literature review under four main subheadings; background of teacher education, concept of quality training, theoretical frame work and a conceptual framework of the study is presented. The third chapter consists of research methodology of the study, this includes identification of the research design that was used, target population, sample and sampling procedure, research instrument, validity of the instrument, reliability of the instrument, data collection and data analysis techniques.

The fourth chapter presents data analysis, presentation and interpretation of research findings while chapter five comprises of a summary of the findings, conclusions, recommendations and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with literature review under the following subheadings; background of teacher education, the concept of quality training, competency of teacher trainers, period of training, trainee academic qualification, teaching learning resource factor, a theoretical framework and a conceptual framework.

2.2 Background of teacher education

Education is a lifelong process, which can be either formal or non-formal. Therefore, it is a branch of study that deals with the principle and practices of teaching and learning. (Shiundu & Omulando, 1992). Teachers are taught various subjects areas to equip them with subject knowledge they will need to impact on learners, it also involves preparation of professional skills. Teacher education is an important component of education. Through it schoolteacher who are considered mentors of the society are prepared (Loughran, 2006).

In many countries of the world, Kenya included teacher education is provided at a variety of education institution. The approaches are also varied under different programmes, which include pre-service Vs in-services, concurrent Vs consecutive and competency-based programme Loughran (2006).

The Jomtien declaration in 1990 and the Dakar framework for action in 2000 underscored the significance of quality education as a prime determinant of

whether Education for All (EFA) is achieved. The second and sixth goals of the Dakar framework specifically commit nations to provide quality education. These goals can be achieved with quality teaching force determined by effective training programme. The quality of learning is and must be at the heart of Education for All (UNESCO, 2001).

According to American society for training and development (2011). In Germany, teaching seminaries educating teachers were the first formal teacher training. By 19th century the late 19th century Germany's teacher education and training influenced David Stowes founding the Glasgow normal seminary for teachers. In Sweden history of education and technology, Pestalozzi furthers formal teacher training colleges (Fundishan, 2007).

In Britain, the churches and voluntary organization established the teacher training colleges and teaching in the colonials. In the British Commonwealth professionalism in teacher education and training was emphasized more than academic qualification (American Society for Training and development, 2011). Kenya's training is more closely linked to her British colonial master. The history of training school teacher in Kenya dates back to the early 1920s when teachers were trained on the job. Teacher training colleges were managed by the religious organization. Later in 1935, these teachers training institutions were later taken over by the government (MOEST, 2004).

From 1935, plans were made by missionaries to establish teacher training centres separate from primary and secondary schools. These teachers training institutions were later taken over by the government (MOEST, 2004). The missionaries were allowed to retain the sponsorship of the institutions founded. During colonial era training colleges were segmented on racial lines and managed by different churches and independent bodies. However after independence through recommendation by the Ominde commission of 1964 the training of teacher were brought under unitary system (Rono, 2000).

2.3 The concept of quality training

Training involves providing range of planned activities that enables employee to develop skills, attitudes and knowledge required by the organization and the work required. It is a systematized tailor made programme to suit needs of particular organization for developing certain attitude, skills and abilities in employees irrespective of their functional level (Bhattachayya, 2002).

Training and development are closely linked in that; development is unfolding process that enables top progress from present state of understanding to future state of knowledge and competencies. It is a learning process of any kind whereby individuals and group acquires enhanced knowledge, skills, values and behaviour. This observation is fundamental in that both the tutors and trainees there after need to progressively develop professionally in order to satisfy societal and global education frequent changing needs.

The PTE syllabus has undergone improvement since it was introduced in 1986 and revised in 1964 by the Third Teacher Education conference in 1994 and the conference of the Kenyan teachers Training College principal Association in the year 2000. After the revision of the primary school education syllabus in 2002 there was disharmony with the PTE syllabus and the two has to be harmonized. This led to the revision of the PTE syllabus in 2004. The issues addressed was to make the teacher education curriculum manageable and evaluate it by removing overloads and overlaps order to make the curriculum more responsive to the needs of the society (MOE, 2009).

Teacher education is an important competent of education as it influences all aspects of education hence its quality cannot be compromised (Kafu, 2011).The national assessment and accreditation council Bangalore (2007), identified quality indicators for teacher education as an effective measure to determine quality training/education. It is therefore important for teacher training in Kenya to reflect this indicators to ensure its quality.

2.4 Competency of teacher trainers

According to MOE (2011), teachers are highly educated. However, they often have little knowledge and experience of the professional area of primary education or the reality of primary teaching. Most tutors have a bachelor of Education (B.ED) and were initially trained as secondary school teachers with a specialty in a particular subject area. In either case they often have little

knowledge and skills of primary education. This ultimately translates into poor training of trainees.

Continuous professional development of tutors has not been formally undertaken. Although tutors have already trained basically and may have some experience as a result of accidental and unwilling compulsory on job training, they should be dynamic (MOE, 2009) The main focus of teacher education continues while on pre-service training, in-service updating and renewal of knowledge, skills and capabilities is now widely acknowledged as a high priority (MOE, 2009).

The International day for teachers is celebrated world over every 5th October. This ought to one of days set aside for rewarding teachers with highest achievement in various fields including academic technology and research. Unfortunately, this has not happened to our local teachers (UNESCO, 1997). In this regard, the day could provide a forum for among issues to address quality teacher training. This is in line with master plan of 1998 on education and training observation that a relevantly qualified and highly motivated teaching force is prerequisite for promotion of high achievement among learners. (MOEST 1998).

According to UNESCO (2007), teachers' earning provides an incentive mechanism which can influence both the quality and motivation of teachers. If teachers' real average earning had kept pace with other professional groups over period, the productivity impact of their earnings growth would likely have been small. In Kenya teachers employed by the Teachers Service Commission earn

relatively low wages than counterparts in other professions thus lowering their morale which translate into low quality training.

Trainers should employ productive practices such as teamwork and initiate enabling working environment. Teamwork may also facilitate sharing of knowledge UNESCO (1999). However, this has not been the case, it needs to be facilitated and encouraged by stakeholders particularly by the MOE. Continuous professional development of tutors has not been formally undertaken. Although tutors have already trained basically and may have some experience as a result of accidental and unwilling compulsory on job training, they should be dynamic MOE (2009).

According to Nafukho (2002) the quality of instruction is one of the most important determinants of the level of learning achievements. Quality teacher training impact on the quality of teaching and learning institutions. This involves transfer of skills, knowledge, behaviour and attitudes in order to be competent employees, hence training is a must. Fullan (1991) states that the teacher as an advocate for change can become skilled at integrating the change and the change process, he or she can become one of the most powerful forces of change. Thus the role of the trainer in curriculum delivery and professional development is very important which encompasses their training.

2.5 Period of training program

Primary teacher training colleges both public managed by the government and private ones operate under a unified curriculum. Both male and female teacher trainees are admitted an indication that gender parity had been achieved in the admission criteria (Internet, 21 July 2010). In Kenya the training is for two years pre-service and concurrent programme and is typically a combination of academic education which is the subject area, professional training is pedagogical training while practical training is periodic activity of work experience (Shiundi & Omulando, 1992). These aspects of training are to be achieved within two years.

The curriculum is broad- based with ten subjects in the first year of study in the second year, the student study nine subjects five core and four electives from either the humanities or science categories to allow for specialization. The five core subjects are English, Kiswahili, education, physical education and information communication technology (ICT) and each student is then required to choose four subjects from either option A or B. option A subjects include science, home science, agriculture and mathematics. While option B subject include music, art and craft, social studies and religious education, MOEST, PTE, Syllabus, vol (2001).

Teaching practice is mandatory and is conducted in three session. One in the first year and in the second year. Teaching practice incorporate practical experience as its pillar but this has been lacking and in some case it is haphazardly done for a

short duration. Teachers are important in the teaching and learning process. Their training therefore should enable them acquire sufficient subject mastery and pedagogy, MOEST (2005). Even though at the college level teacher specialize in option A or B subjects, in schools they are required to teach twelve subject once he/she qualifies as a teacher. One therefore wonders if this kind of specialization of realistic.

During training teacher trainees are evaluated in both academic and profesional studies. Continous assessment is an impotrtant component of formative evaluation and normally thirty percent of the total mark. Towards the end of the first year students sit for mid- course examination, mock examination are done during the second term second year then final examination administered by KNEC.Students are also evaluated during teaching practice and those who fail in it fails his/her course no matter how he performs in the subject area (MOEST,2005).

2.6 Trainee academic qualification

Preparing teachers begins with the selection of those who are to enter teacher training. In developing world, it stems from a need in many countries to attract large number of teachers in order to expand access to education quickly and reduce class size (Lewin, 2004). The high performing countries has resisted the temptation to lower standard keeping access to teacher training selective in order to maintain quality and the esteem in which the profession hold. But in some

other countries people with low academic qualification do enter teacher training (Lewin, 2004) as cited by UNESCO, 2007.

According to UNESCO (2007), in Britain until early 20th century holders of teaching qualification, by selection examination became temporary teachers. Oxbridge graduates could register masters and be syndicated teachers. Initially greater importance was attached to professionalism in teacher training than academic qualification did not suffice for teaching. There was more demand for teaching with postgraduate certificate in education (PGCE). For English state school, teaching qualified teacher status (QTS) required skill test and if bachelor of education a successful completion of one year.

Teaching profession in Canada is held in high esteem despite teacher shortages. Admission of a teacher training is highly competitive and only ten percent of applicants succeed. Even pre-primary teachers need university degree. Every teacher has a master's degree in two subjects. There is no concessions of teacher quality even where shortage exists (UNESCO, 2007).

South Africa also offers an example of making the training pathways towards the teaching profession more flexible. Its two thousand Act on Adult Basic education and training gives adult education the possibility of having relevant learning experience and qualification validated as building stones for formal qualification (UNESCO, 2001). According to Rot (2011) a powerful shift in motivation to enter teaching concerns interactions, in which the person of the teacher s academically

adequate. These involves the teacher trainee need to develop knowledge skills and attitude for interaction. This teacher trainees future training is in line with Malcom Knowles theory of Andragogy sixth principle that adults are motivated to learn.

In Kenya the entry requirment for priamry teacher edcaiton certificate (PTEC) is a minimu C(Plain) or its equivalent and msut have attained D (plain) in mathematics and C- in english (MOE, 2004). It has been argued that education emphasis achievement and student select courses as per their performance (UNESCO, 1999). Some students select subejcts and courses depending on how well they performed in exams. In the present 8-4-4 system of education, the total number of subjects to be considered while working out the mean score is seven. In secondary exam results released in the recent years a mean grade of C and D in mathematics and C- English is generally considered low. Students who have performed better in their subjects in the previous lives feel that they will perform better and will exhibit some degree of expertise in their areas of choice (Chamblisis 1996). This is essential in improving quality training.

2.7 Teaching learning resource factors

According to Abenga (2009) , the schools must be safe, have acceptable level of learning resources, get parents' and communities' support, have curriculum connected to the reality of children's lives, prepare them for future and focus on development of problem-solving and higher order thinking skills. There seems to

be a disconnection between what the Kenya Institute of Curriculum Development produce in regards to media programme with what actually takes place in the teacher training.

Teaching learning resources is a key component towards realization of quality teacher training. This is because various practical skills need to be reinforced using the teaching and learning aids which will in turn be applicable during practicum and professional actualization. The changing roles of teacher and needs for the change in curriculum and trends in instruction do not correspond. The teacher training colleges for primary school teachers are still using training manual and traditional methods of training (Abega, 2009). E-learning is yet to be fully established and utilised or applied effectively.

Content delivery using computers or E-learning is fast especially the power point technique, trainers who make use of computer design, development and presentation of training programs have advantage over those who do not use computers (Nafukho 2011). According to Katu (2011), globalization of teacher education as a new development is the process of sharing experiences, ideas and technology globally in teacher education through the use of technological appliances, exposure and expertise. It is therefore, imperative for TTCs to embrace the emerging global technological approaches if they have to remain relevant teacher training institutions.

According to Malaba (2004) the learning resource centres is no longer functional. Most learning resource centre in teachers colleges are currently full of outdated initially denoted bulky books. This has not been in line with the present needs of training whereby learning resource centres should be ICT compliant. Teacher training colleges have insufficient, old worn out and unutilised facilities such as laboratory, workshops, homescience rooms and music. This is coupled with congestion in halls, classrooms and hostels this affect quality training (MOEST, 1994). Training material should be locally written and produced, these materials are scarce or insufficiently relevant (Lewin, 2004).

2.8 Summary of literature review

This section has reviewed literature and found that teacher training is an integral component of any education system. The trainers, trainees, teaching learning resources influences quality training in primary teacher colleges. This by extension influences the quality of teaching in primary schools and consequently the education quality. The teacher education and training has evolved through a long way although it is relatively neglected or rather not given priority by Kenya government and adopts the least modality in training of primary school teachers (Lewin, 2004). There is a need for change in PTTC's level of training in Kenya from certificate moderlaties to degree and above for the country to be advanced. It is therefore fundamental to focus on training needs of teacher education apart from access and equity as advanced by Jomtien (1990) and Dakar (2000) Delaration of Education for All (EFA).

2.9 Theoretical framework

Theoretical framework is a collection of interrelated ideas based on theories. A theory is reasoned statement(s) or group of statements, which are supported by evidence, and intended to explain a phenomena (Oso & Onen, 2009). The importance of a theoretical framework is to bring order, unity and simplicity to what is being investigated (Orodho, 2009). This study adopted Malcom Knowles (1968) theory of Andragogy which is specifically for adult learning. Knowles emphasizes that adults are self-directed and expected to take responsibility for their decisions. Based on this theory teacher training in colleges involves adults and are therefore easily directed by prevailing circumstances like environment and opportunities and learn to achieve their specific goals.

Andragogy theory is based on six principles /assumptions about the design of learning: Adults need to know why they need to learn something: teacher trainers should be competent to enable them explain the subject matter and methodology in teacher education in order to enable trainees know the benefits of learning and search for futuristic applicability of what is learned. Adults are self-directed: The teacher trainees self-concept is highly valued. Trainees should be of high academic qualification to enable them discover things for themselves and only guided when mistakes are made. They should not be spoonfed though attention should be provided according to individual difference.

Adults need to learn experientially; Trainees have had life experience and wide

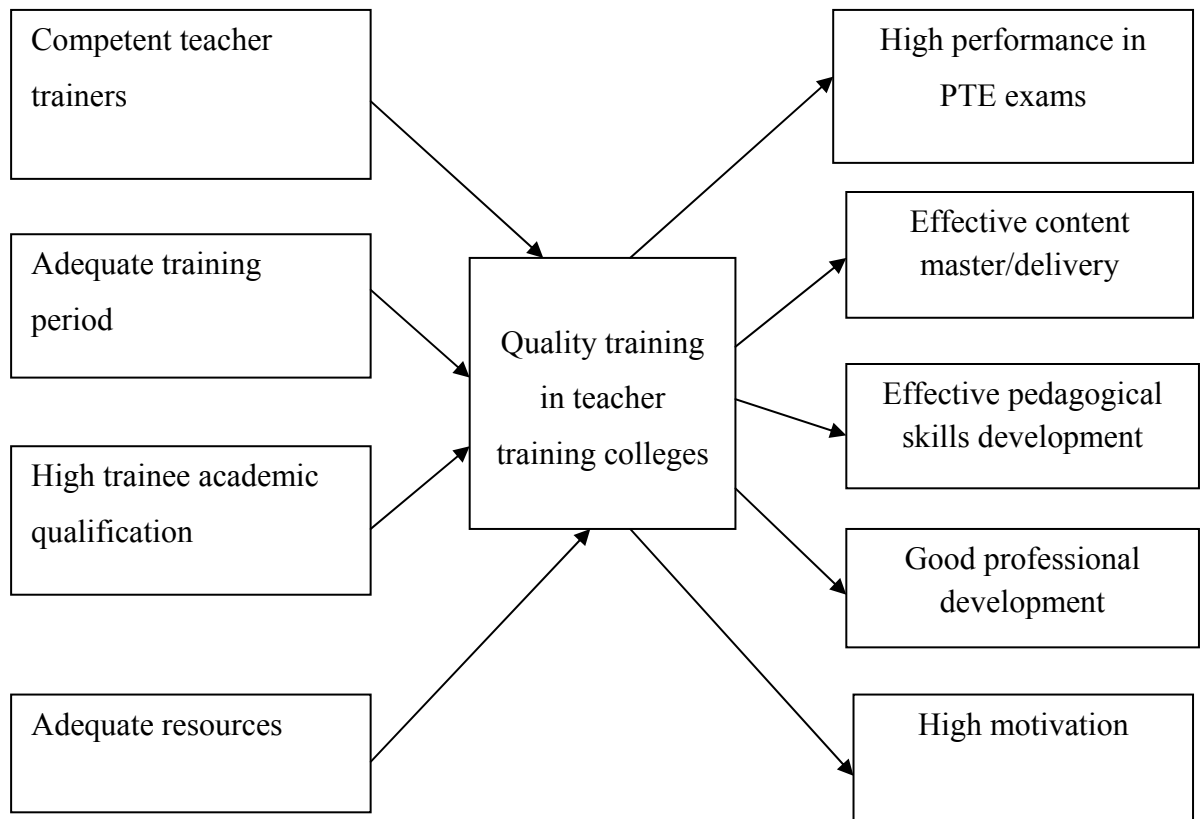
range of background knowledge. This implies that teaching – learning resources should be adequate to enrich previous heterogeneous experiences. Adults are life, task or problem –solving centered on their orientation to learning as opposed to content- oriented or memorization: teacher-training period should be adequate to accommodate both curriculum, co-curriculum and teaching practice in order to facilitate teacher trainee and teacher trainer inputs. Task oriented learning is more of heuristic or trainee centered which should be captivated in teacher training

Adults are ready to learn; teacher trainees readiness to learn something is realized when they experience a need to learn in order to come more satisfactorily with real life task problems. Highly qualified trainees learn best as the subject they understand is of immediate value or relevance to their life. Adults are motivated to learn: incentives such as increased job satisfaction during teaching practice assist trainees to become experts or professionals, hence uplifting their esteem therefore teaching practice time need to be adequate.

2.10 Conceptual framework

Conceptual framework involves forming ideas about relationships between variables in a study and showing relationships graphically or diagrammatically (Mugenda & Mugenda, 2010). The conceptual framework of this study is represented in figure 2.1.

Figure 2. 1: Outcome of quality indicators on training



The conceptual framework of this study will be based on the idea that, a highly effective teacher is a product of quality teacher training program which produces graduates who perform highly in PTE exams, have an effective content mastery hence can deliver in classroom, maintain professionalism, develop effective pedagogical skills and as a result are highly motivated in order to provide quality services to the children. This depends on the competency of teacher trainers, adequate training period, trainee academic qualification and adequate resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the research design, target population, sample size and techniques, research instrument, data collection procedure and data analysis techniques.

3.2 Research design

Research design is regarded as an arrangement of condition for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research was conducted. It constitute the blue print for the collection, measurement and analysis of data (Kothari, 2009).

The study employed descriptive survey design. This is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It is commonly used to collect information about people attitude, opinion, habit or any variety of education social issues (Orodho, 2009). This study adopted descriptive survey research design due to its approaches since it involves collection of data and descriptive of the characteristics of the population (Mugenda & Mugenda, 2010).

3.3 Target population

According to Orodho (2009) target population refers to all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalise the result of the study. The target population consisted of three primary teacher colleges in Homabay county, three principals, 88 tutors from the three colleges and 860 second year students drawn from the three colleges. They were all relevant to the study because they undertook the TTC curriculum in Kenya as implementers and participants in Kenya teacher college. The second year students were targeted because they had been in the college long enough.

3.4 Sample size and sampling techniques

Sampling is the process of selecting a sub- set of a case in order to draw conclusion about the entire set (Orodho, 2009). This study adopted sampling design both probability and non probability sampling. The probability sampling was simple random and sampling which involve thirty percent sampling of the target population of students and teachers (Mugenda and Mugenda, 2010). Non probability sampling was purposive sampling which involves selection of a few relevant cases as summarised in the table 3.1. the sample size of the study consisted of 88 teacher trainers and 258 teacher trainees in the three teacher training colleges in Homabay county.

Table 3. 1: Sampling Frame

Institution	Target Population			Sample population		
	Principal	Tutors	Students	Principal	Tutors	Students
Asumbi	1	58	600	1	58	180
Rachuonyo	1	16	120	1	16	36
Nyabola	1	14	140	1	14	42
Total	2	88	860	3	88	258

3.5 Research instruments

Research instrument are the tools used for collecting data and how those tools are developed (Oso & Onen, 2009) in this study, data was collected by questionnaires and document analysis.

Questionnaires- The questionnaire was the main tool for data collection in this study. The researcher constructed three questionnaires. One for tutors, and the other for students

Tutors questionnaire it consisted of three parts; part A comprising structured questions concerned with the tutors demographic variables namely gender, age, professional qualification, experience, and teaching subjects. Part B sought information related to tutor training and his perception of the trainer's performance. Part C is to seek information about tutor's opinions about the preparedness of trainees who undergo the two year concurrent teacher education performance, challenges and solutions.

Student teachers questionnaire- it consisted of two parts; part A was to seek demographic data of trainees' gender, age, academic qualification and elective subject chosen. Part B dealt with trainee's opinion about the two year concurrent training programme, challenges facing quality education and their solution.

Document analysis- Student's, teacher's result for the last two years was analyzed in order to relate the entry qualification with the grades achieved after training and to confirm their achievement during teaching practice.

3.6 Instrument validity

According to Orodho (2009) validity is the extent to which research instrument measures what they are intended or purports to measure and the research result can be accurately interpreted and generalized to other population. This study applied content validity, which refers to the degree to which the sample of the test represents the content that test is designed to measure (Oso & Onen, 2009).

To ensure content validity the researcher presented the instruments to the supervisors to examine whether the items in the instruments would measure the projected constructs. Their valuable comment, corrections, and suggestion helped to validate the instruments to achieve the objectives.

A pilot study was carried at Asumbi TTC to determine whether the instruments were clear to the respondents. The researcher revised the instruments based on the opinions and the recommendation of the experts (supervisors) and findings of pilot study.

3.7 Reliability of the instrument

This is the degree to which a test consistently measures whatever it purports to measure (Mugenda and Mugenda, 2010). Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trails. In order to improve the reliability of the instrument, the researcher employed the test retest technique, where the questionnaire is administered twice to the respondents in the pilot sample.

After the first administration, the researcher re-visited the school after three weeks for the second administration. The researcher then used the person correlation coefficient formula to determine the reliability of the instrument. The formula below was used.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

Where;

r = is the degree of reliability

X = is the score obtained during the first test

Y = is score obtained during the second test

\sum = is the summation sign

N = is the number of scores within each distribution

Eight questionnaires were distributed to eight tutors. The questions were marked out of 100 percent and obtained the following scores 85, 70, 90, 65, 88, 67, 82, and 73. Which were representing the value of x . The second test was administered to the same teacher after three weeks and scores obtained were 90,80,85, 55, 88,82,80 and 60 which represented the value of y . The number of tutors who participates in the two tests were eight which represented the value of N .

The student questionnaire was also distributed to twenty students to obtain the value of x , y and N . When Pearson's product moment correlation was computed using scores obtained the value of the tutors questionnaire had r or 0.8 and that of the teacher trainee had r of 0.81 showing a high degree of positive correlation between the two lists. This value is good enough to value the reliability of the instruments (Mugenda and Mugenda, 2010).

3.8 Data collection procedures

The researcher sought an introductory letter from the university and this was used to get a permit from the National commission for science, technology and innovation (NACOSTI). The researcher then visited the country director of education office in Homabay to get clearance to visit Asumbi, Rachuonyo and Nyabola TTC. At Asumbi, Rachuonyo and Nyabola TTC the researcher seek the colleges principal permission. The researcher then assured the respondents of confidentiality when dealing with their responses. The distribution of the questionnaire and collection of raw data took approximately two weeks.

3.9 Data analysis techniques

Data analysis refers to the examining what has been collected in a survey or experiment and making deduction and inferences (Kombo & Tromp, 2006). Data obtained was analyzed using both qualitative and quantitative data analysis procedures. Responses from the closed ended questions was assigned numbers with the open end questions numbered according to themes based on the research questions which was assigned a code. Frequency tally was then used to assign each expected response in the data to the theme it closely corresponds to. Descriptive statistics was used to analyze quantitative data, which include the use of frequencies and percentages. The researcher analyzed collected data and generate tables and bar graphs after analyzing and discussing the findings, a written report was made.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In the chapter, an analysis of the findings is presented based on the research question. The chapter is organized under sub-heading; questionnaire return rate, the respondents' demographic data and finally their opinion regarding various issues raised in the research instrument.

4.2 Questionnaire return rate

Questionnaire return rate is the population of the questionnaires that are returned after they have been administered to the respondents. A total of 349 questionnaires were administered to the respondents, this was to ensure highest possible questionnaire return rate. The total number of population sampled and return rate are given in table 4.1.

Table 4. 1: Questionnaire return rate

Respondents	Target population	Sample Size	Return Rate (%)
Principals'	3	13	100
Teacher Trainers'	88	88	100
Teacher trainees'	860	258	100
Total	949	349	100

Table 4.1 shows that there was 100% response rate this was possible because the researchers administered the questionnaire to the trainees immediately after lunch break before the classes started then waited for them to fill and pick. This was done to minimize cost of going to pick questionnaires and to ensure that all the questionnaire were returned. The principal and the trainers' questionnaire was administered during tea break when all were available in the staffroom.

4.3 Demographic characteristics of the respondents

The questionnaire administered focused on demographic characteristic of the respondent such as gender, age, professional qualification of tutors, and Academic qualification of teacher trainees and teaching experience for the tutors.

4.3.1 Gender classification of the teacher trainers' and teacher trainees'

The policy of gender equity is supposed to be upheld by all sectors of the ministry of education, TTC inclusive. The respondents were therefore asked to indicate their gender as shown in table 4.2.

Table 4. 2: Gender classification of teacher trainers' and trainees'

Gender	Teacher Trainees		Teacher Trainees'	
	Frequency	Parentage	Frequency	Parentage
Male	53	60.2	131	50.8
Female	35	39.8	127	49.2
Total	88	100	258	100

Table 4.2 shows that the teacher trainers' respondents per gender was 53 male representing 60.2% and 35 female representing 39.8% implying that the policy on gender equality is not yet implemented fully by TSC and the board of governors in private colleges in regards to staffing. This scenario may have resulted to deployment of many secondary school teachers and many retired male tutors than female tutors willing to teach in private colleges. The gender of teacher trainees shows that 131 representing 50.8% were male and 127 representing 49.2% were female indicating gender equity in college admission majorly public ones. According to Lewin (2004) emphasize that quality as an integral component of meaningful and realistic education ought to have been underscored with equal magnitude as access and gender equality.

4.3.2 Age Distribution of the Respondents

Demand and supply of labour force is a key component in an organization like TTCs. Age factor the need to be considered in reference to the expected number of retirements and replacements correspondingly in order to maintain and increase quality training of teachers. Teacher education were therefore asked to state their age as in table 4.3.

Table 4. 3: Age Distribution of Teacher Trainers'

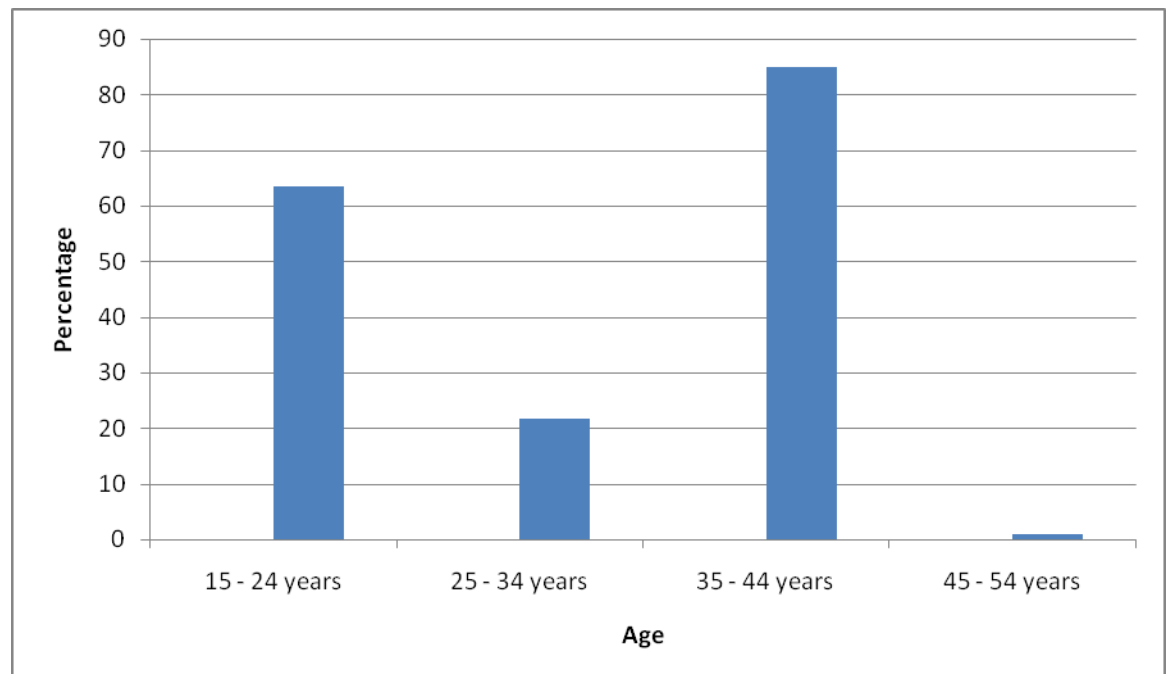
	Age bracket				Total
	21-30	31- 40	41 - 50	>51	
Frequency	14	33	27	12	88
Percentage	15.9	37.5	33	13.6	100

The data in table 4.3 showed that majority of teacher trainers' are in the age of 31-50 represented by 70.5% (37.5% and 33%) this confirms that large number of trainers' were deployed from secondary schools. Trainers in the age bracket of 21 – 30 makes up 15.8% therefore, the new required trainees are inadequate to replace the retiring tutors.

4.3.3 Age distribution of trainees

The age of teacher trainee is of concern in regard to facilitation, understanding their diversity, creating of conducive environment by TTCs. The trainees were asked to indicate the age bracket they fall as illustrated in figure 4.1.

Figure 4. 1: Age distribution of trainees



The majority of the teacher trainers were between the ages of 15-24 years as shown in figure 4.1. This implies that they are adult by Kenya law. However, they are still in stormy adolescence stage, which is challenging in terms of discipline and behaviour impacting on quality teachers training negatively. It also indicate that most of the teacher trainers enrolled almost immediately after obtaining their KCSE certificate therefore how a high potential of excelling academically.

4.4 Professional qualification of teacher trainers

For an individual to work in any field of education competently, one must have specific relevant qualification. It was therefore imperative to ask teachers trainers to indicate their professional qualification as shown in table 4.4.

Table 4. 4: Tutor professional qualification

Level	Frequency	Percentage
PhD	0	0
M.Ed	22	25
MA	12	13.6
B.Ed	47	53.4
Dip.Ed	3	3.4
BA/PGDE	4	4.6
P1	0	0
Total	88	100

Table 4.4 shows that majority of tutors (53.4%) holds B.Ed with only 25% and 13.6 with master of education and Master of Arts respectively. This means that 38.6% have furthered their education. Those with B.Ed are not specialist in primary teacher training and require emphasis on methodology. In the teaching career specialist with high level of education are known to possess appropriate knowledge, skills and attitude and are viewed competent (Gumo, 2003).

4.5 Teaching experience of teacher trainers'

Work output and productivity to a great extent depends on appropriate experience. Thus it was necessary to establish the experience of teacher trainers in TTC's as shown in table 4.5.

Table 4. 5: Teaching experience of teacher trainers'

Years	Frequency	Percentage
< 1 year	0	0
1-5 years	8	9.1
6-10 years	22	25.0
>11 years	58	65.9
Total	88	100

The data in table 4.5 shows that in terms of teaching experience, majority of the tutors (65.9%) had worked for eleven years and above. This implies that these tutors are familiar with primary teacher education as they have been in the field

for many years. 9.1% of less than five years teaching experience. This is inadequate limiting their level of competency. MOE (2009) absences that continuous professional development of tutors has not been formally undertaken. Although tutors have already trained basically and may have some experience on job they should be dynamic.

4.6 Level of competency of teacher trainers

The first objective of the study was to establish the level of competency of teacher trainers. The trainees were asked to indicate the extent the trainers adequately prepare trainees in developing the ten competency skills drawn from 2002 primary teacher curriculum. The findings are shown in table 4.6.

Table 4. 6: Adequacy of primary school teacher competency skills

Competency skills	Highly adequate		Adequate		Not adequate		Total	
	f	%	f	%	f	%	f	%
Knowledge of content subject matter	13.8	53.5	117	45.3	3	1.2	258	100
General pedagogical knowledge	42	16.3	118	45.7	98	38	258	100
Curriculum/syllabus knowledge	108	41.9	128	49.6	22	8.5	258	100
Current approach of teaching	113	43.8	129	50	16	6.2	258	100
Adoption instructional materials, designing games, teaching aids and ICT compliant	15	5.8	111	43	132	51.2	258	100
Developing positive attitude and motivation towards teaching	133	51.6	101	39.1	24	9.3	258	100
Proficiency level of English language	130	50.4	122	47.3	6	2.3	258	100
Classroom management skills	142	55	86	33.4	30	11.6	258	100
Measurement and evaluation of student achievement and test using feedback to improve learning	98	38	135	52.3	25	9.7	258	100
Teaching practices	86	33.3	98	38	74	28.7	258	100

From the table 4.6 the response elicited from the teacher trainers showed that they rated the ten competency skills as adequate. This portrayed that the trainer are competent in the competency skills significant in teacher training.

The results showed that majority of the trainers 53.5% agreed that tutor's were knowledgeable. This is attributed to the high number of B.Ed and masters degree. This is in line with (MOE, 2011) observation that teachers are highly educated. The table also showed that 1.2% disagreed which is critical. The deficiency could be attributed to lack of initial training or induction of tutors, individual tutors negligence and failure to research.

The results further showed that tutors pedagogical knowledge was adequate as rated by 45.7% of the trainees, but 38% felt that it was not adequate. This is in line with (MOE, 2011) observation that teachers often have little knowledge and experience of the professional area of primary education or the reality of primary teaching. According to Nafukho (2002), the quality of instruction is one of the most important determinants of level of learning achievements.

49.6% of the trainers felt that curriculum/syllabus knowledge was adequate, majority trainees (50%) also felt that tutors used current approaches to teaching but 8.5% and 6.2% indicated that curriculum knowledge and tutors using current approaches of teaching respectively are inadequate. According to MOE (2009) observes that tutors have already trained basically and may have some experience as a result of accidental and unwilling compulsory on job training, they should be dynamic.

4.7 Level of competency of trainers as rated by trainers themselves

The researcher sought to find out from the tutors the extent to which trainees are adequately prepared in the nine competency skills upon graduation. The result was then presented in table 4.7.

Table 4. 7: Level of competency of trainers as rated by trainers themselves

Competency skills	Excellent		V. good		Good		Average		Poor	
	f	%	f	%	f	%	f	%	f	%
Knowledge of content subject matter	16	18.2	29	33	24	27.2	19	21.6	0	0
General pedagogical knowledge	0	0	30	34.1	30	34	28	31.8	0	0
Curriculum/syllabus knowledge	6	6.8	33	37.5	31	35.2	18	20.5	0	0
Current approach of teaching	0	0	26	29.6	28	31.8	15	17	19	21.6
Adoption instructional materials, designing games, teaching aids and ICT compliant	3	3.4	32	36.4	24	27.2	18	20.5	11	12.5
Developing positive attitude and motivation towards teaching	0	0	0	0	18	20.4	38	43.2	32	36.4
Adequacy of teaching learning resources	0	0	0	0	18	20.4	38	43.2	32	36.4
Classroom management skills	4	4.5	18	20.5	40	45.5	22	25	4	4.5
Measurement and evaluation of student achievement and test using feedback to improve learning	4	4.5	19	21.6	38	43.2	23	26.2	4	4.5

The result in table 4.7 showed that the teacher trainers rated the competency skills as somewhat adequate and therefore trainees were well prepared in classroom management skills that was commended by 45.5, curriculum syllabus knowledge by 31.5% and measurement and evaluation of student achievement and test was used to improve learning and teaching practice as indicated by 43.2% of the trainees. This is in line with (Nafukho, 2002) observation that the quality of instruction is one of the most important determinant of the level of learning achievements. This therefore indicates that teacher’s trainers are competent in preparing prospective teachers. Quality teachers training impact on the quality of teaching and learning in institutions.

4.8 Training period for primary teachers

The second objective of the study was to establish the extent the period of training in the concurrent teacher education programme influences quality training in view of adequacy in preparing teacher trainees. The result from the respondents is presented in table 4.8.

Table 4. 8: Training period for primary teachers

Response	Tutors		Trainees	
	Frequency	Percentage	Frequency	Percentage
Yes	30	34.1	146	56.6
No	58	65.9	112	43.4
Total	88	100	258	100

From the finding in table 4.8 majority of tutors felt that the training period is inadequate citing the breadth and scope of the syllabus, teaching practice challenges, methodology and need for effective content delivery. Most of the trainees represented by 43% of the trainees felt it was inadequate citing that the syllabus may not be complete, due to congested content and teaching practice.

The result therefore indicate that training period should be increased to give the trainers more time to prepare the trainees in line with (MOEST, 2005) observation that teacher training should enable trainees acquire sufficient subject mastery and pedagogy.

4.9 Teacher trainee preparedness after two years period

For further clarification to establish the extent, the period of training in the concurrent teacher education programme influences quality training. Tutors were asked to rate the trainees in their colleges preparedness to teaching after two years period and the result presented in the table 4.9.

Table 4. 9: Preparedness of teacher trainees after two-year training period

Response	Frequency	Percentage
Very prepared	28	31.8
Fairly prepared	55	62.5
Inadequately prepared	5	5.7
Total	88	100

The result showed that the majority of the trainees (62.5%) are fairly prepared. 5.7% are inadequately prepared, it was believed that academically good teachers will be in a position to prepare their pupils well and comfortably teach in classroom. The researcher therefore asked the students to indicate whether they can teach all subjects once posted in the field as always practiced in primary school. The finding was presented in the table 4.10.

Table 4. 10: Trainers opinion on teaching all subject once posted

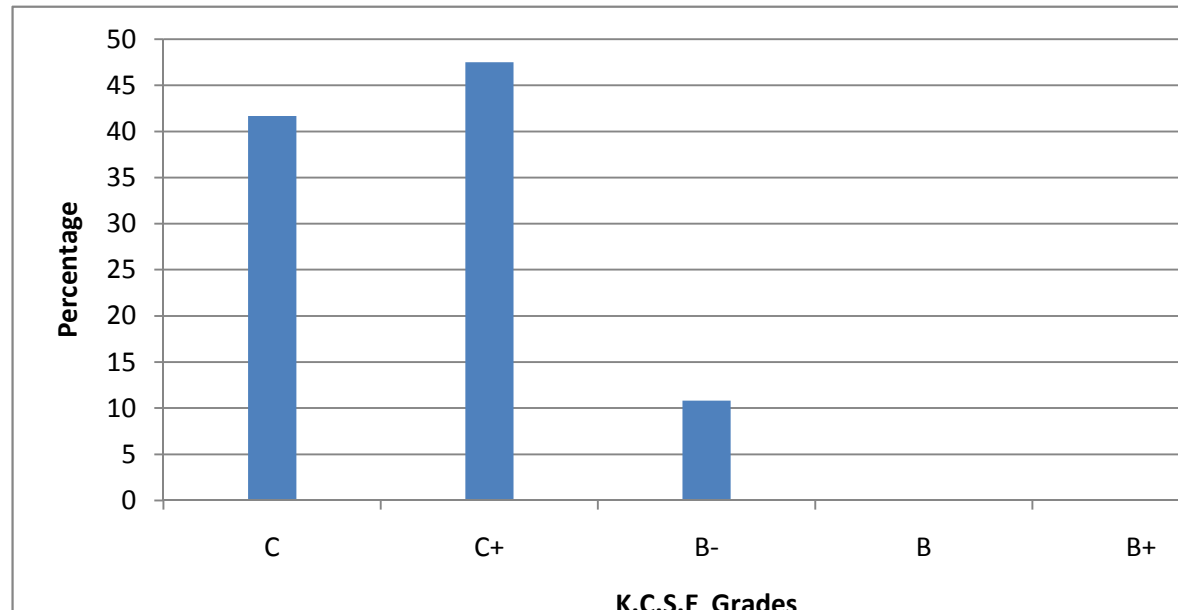
Response	Frequency	Percentage
Yes	98	38
No	160	62
Total	258	100

Majority of the trainee’s represented by 62% cited that they cannot teach all subjects offered in primary schools as always practiced in primary schools in Kenya therefore calling for a need in realistic subject specialization once posted. 38% of the respondents feel that they can teach all subjects in primary school.

4.10 Trainees academic qualification

The questionnaire intended to establish the extent the trainee academic qualification influences quality training in primary teacher colleges. Trainers were asked to indicate their academic qualification and presented in figure 4.2.

Figure 4. 2: Students academic qualification



Preparing teacher begin with the selection of those who are to enter teacher training. The minimum admission grade by MOE to TTC is C or its equivalent and must have attained D (plain) in mathematics and C- in English (MOE, 2004). It has been argued that education emphasis achievement and student select course as per their performance (UNESCO, 1999).

Table 4.2 showed that most trainees scored a mean grade of C+ (minimum university grade) translating to 47.5% with 10.8% scoring B- in KCSE. This indicates that they should have been at the university and so they are less motivated to be in college undertaking P1 certificate. According to Lewin (2004), the high performing counties has resisted temptation to lower standards keeping access to teacher training selective in order to maintain quality and the esteem in

which the profession hold. This study indicates that high grade should be given priority in order to safeguard against those with low academic qualification entry teacher training.

The result from table 4.2 further portrays that 41.7% of the teacher trainees scored C (plain) in KCSE. In the secondary KCSE results released in the recent years a C grade is not adequate hence generally considered low. Students who have performed better on their subjects in the previous examinations feel that they will perform better and will exhibit some degree of expertise in their areas of choice Chambliss (1996). This is essential in improving quality training.

Table 4. 11: PTE results 2012-2013

Year	College					
	Asumbi		Nyabola		Rachuonyo	
	2012	2013	2012	2013	2012	2013
Distinction	5 (1.3%)	3 (7.1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Credit	275 (71.1%)	314 (74.2%)	28 (44.4%)	21 (52.5%)	35 (67.3%)	18 (62.1%)
Pass	76 (19.6%)	65 (15.4%)	12 (19%)	0 (0%)	10 (19.2%)	6 (20.7%)
Refer	31 (8%)	41 (9.7%)	23 (36.5%)	17 (42.5%)	7 (13.5%)	5 (17.2%)
Total	387	413	63	40	52	29
	100	100	100	100	100	100

The document analyzed and presented in table 4.11 clearly indicate that students hardly score distinction grades. The 1.3% and 7.1% distinction grades at Asumbi indicate that students do not attain quality grades. Cases of students being referred

every year in subjects is also very critical. This shows that the academic achievement for students in various subjects is comprised. Admission of those joining TTC should therefore be competency based to attract those with good grades.

4.11 Adequacy of teaching and learning resources

The researcher wanted to establish the adequacy of teaching and learning resources in teacher training college in Homa-bay County. Teacher educators were asked to rate the adequacy of teaching and learning resources and presented in the table 4.12.

Table 4. 12: Adequacy of teaching and learning resources

Excellent	V. Good	Good	Average	Poor
00	00	18(20.4%)	38(43.2%)	32 (36.4%)

From table 4.12, 36.4% of the tutor indicated that the resources are inadequate this is critical as the resources should be provided to facilitate learning. On the same not when trainees were asked to identify challenge/problems that face their training. Majority 88.4% indicated inadequacy of teaching learning material/ resources. This is in line with (Malaba, 2004) observation that the learning resource centres in TTC's are no longer functional. Most learning resource centres in TTC are full of outdated initially donated bulky books are not ICT p. This is not in line with the present needs of training where learning resource centers

should be ICT compliant. According to Abenga (2009), e- learning is yet to be fully established and utilized or applied effectively. This confirms that the learning resources are inadequate in teacher training college.

4.12 Challenges facing primary teacher training

The researcher wanted to get information from the respondents on the problems that are facing primary teacher training colleges. Therefore, teacher’s trainers and trainees were required to list problems facing teacher training and the result was presented in table 4.13.

Table 4. 13: Challenges facing primary teacher training

Challenges	Trainers		Trainers	
	f	%	f	%
Insufficient training period	58	65.9	112	43.4
Inadequate facilities/resources	32	36.4	228	88.4
Wide/congested syllabus content	34	38.6	213	82.5
Inadequate trainers	21	23.9	86	33.3
Lack of motivation	18	20.6	86	33.3
Subject specialization	18	20.6	116	45
Strict administrative rules	4	4.5	98	38
Financial constrain	-	-	108	41.9
Insufficient T.P materials	-	-	94	36.4
Sanitation/hygiene	-	-	43	16.7
Admission of academically poor Students	12	13.6	-	-
Communication barriers in lower classes during T.P	-	-	28	10.9
	-	-	18	7
Power problems (blackouts)	4	4.5	-	-
Lack of enthusiasm by some trainers				

From Table 4.13 various challenges were cited by the respondents in the open-ended questions. Lack of enthusiasm by some trainers was indicated by 4.5% of the trainers and inadequate trainers by 23.9% of the trainers and 33.3% of the trainees. These challenges influence competency of the trainers in TTC's which have been confirmed adequate. Teachers need to work as experts which require self confidence to carry out duties in demanding unique situations in a manner the stakeholder, their customers and colleagues trust. (Isopahkala, 2005)

Majority of the trainers (82.3%) and trainees (38.6%) cited wide syllabus as a challenges. This together with majority trainers (69.5%) and 43.4% of the trainees cited insufficient training period as a challenge influencing quality training. Training should enable the trainees to acquire sufficient subject mastery and pedagogy, MOEST (2005). This confirms that training period is inadequate hence should be adjusted. About thirteen percent of the trainers also indicated that admission of academically poor students/trainees as a challenge. These influence trainee's academic achievement and professional development while undergoing training. This confirms Lewis (2004) assertion that in some countries people with low academic qualification do enter teacher training.

Inadequate resources / facilities and insufficient teaching practice materials has been cited by 36.4% trainers and 88.4% trainees as a challenge in teacher training. This confirms (MOEST, 1994) observation that teacher training colleges have insufficient, old worn-out and unutilized facilities such a laboratory, workshops,

home science rooms and music rooms. This coupled with congestion in halls, classrooms and hostels affect quality training.

4.13 Suggestion of how to improve primary teacher training

From the open-ended questions, the respondents came up with the following suggestions to improve primary teacher training;

Table 4. 14: Suggestion of how to improve primary teacher training

Solution	Tutors		Trainers	
	f	%	f	%
Increase training period	58	65.9	112	43.4
Upgrade P1 to diploma in education	38	43.2	18	7
Increase T.P duration	58	65.9	112	43.4
Review the syllabus	58	65.9	202	78.3
Provide adequate resources	32	36.4	228	88.4
Admit students with good grades	38	43.2	18	7
Employ more tutors	33	37.5	93	36
Tutors to advance in education	18	20.5	14	5.4
Specialization in two subjects	18	20.6	116	45
College initiate income generating activities	21	23.9	48	18.6
Increase tutors salaries	21	23.9	46	17.8
Provide students with loan	33	-	108	41.9
Upgrade P1 to diploma in education	58	65.9	34	13.2
Grants in- aid of colleges	21	23.9	-	-
Encourage practical approach	21	-	36	40.9

From table 4.14 in order to improve primary teacher training. There is a need to boost teacher competency. The respondents 20.5% trainers and 5.4% trainees suggested the tutors need to advance in education. Most tutors have a bachelor of education and were initially trained as secondary school teachers with speciality

in a particular subject area. In either case they often have little knowledge and skills in primary education but they have some experience as a result of accidental and unwilling compulsory on job training (MOE, 2009). On the same note 20.5% of the trainers suggested that there is a need to employ more tutors to reduce workload and boost competency.

Respondents also cited suggestions in relation to the training period. They included, increasing training period (65.9% trainers and 43.4% trainees), increasing T.P duration 65.9% trainees and 43.4% trainees), review the syllabus 65.9% trainers and 78.3% trainers and upgrading P₁ to diploma in education. This indicates that the two-year training period is not sufficient in proper preparation of trainees in professional studies, pedagogical knowledge and content knowledge. Training should enable trainees to acquire sufficient subject mastery and pedagogy MOEST (2005).

The respondents also suggested that trainees admitted in TTC should be of good grades 43.2% of the trainers and 7% of trainees. This is essential in improving quality training and there should be no concessions of teacher quality even where shortage exists (UNESCO, 2007). Trainees who perform better exhibit some degree of expertise for academic excellence.

Suggestions cited by respondents in solving problems of inadequate resources / facilities include: grants in-aid of colleges, government provide adequate resources to colleges, colleges initiate income generating activities and promoting

students with loans. According to Abenga (2009), the schools must be safe, have acceptable level of learning resources, get parent and community support and focus on development of problem-solving and higher order thinking skills. This would improve quality training.

CHAPTER FIVE
SUMMARY OF THE STUDY, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary of the findings, conclusion and recommendation in relation to the quality of teacher training in concurrent program in primary teacher colleges in Homa-bay County is presented. Areas for further research are also highlighted.

5.2 Summary of the study

The study set out to assess the extent to which quality training characteristics are achieved in the concurrent programme at the teacher training colleges in Homa-bay County. Teachers play a vital role in development of learners' capacity in becoming responsible citizens. Improving quality and maintenance standards has been a major concern to most education systems in different countries of the world.

The objectives of the study centred on establishing the extent to which the level of competency of teacher trainers influences quality training in primary teachers training colleges in Homa-bay County, establishing the extent to which the period of training influences quality training in the concurrent teacher education programme, establishing the extent to which trainee academic qualification influences quality training in primary teacher colleges and establishing the extent

to which teaching learning resources are adequate in influencing quality teacher training in T.T.C in Homa-bay County. In order to achieve these objectives, the study administered questionnaires to teacher trainers and trainees. Document analysis of students result for the last two years was analyzed to relate entry qualification with the grades achieved after training.

The findings on the level of competency of teacher trainers established that most tutors were competent in their subject content but most of them lacked pedagogical knowledge. This is because majority trained to teach in secondary schools and hence need more emphasis on training on methodology in primary teaching. These results related to Akyeampong (2011) observation that good practice in teaching is a complex process, which requires great deal of different knowledge namely; content knowledge and pedagogical knowledge. This is also in line with Lewin (2004) that teaches are highly educated. However, they often have little knowledge and experience of the professional area of primary education and teaching. Those tutors with B.Ed and were initially trained with specialty in particular subject area and those deployed from secondary schools have little knowledge of primary education as a result their courses are often taught as abstract and theoretical regardless of multifaceted primary curriculum. This influences the quality of training in primary teacher colleges.

The research further found out that the training period was inadequate in preparing primary school teachers according to the trainers and the trainees. The respondents felt that the syllabus is wide in scope therefore in some subjects, the

syllabus is not always completed by the end of the two- years. In addition, the respondents raised the issue of teaching practice, which requires adequate preparation. Therefore, the T.P period should be increased to allow tutors to go through their professional records in time.

The study found out that trainee academic qualification is average. Academic qualification in one way or another is a factor in enhancing acquisition of relevant knowledge and skills. The low number of trainees scoring distinction grade in primary teacher examination (PTE) shown in the document analysis is attributed to majority with average grades. If colleges could select students with high grades in K.C.S.E then the percentage of those scoring distinction will increase and those being referred in subjects will reduce. It is therefore important that the attitude towards primary teacher training should change in order to attract student with high grades.

The finding from the study on the adequacy of teaching and learning resources showed that they are inadequate. Book and equipment are obsolete and learning resources contents are neither ICT or E- learning compliant. This go hand in hand with learning facilities, which was considered inadequate and poorly, resourced. According to Abenga (2009) schools must be safe, have acceptable level of learning resources. Teaching and learning resources are key component towards realization of quality teaching and training. This is because various practical skills need to be reinforced using teaching and learning aids which would in turn be

applicable or be in unity during practicum and professional actualization, thereafter in institutions. E-learning is yet to be fully established and utilized or applied effectively. This therefore means that tutors hardly use ICT techniques in teaching which include power point in classrooms. Guto (2010) noted that teaching facilities, financial resources and learning resources have influence on technical teacher training the study found out that the same factors affect TTCs' as well.

5.3 Conclusion

Based on the first objective of the study on the competency level of teacher trainers. The study has established on the demographic information that majority of the tutors are B.Ed graduates with only 13.6% with M.Ed. This calls for more tutors to pursue further studies to further enhances competency and as a result improve quality training. The study has also established that most tutors have very goods mastery of subject content but emphasis should be put on pedagogical knowledge. Therefore the study conclude that teacher trainers in TTCs in Homa-bay county are competent in their subject matter though majority had trained to teach in secondary schools therefore need re-training on methodology in primary teacher training.

On the period of training the study showed that there was a course overload to the curriculum. There are many college activities that students must perform, the syllabus content is wide and teaching practice is hectic. This therefore means that the two- year training period is inadequate even though the policy of subject

specialization is enforced trainees still feel that the subject should be reduced to two with professional studies as their colleagues in the university and diploma in education generally most trainees have agreed that they cannot teach all subject in primary schools once posted. The study therefore concludes that training period is inadequate to allow trainers, prepare the trainees adequately in subject content, professional studies and pedagogical knowledge.

The study established that trainee academic qualifications influence their training. Most trainee scored grades of C+. The better the entry qualification the more chances one has to perform well after the training period. The study also established that admitting students with high grades would help change people's attitude towards teaching hence boosting trainee's morale. Document analysis showed that very few trainers score distinction grade various cases of being referred in various subjects. So the researcher concurs with the ministry of education guidelines that only average candidates should be admitted into primary teachers colleges. The study therefore concludes that trainees academic qualification influences quality training in primary teacher colleges.

In addition, the study established that teaching learning resources were inadequate and most section of the LRCs were fill of obsolete books and equipments. The current books and other teaching learning resources were insufficient. Most trainers do not use modern approaches such as computers power point in classroom instruction. For this reasons it can be concluded from this study that

learning resources were inadequate for quality teacher training in primary teacher colleges in Homa-bay County.

5.4 Recommendations

In light of the research, the following recommendations were made. The first objective was to establish the level of competency of teacher trainers in teacher primary colleges in Homa-bay County. It is clear from the findings that most tutors are competent but in two-subject specialization plus professional studies, although there was primary option in Kenyatta University, it did not effectively meet the demand-supply of tutors to colleges.

The study therefore recommends that tutors to advance in education. This recommendation is supported by tutors advocating for additional training with emphasis on methodology to enhance their pedagogical knowledge.

The second objective was to establish the extent the period of training in concurrent teacher education programme influences quality training. The training period is inadequate as proposed by majority of the respondents, owing to the wide syllabus content, and numerous college activities. This study therefore recommends that the training period be increased to three years to enable the trainees prepare trainees adequately as proposed by tutors and students.

The third objective of the study was to how teacher trainee academic qualifications influences quality training in primary teacher colleges in Homa bay county.

It was established that the trainee academic qualification influence quality training in primary teacher colleges. Teacher training colleges are now admitting average students. Most students admitted in the colleges according to the study attained above C+ grade. Those with C constant grade are considered average in terms of academic ability and therefore can comfortably train as teacher. This study therefore recommends that P₁ certificate course to be upgraded to diploma in education to make teacher training attract trainees with good academic grades.

The last objective was to establish ways in which teaching learning resources influence quality teacher training in primary teachers colleges in Homa bay county. It was established that the resources were inadequate to facilitate quality training as cited by most trainers and trainees. This study therefore recommends that the government should give adequate grants in aid to colleges in order to enable the various college acquire relevant and adequate resources.

5.5 Suggestions for further research

The following are suggestions in areas for further:-

1. Challenges facing private primary teacher training colleges in Kenya this would help to explain the low enrolment and inadequate personal in these colleges.
2. The effect of micro- teaching-to-teaching practice in teacher training colleges this would explain how trainees gain confidence and experience before the actual teaching practice.

3. The effect of establishing and sustaining income-generating projects in TTCs. This would help to explain the merits of stability in finance to facilitate acquisition of resources.
4. The effect of administration and management to primary teacher training programme this would help to ensure more accessibility, retention and improvement of the programme.

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APPENDICES

Appendix I: Introductory Letter

Erick A. Owino
University of Nairobi
Kikuyu Campus
P.O. Box 92, Kikuyu

Dear Sir/Madam,

**RE: REQUEST TO FILL QUESTIONNAIRE FOR RESEARCH
PROPOSAL**

I am a postgraduate student in the department of educational administration and planning, university of Nairobi. I am carrying out a research on “*The Quality of Teacher Training In Concurrent Programme In Primary Teacher Colleges, Homa-Bay County*”

You are directly involved in the subject of this study, you have been chosen as a participant. I kindly request you to respond to all items in the attached questionnaire as honestly as possible. I assure you that the information provided will be used for the purpose of research only and will be read in the libraries in a processed form that will not have individual effect.

Thank you in advance.

Yours sincerely,

Erick A. Owino.

Appendix II: Questionnaire For Student Teachers

This questionnaire attempts to find your views on the quality training in the concurrent programme in your college. Please go through all questions and mark a tick (✓) against the most appropriate answer. If you think, a question is not applicable write a short explanatory comment to that effect. Do not indicate your name

PART A:

1. Indicate your gender

Male () Female ()

2. Please indicate your age

18 – 24yrs () 25 – 34yrs ()

35-44yrs () 45 - 55 ()

3. Please indicate your academic qualification

KCE () KCSE () any other specify _____

KCSE Grade _____

PART B

4. Once posted will you be comfortable in teaching all the subjects?

Yes () No ()

5. Below is a list of 10 primary school teacher competency skills drawn from the TTC curriculum. Use number 1-3 to indicate your perceived adequacy of coverage by using the following scale

(1) Highly adequate (2) Adequate (3) Not adequate

	Highly adequate	Adequate	Not adequate
Knowledge of content subject matter			
General pedagogical knowledge			
Curriculum /syllabus knowledge			
Current approach to teaching			
Adopting instructional materials, designing, games, teaching aids and ICT compliant			
Developing positive attitude and motivation towards teaching			
Proficiency level of English language			
Classroom management skills(group work, training, lesson, maintaining attention and discipline			
Measurement and evaluation of student achievement and test and using feedback to improve learning			
Teaching practice			

6. In your opinion is the two year period meant for primary school teacher training adequate?

Yes () No ()

If no, in (a) above give reasons

7. Have you faced any challenges/problems during training?

Yes () No ()

(b) If Yes, in (a) above list the problems in order of their significance

(c) Suggest ways of solving the above challenges

PART C

8. In your own opinion are the tutors knowledgeable in the subject they teach?

Yes () No ()

9. In your own opinion, do tutors use latest teaching approaches to deliver subject content timely

Yes () No ()

10. In your own opinion is teaching practice assessment undertaken with ease?

Yes () NO ()

Thank you for your cooperation

Appendix III: Tutors Questionnaire

Please supply the request data by filing in the blanks where space is provided or tick (✓) against the most appropriate answer

PART A

1. Indicate your gender

Male () Female ()

2. Please indicate your age

21 – 30yrs () 31 – 40yrs ()

41 - 50yrs () 51 and above ()

3. Indicate your highest professional qualification

B.Ed degree () Diploma in education ()

P1 () Others specify _____

4. Please indicate your teaching experience

Less than 1 years () 1-5 years ()

6-10 years () 11 years and above ()

PART B

5. (a) In your own opinion did the training you were exposed to prepared you adequately in handling primary school teachers Yes () No ()

(b) If No, in above what areas of teaching that you wish more time and emphasis had been given during training

6. In your own opinion is the two year period meant for preparing teachers adequate?

Yes () No ()

(b) If No, in (a) above give reasons_____

PART C

7. How did you rate the preparedness of teacher who have undergone teacher training in your college?

Very prepared () Fairly prepared ()

Inadequately prepared ()

8. (a) Is there syllabus related problems in teacher training?

Yes () No ()

(b) If Yes, in (a) above list those problems in order of their significance

(c) Suggest ways of solving these problems_____

9. Below are a list of 10 primary school teacher competency skills. Use number 1-5 to rate the adequacy of TTC preparation in developing those skills in teaching

(1) Excellent (2) V. good (3) Good (4) Average (5) Poor

	Excellent	v. good	Good	Average	Poor
Knowledge of content Subject matter					
General pedagogical knowledge					
Curriculum /syllabus knowledge					
Current approach to teaching					
Adopting instructional materials, designing, games, teaching aids and ICT compliant					
Developing positive attitude and motivation towards teaching					
Adequacy of teaching Learning resources					
Classroom management skills(group work, training, lesson, maintaining attention and discipline					
Measurement and evaluation of student achievement and test and using feedback to improve learning					
Teaching practice					

10. (a) In your opinion, are there problems/challenges that are faced by trainees during training?

Yes () No ()

(b) If yes in (a) above list the problems? _____

(c) Suggest ways of solving these problems _____

(d) Suggest ways on how primary teacher education/ training can be improved to achieve quality education _____

Thank you for your cooperation

Appendix IV: Research permit


THIS IS TO CERTIFY THAT:
MR. OWINO ERICK AJUOK
of UNIVERSITY OF NAIROBI, 549-40300
HOMA-BAY, has been permitted to
conduct research in Homabay County

on the topic: THE QUALITY OF
ATEACHER TRAINING IN CONCURRENT
PROGAM IN PRIMARY TEACHER
COLLEGES, HOMA-BAY COUNTY, KENYA

for the period ending:
15th July, 2014

Applicant's
Signature


Permit No : NACOSTI/P/14/7410/1624
Date Of Issue : 27th May, 2014
Fee Recieved :Ksh 1,000




[Signature]
Prof. Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A **1789**

CONDITIONS: see back page

Appendix V: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623 00100
NAIROBI-KENYA

Ref: No...

Date:

27th May, 2014

NACOSTI/P/14/7410/1624

Owino Erick Ajuok
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The quality of a teacher training in concurrent program in Primary Teacher Colleges, Homa-Bay County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Homa-Bay County** for a period ending **15th July, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Homa-Bay County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Homa-Bay County.