

**FACTORS INFLUENCING PERFORMANCE OF TEACHER TRAINEES
IN PUBLIC PRIMARY TEACHER TRAINING COLLEGES IN THE
LAKE REGION, KENYA**

George Okelo Kijana

**A Research Project Submitted in Partial Fulfillment of the Requirement for
the Award of Degree of Master of Education in Curriculum Studies**

University of Nairobi

November 2016

DECLARATION

This research project is my original work and has not been presented for award of degree in any other university



Okelo Kijana George

E55/70528/2013

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

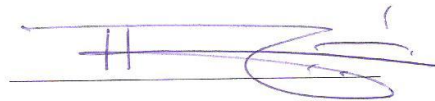


Dr. Caroline Ndirangu

Lecturer

Department of Educational Administration and Planning

University of Nairobi



Dr. Rose Obae

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This research project is dedicated to my wife Everline Akinyi, our three sons Hannighan, Emmanuel, Graham and my daughter Faith for their patience and encouragement they gave me throughout this process of this work.

ACKNOWLEDGEMENT

I wish to thank the Almighty Heavenly father for bringing me this far. I owe my life to Him for His everlasting mercies as I went through this project. I thank Him for His guidance and providence which enabled me to undertake this project.

Secondly I wish to express my sincere appreciation to my supervisors Dr. Rose Obae and Dr. Caroline Ndirangu for having agreed to supervise this research paper and for their utmost patience in reading the drafts and offering their guidance without which the research would not have been a reality. I would also like to express my sincere thanks to my family especially my sons and daughter and my wife for their love, understanding and support during the project.

I highly appreciate the respondents, both tutors and teacher trainees, who were involved in this study. My gratitude also goes to my colleagues who encouraged me and shared their insights during this project work.

LIST OF ABBREVIATION AND ACRONYMS

ASTD	American Society for Training and Development
CBE	Competency Based Education
CPD	Continuing Professional Development
EFA	Education For All
INSET	In-Service Training
ITE	Initial Teacher Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council.
KTTCPA	Kenya Teachers Training College Principal Association
LRC	Learning Resource Centre
MDG	Millennium Development Goals
MUSTER	Multi Site Education Research.
MOEST	Ministry of Education Science and Technology
MOE	Ministry of Education
NCST	National Council for Science and Technology

PTTCS	Primary Teacher Training Colleges
PTE	Primary Teachers' Examination
PRESET	Pre-Service Education and Training
SPSS	Statistical Package for Social Sciences
UNESCO	United Nation Education Scientific and Cultural Organization

TABLE OF CONTENTS

Content	Page
Declaration	Error! Bookmark not defined.
Dedication	ii
Acknowledgement	iv
List of abbreviation and acronyms	v
Table of contents	vii
List of tables	xi
List of figures	xii
Abstract	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem.....	5
1.3 Purpose of the study.....	6
1.4 Objectives of the study	6
1.5 Research Questions.....	7
1.6 Significance of the study.....	7
1.7 Limitations of the study	8
1.8 Delimitations of the study.....	8
1.9 Basic assumptions of the study.....	8

1.10 Definitions of significant	9
1.11 Organization of the study.....	9

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction.....	11
2.2. Overview of teacher performance in teacher education	11
2.3. Adequacy of teaching/learning resources and performance of teacher trainees	12
2.4 Professional qualification of tutors and performance of teacher trainees.....	13
2.5 Tutors teaching approaches and performance of teacher trainees in PTTCs..	14
2.6 Teacher trainees attitude and performance of teacher trainees.....	15
2.7 Theoretical framework.....	16
2.8 Conceptual framework.....	18

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	20
3.2. Research Design	20
3.3 Target population	21
3.4 Sample size and sampling procedure.....	21
3.5 Research Instruments	22
3.6 Validity of the instruments	23

3.7 Reliability of the instruments.....	24
3.8 Data collection procedure	25
3.9 Data Analysis	25
3.10 Ethical Considerations	26

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction.....	27
4.2 Demographic Information.....	28
4.2.1 Gender of respondents	29
4.2.2 Age of respondents	46
4.2.3 Subjects taught by tutors and the number they handle in a week	Error!

Bookmark not defined.

4.3 Adequacy of teaching and learning resources and performance of teacher trainees.....	Error! Bookmark not defined.
--	-------------------------------------

4.4 Influence of tutors' professional qualification on performance of teacher trainees	Error! Bookmark not defined.
--	-------------------------------------

4.5. Influence of tutors teaching approaches on trainee's performance	Error!
---	---------------

Bookmark not defined.

4.6. Influence of teacher trainees attitude towards the course	Error! Bookmark
---	------------------------

not defined.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	47
5.2 Summary of findings	47
5.2.1 Adequacy of teaching and learning resources on performance of teacher trainees	Error! Bookmark not defined.
5.2.2 Influence of tutors professional qualification on performance of teacher trainees	Error! Bookmark not defined.
5.2.3 Influence of tutors teaching approaches on trainees performance.....	Error!
	Bookmark not defined.
5.2.4 Influence of teacher trainee’s attitude on performance	Error! Bookmark not defined.
5.3 Conclusion	49
5.4 Recommendations.....	50
5.5 Suggestions for further research	50
REFERENCES.....	52

APPENDICES

Appendix I: Letter of Introduction.....	57
Appendix II: Questionnaire for Tutors	58
Appendix III: Questionnaire for Second Year Teacher Trainees	62
Appendix IV: Focus Group Discussion Questions for Tutors	65
Appendix V: Focus Group discussion questions for teacher trainees	68

Appendix VI: Time Plan for the study (2015-2016).....	70
Appendix VII: Budget for the Study.....	71
Appendix VIII: Research Permit	72
Appendix IX: Research Authorization Letter	73

LIST OF TABLES

Table	Page
Table 1.1: Average grade in PTE (2013-2015).....	4
Table 1.2: Average grade in PTE (2013-2015).....	4
Table 3.1: Sampling frame.....	22
Table 4.1: Trainees response on available equipments.....	34

LIST OF FIGURES

Figure	Page
Figure 2.1: Shows interrelationship between the factors and performance of teacher trainees.	19
Figure 4.1: Gender of tutors.....	29
Figure 4.2: Gender of teacher trainees	30
Figure 4.3: Age of tutors.....	Error! Bookmark not defined.
Figure 4.4: Age of teacher trainees	Error! Bookmark not defined.
Figure 4.5: Number of subjects handled by tutors in a week.....	Error! Bookmark not defined.
Figure 4.6: Trainee teachers KCSE grades	Error! Bookmark not defined.
Figure 4.7: Rating on adequacy of learning reasources	Error! Bookmark not defined.
Figure 4.8: Tutors response on being professionl teachers..	Error! Bookmark not defined.
Figure 4.9: Tutors' highest level of education	Error! Bookmark not defined.
Figure 4. 10: Previous jobs before appointment as a tutor ..	Error! Bookmark not defined.
Figure 4.11: Years of work as tutors.....	Error! Bookmark not defined.
Figure 4.12: The training approaches as rated by tutors.....	Error! Bookmark not defined.
Figure 4.13: Trainees rating on training approaches used by tutors	Error! Bookmark not defined.
Figure 4.14: Respondents view on placing trainees in option A or B	Error! Bookmark not defined.

Figure 4.15: Ways to handle the selections**Error! Bookmark not defined.**

ABSTRACT

Improving the quality of education is generally dependent on the enhancement of learning resources, training, recruitment, selection, and physical facilities in the learning environment. Teachers ought to have the necessary knowledge and skills, professional prospects, motivation and personal characteristics in order to meet their expectations. As such, education programs need to foster the intellectual skilling of strategic practitioners. In order to develop and sustain the teaching profession, teacher education programs need to establish and expand the knowledge and skills base to make the difference in the life's of the students they train as well as develop and practice the knowledge and skills required to change institutions performance. Consequently, this study sought to explore the factors influencing performance of teacher trainees in public primary teacher training colleges in the Lake Region, Kenya. The study was guided by the following objectives: to establish whether adequacy of teaching/learning resources, to determine whether tutors professional qualification, to examine whether tutors teaching approaches and to establish how teacher trainees attitude towards the course influences performance in public primary teacher training colleges in the lake region, Kenya. The study employed descriptive survey research design where the target population was 3 public colleges, 129 tutors, and 432 second year students. Data was collected through questionnaires administered to 74 tutors and 129 second year teacher trainees. The response rate for tutors was 100% and for the teacher trainees 97.6%. Quantitative data was analyzed through descriptive statistics; frequencies and percentages and the findings presented in tables, pie charts, and bar graphs. Qualitative data was analyzed into themes and presented in tables. The study revealed that there is inadequate teaching learning resources in the institutions. It also found out that teacher educators lacked professional qualifications. Consequently, the study also established that most commonly used method in the institution is teacher centered approach and finally the study also established that trainees needed to be given the opportunity to select the subject options based on interest.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education, according to Coombs (1970) consist of two components. He classified these components into inputs and outputs. According to him, inputs consist of human and material resources and outputs are the goals and outcomes of educational process. Both the inputs and output form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, influence/effects of one component on the other must be examined. Improving the quality of education depends on improving training, Learning resources, selection, recruitment, physical facilities in the learning environment. Teachers need appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed on them (Delor, 1996). One of the primary outcomes of any teacher education programme should be educating and skilling intellectually reflective and strategic practitioners. These are teachers who can work both collaboratively and independently, are able to solve complex practical and theoretical problems, are able to reflect on their practice in order to develop quality learning opportunities for their students and finally are professional who

are to cope with rapid social and technological change. In order to develop and sustain the teaching profession, teacher education programmes need to establish and expand the knowledge and skills base to make the difference in the life's of the students they train as well as develop and practice the knowledge and skills required to change institutions performance.

Tom (1997) Pressure to change the form, content and outcomes of teacher education programmes have occurred regularly over the past twenty years in Australia, the UK, and USA. On many occasions they have been instigated as a result of continuing criticism of the quality/ performance and relevance of teacher education programme which have come from teachers themselves, students employing authorities and government. Reform of teacher education then is not straight forward. As Tom argues the problem of reform has political and institutional roots not just intellectual and conceptual once.

Fullan (1998), suggest that many initiatives to reform teacher education have stalled. Referring specifically to reform work in North America Holme Group, they observe that even though there are some pockets of success, the Holme Group began losing focus and momentum particularly in the mid – 1990s. Internationally, a growing body of research confirms teacher quality as one of the most vital factors influencing students' achievement Schulman, (1986). Based on studies carried out in the U.S.A on students' achievement. Darling – Hammond,

(1999) Concluded that; teachers qualification is based on measures of knowledge and expertise, experience account for larger share of the variance in the student achievement than any other single factor, like race, poverty and parent education.

Since independence the Government of Kenya (GoK) has remained committed to the provision of quality education and training for its citizens in implementing education and training programmes, the (GoK) has made commitments including the educations for all (EFA) goals and millennium Development Goals. The notion of an effective school or educational system is part of the larger concept of efficiency in the sense that an output is related to input UNESCO (1997). P.T.E examination performance is related to the quality of education offered in Teacher colleges and the efficiency with which these resources or input are organized and managed to raise student achievement. This in turn reflects the performance of teachers in the three teacher training colleges. The result indicate that in the three institutions between 2013 and 2015 their mean score revolve around a mean grade of 5 which is a weak pass. As shown in the Table 1.1.

Table 1.1: Average grade in PTE (2013-2015)

College Name	Average grade	Average grade	Average grade
TTCs	2013	2014	2015
Asumbi	5.000	5.273	5.344
Migori	5.344	5.349	5.366
Kenyenya	-----	5.320	5.318

Source: Kenya National Examination Council (KNEC, 2015)

Kenya National Examination Council (KNEC, 2015) in grading scale of 1 to 8 (where 1-2 is a distinction, 3-5 is a credit and 6-7 is a pass while 8 is a failure) The three public colleges in the lake region their mean grade revolve around a mean grade of 5 which is a weak credit bordering pass compared to neighboring western zone which has an average mean grade of 4 which is a strong credit. As shown in Table 1.2.

Table 1.2: Average grade in PTE (2013-2015)

College Name	Average grade	Average grade	Average grade
TTCs	2013	2014	2015
Bondo	4.899	4.991	4.972
Eregi	4.764	4.134	4.981
Kaimosi	4.997	4.556	4.948

Source: Kenya National Examination Council (KNEC, 2015)

Table 1.2 Shows that the neighboring three colleges in the Western Zone between 2013 and 2015 had a mean grade that revolve around of which is better than their counterpart in the lake region.

1.2 Statement of the problem

As much as policy initiative to improve the quality of teachers through teacher education have focused on raising the teacher grades through raising the academic requirements for entrants into PPTCS since 2004, the requirement is that an applicant must also have attained a minimum of grade D (plain) in mathematics and C (minus) in English which use not to be the case before. With all this in place the performance has been considerably low as revealed in table 1.1. The concurrent training in teacher training colleges is an integral part of quality education in any country globally. A teacher competency level to some extents attributed to quality of training undertaken and that country's quality of education is as good as the quality of the teacher and thus quality of programme in place (MOEST, 1994), the higher the quality of teacher training, the higher the quality passes in test examination. It is for this reason that this researcher seeks to investigate institutional factors that performance of teacher trainees in public primary teacher training colleges in the Lake Region.

1.3 Purpose of the study

The purpose of the study is to investigate factors influencing performance of teacher trainees in the public primary teacher, training colleges in the lake region, Kenya.

1.4 Objectives of the study

The objectives of the study are:

- i. To establish whether adequacy of teaching /learning resources influences performance in public primary teacher training colleges in the lake region, Kenya.
- ii. To determine whether tutors professional qualification influences performance of teacher trainees in public primary teacher training colleges in the lake region, Kenya.
- iii. To examine whether tutors teaching approaches influences performance of teacher trainees in public primary teacher training colleges in the lake region, Kenya.
- iv. To establish how teacher trainees attitude towards the course influences performance in public primary teacher training colleges in the lake region, Kenya.

1.5 Research Questions

The study will address the following research questions.

- i. How do adequacy of teaching/learning resources influences performance of teacher trainees in public primary teachers training colleges in the lake region?
- ii. How does the professional qualification of college tutors influences performance of teacher trainees in public primary teacher training colleges?
- iii. How do the tutor's teaching approaches influence performance of teacher trainees in public primary teacher training colleges?
- iv. How does teacher trainee's attitude towards the course influence their performance in public primary teacher training colleges?

1.6 Significance of the study

The findings of the study provided valuable information to Kenya Institute of Curriculum Development (KICD) in producing refined, compatible, and relevant curriculum and even syllabus for primary teacher training college. On the other hand, college administrators used the information to improve on the instructional activities or process so as to realize good performance. Lastly, the Kenya National

Examination Council (KNEC) used the information in improving its examination, modes of testing and even replace the mode of assessing final teaching practice (TP) which was usually based on collective grades.

1.7 Limitations of the study

A limitation is an aspect of research that may influence the result negatively and affect the generalizability of the result but over which the researcher has no control (Mugenda & Mugenda, 2003). The study was limited to the fact that it investigates only the performance of public primary teacher training colleges and also the study was limited to the Lake Region.

1.8 Delimitations of the study

The study delimited itself to teaching/learning resources, professional qualification, teaching methodology and trainee's attitude but not other variables such as administrative skills, physical facilities, environment, ability, and social-economic factors.

1.9 Basic assumptions of the study

The study based on the following assumptions;

- i. The respondent participated fully and gave information without bias.

- ii. The mode of curriculum delivery, syllabus coverage, and routine activities were the same.

1.10 Definitions of significant

Adequacy of resources refers to number of instructional materials available.

Attitude refers to negative or positive self-concept.

Performance refers to a way of working or an accomplishment.

Professional qualification refers to the level of education.

Teaching refers to imparting knowledge to the learner.

Training College refers to institution where teachers are trained for the teaching profession.

Tutors refers to teacher trainers

1.11 Organization of the study

This study was organized into five chapters. Chapter one had the following sub topics. Background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study basic assumptions of the study definition of significant terms and of the study. Chapter two presented related literature to

the study. It has influence to the study. It has influence of teaching/learning resources on performance, professional qualification of tutors, entry level of teacher trainees, teacher centered pedagogies and strategies which enhance leaning among students and teacher trainees attitude towards P1 level of training.

Chapter three discusses the research methodology which is comprised of the research design, target population sample size and sampling techniques, research instruments, their validity, and data collection procedures and data analysis techniques. The fourth chapter describes reliability, the presentation, analysis, and interpretation of data as well as a discussion of the findings. Finally, chapter five presents the summary of the study, conclusions, recommendations of the study and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This section reviewed pertinent literature related to this study. The reviewed literature related to influence of teaching/learning resources on the performance of teacher trainees, influence of professional qualification of college tutors on performance of teacher trainees, influence of teaching methodologies on the performance of teacher trainees and finally teacher trainees attitude towards the course on their performance, theoretical framework and conceptual framework.

2.2. Overview of teacher performance in teacher education

A teacher's role is central in student achievement of all variables under control of schools, teaching has the most demonstrable impact upon student achievement Hoplains (1997). This position is supported by Psachoropouls and Woodhall (1988) who singled out the teacher as being the most important factor that can influence school output positively. Hadad (1985) argues that trained teachers in developing countries are particularly important in the management of instructional task and students central activities, students improvement highly depends on the quality of instruction that teachers provide Anderson (2002). Research examining the quality of teachers concluded that, poor quality of

students learning is directly related to quality of teachers teaching. It is also argued that initial teacher education ITE and continuing professional development (CPD) contributes immensely to a teachers pedagogic knowledge and skills, which in turn influences learning outcomes (Dembe'le and Lefoka, 2007).

2.3. Adequacy of teaching/learning resources and performance of teacher trainees

Teaching learning resources are key components towards realization of quality teacher. Collin and Rosemiller (1987), Argue no teacher can teach effectively with inadequate facilities and necessary instructional materials. Teaching and learning resources assist the teacher to communicate more effectively and the learners to learn more meaningfully hence improvement in the performance of teacher trainees'. Ellington (1985) makes a very important observation about teaching learning resources. She observes that compared with her counterpart of 30-40 years ago, the modern teacher trainer has vast and often bewildering range of instructional materials at his disposal. This means that the teaching and learning resources are available both in developed and developing countries. Simonson and Volker, (1984) react in support of Ellington saying that many useful materials are provided free of charge by several industries in the United States. According to Asikhia (2010), adequate and well prepared instructional materials determine how much a learner comprehends in any learning situation.

According to Malaba (2004), the learning resource centers in PTTC's are no longer functional. Most learning recourse centers in teacher colleges are currently full of outdated initially donated bulky books. This has not been in line with the present needs of training whereby learning resource centers should be ICT compliant. Teacher training colleges have insufficient, old worn out and unutilized facilities like laboratory, workshops, home science rooms, and music rooms. Training materials should be locally written and produced in public primary teacher training colleges because they are scars. (Lewin, 2004)

2.4 Professional qualification of tutors and performance of teacher trainees

A study conducted in selected Kenyan schools and colleges indicated that the academic and professional qualification of teachers is one of the most important factors that determine academic achievement by learners, Wamai, (1991). Adeyemi, (1998) found out that a teacher who lacks both professional and academic qualification is likely to have a negative influence on the overall performance of trainees. According to Gitau (1993), the staffing of teacher education has shown signs of structural rigidity. At a time when educational expansion inevitability involved spreading qualified, experienced, and competent staff more thinly teacher education, on the other hand, teacher education has commonly received surprising low status activity conducted in low status institutions. Kanore (2004) stated that the TSC uses Competency Based Education

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

According to the Kenya Education Commission republic of Kenya, (1999), postulates that posting of senior teachers including head teachers pending retirement is also on the increase Koech (1999).

2.5 Tutors teaching approaches and performance of teacher trainees in PTTCs

There have been a number of debates concerning the most efficient and effective way for teachers to teach their students as well as how students learn and acquire new knowledge. As a result, there have been development of several methods, whose founders all state that their method is the most efficient and suitable one. According to (Barrows, 1996) problem based learning is the most popular method used for teachers. This method is student centered learning in small groups lead by a tutor or expert, as opposed to traditional lecture method. Here the role of the tutor is to guide the students towards discovering answers. As a result, the tutor stimulates the students' cognitive learning process and problem solving skills with self-directed learning.

Hayman (1970), observe ten points which a teacher should consider before selecting a teaching method. The teaching method should suit the teacher's ability, knowledge of the subject and interest, suit the student relationship with the subject matter, and suit the teacher's relationship with the student. In normal practice other extraneous factors dictates which method the teachers will use. This includes teacher's professional qualification, teaching experience, teacher's attitude and belief, time limitations and class size. Farrant (1997), encourages the use of discovery method in that it encourages all round developments of the student. Discussion methods have also been echoed by quiet a number of researchers due to its advantages. Through discussion, tutors gain valuable insight into the students thinking and progress. The student gets the opportunity to critique others ideas and methods, explains why a given method or idea supersedes the other in each case and finally land in the most effective method or idea.

2.6 Teacher trainees attitude and performance of teacher trainees

According to Wolf and Blix (1981) as cited by Mugambi (2006), students' attitude towards a given subject serves as a predictor of their performance in that particular subject. A person indeed, with a positive self – concept is more likely to lead to good performance from the finding, one can deduce that students can not actually perform well in any subject if they have a positive self – concept and vice

versa is true. According to MOEST, (2000) majority of the students selected to train as teachers are not well grounded in the key subjects like English, Mathematics and science. They also lack incentives while they are in college to excel, reason being that many students are satisfied with just passing exams. A student who gets 38 points (lowest) qualifies as a P1 teacher just like the one who get 8 points (highest points). This is an enormous discrepancy which hinders quality teacher training since the trainees lack the spirit of competition.

2.7 Theoretical framework

The study is grounded on Educational Production Function Theory (EPF). This theory originated from the seminal work of Cobb and Douglas (1928), who used data for the U.S manufacturing sector for 1899-1922. At the time, Douglas was studying the elasticity's of supply of labour and capita; and how their variables affected the distribution (Douglas, 1934). The Educational Production Function (EPF) originated from the general Production Function Theory (PF) in the field of economics, which postulates that the educational outcomes are a function of a variety of inputs that are injected into educational process.

The production function theory of education has been used to analyze the efficiency of education systems both from the internal and external perspective. The internal efficiency of education refers to the relationship between the

educational inputs and outputs. This can be analyzed from an economic or technical point of view when the internal efficiencies is examined in the school system using production theory, it is necessary to look at the inputs and inputs of the school system. The school in this case is taken as a firm, but whose aim is not profit making. Nafukho (1991) noted that the school characteristics and home factors are considered as the inputs while academic performance of the students becomes the output.

Education is a production process, which uses scares financial, physical and human resources in the production of educated people. Psacharopoulos and Woodhall (1985) noted that the relationship between inputs and outputs of education which sometimes is called the education production function is highly complex since many factors such as ability, income home background and socio-economic factors besides institutional variables affect education outcomes. The education production function can be represented by the formula shown below.

$$Q = f (St, Hf, Lr, Sm)$$

Where: Q= Academic performance

St= School type

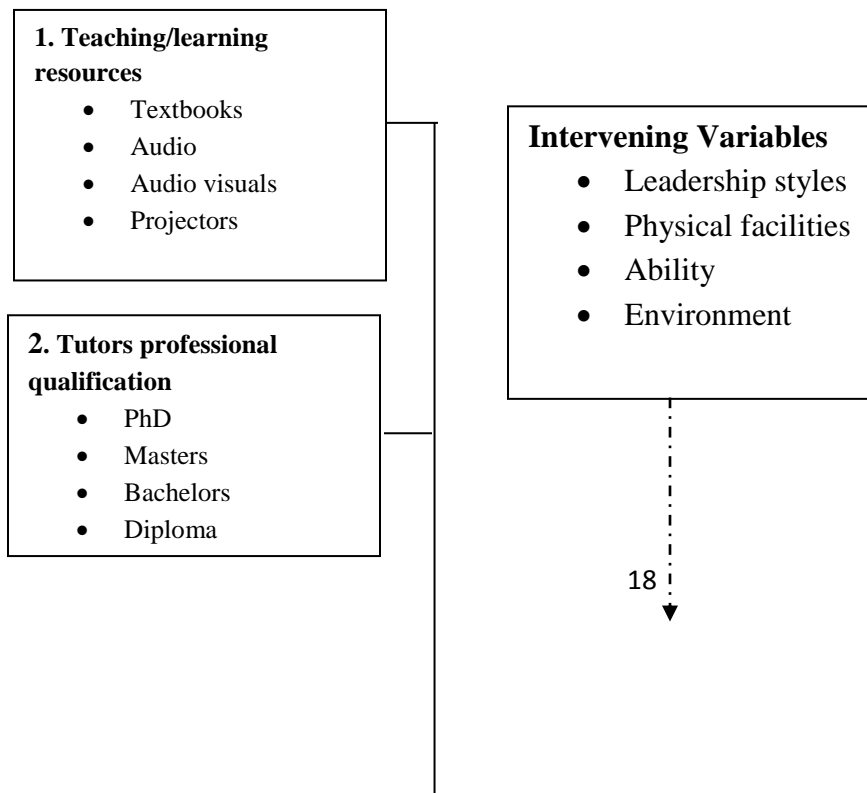
Hf= Home factors

Lr= Learning resources

Sm= School management

The inputs St, Hf, Lr, and Sm each depict a variety of factors. For example, input St depicts a variety of measures of types of school, teacher qualification, and experience among others. Input Hf represents a variety of home factors which include socio-economic status and family size among others. Input Lr represents factors such as the instructional materials (audio, visual, books, audio-visual and physical facilities among others). The input Sm represent leadership styles of the principals (Autocratic Laissez-Faire or Democratic) and external influence of the BOM and other interested parties. All these factors play a role in determining the educational output. This study therefore will adopt this educational production function theory in an attempt to establish how professional qualification teaching/learning resources teaching methodology performance in PPTTCs in the lake region.

2.8 Conceptual framework



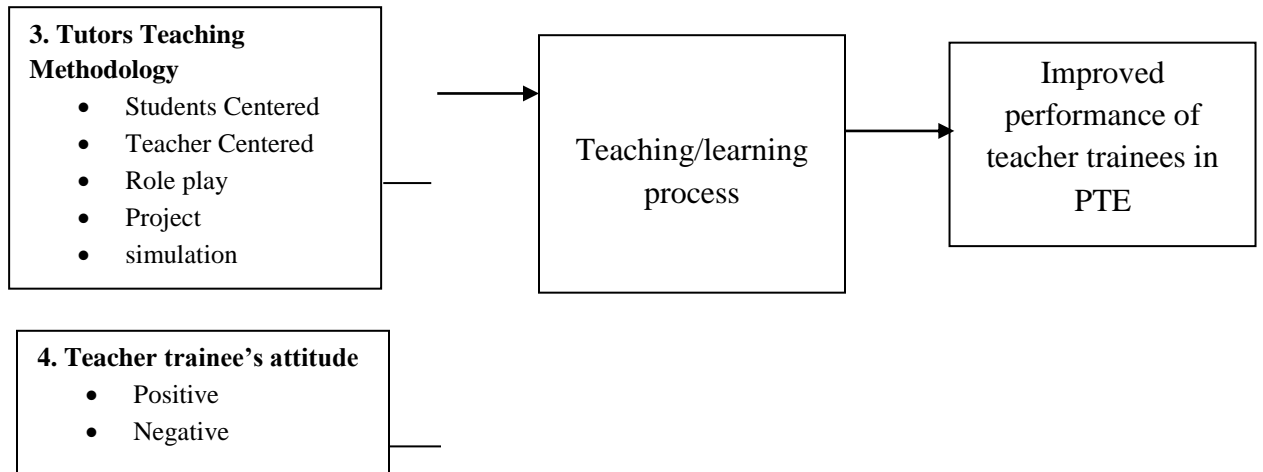


Figure 2.1: Shows interrelationship between the factors and performance of teacher trainees.

Figure 2.1 shows the relationship between the independent, dependent, and intervening variables. The diagram also shows how independent variables affect the dependent variables. This conceptual framework has three types of variables: the independent variables which include teaching/learning resources, professional qualification, teaching methodology, trainees attitude. The independent variables mentioned above will be studied to determine whether they influence performance in Public Primary Teacher Training Colleges within the Lake region.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section discusses the research design, target population, sample size, sampling techniques, research instruments, data collection procedure and data analysis techniques used in the study.

3.2. Research Design

The study used a descriptive survey design. According to Borg and Gall (1989), descriptive survey research is intended to produce statistical information about an aspect of education that interest policy makers and educators. Additionally, Gay (1981) explains that descriptive study determines and reports the way things are and commonly involves assessing attitudes, opinions towards individuals, organization and procedures. The choice of descriptive survey research design was based on the fact that in this study, the researcher was interested in examining the attitudes of teacher trainees towards the course, attitudes, and opinions on performance (Mugenda, 1999). For (Kothari, 2008) the major purpose of descriptive research is to explain the state of affairs as it exists at present

3.3 Target population

The study population comprised of 3 public colleges in the lake region, 129 tutors and 432 second year students since they were considered to have been in school system long enough to understand the institutional factors influencing their performance.

3.4 Sample size and sampling procedure

This study employed proportionate stratified sampling to select tutors and teacher trainees. Tutors were divided into two departments; Group A was Department of Humanities whereas B consisted of Tutors handling science subjects. A representative number of participants were then selected from each department. Systematic sampling techniques were then used to select the individual cases from each department.

To realize sample size Mugenda & Mugenda (2003), a sample of between 10 to 30 percent for a population below 1000. This study was therefore considered 30 percent adequate for the teacher trainees.

Table 3.1: Sampling frame

Institution	Population		Sample population	
	Tutors	Trainees	Tutors	Trainees
Asumbi	88	180	27	54
Migori	82	140	25	42
Kenya	72	112	22	33
Total	242	432	74	129

Table 3.1 shows sample population of tutors and teacher trainees in Asumbi, Migori and Kenya Teachers training college.

3.5 Research Instruments

The study was mainly relied on the use of questionnaire as a major tool for data collection. The tool was considered appropriate because the respondents were literate enough to answer the questions on their own. The items on the questionnaire were made simple in order to improve the effectiveness of the instruments of data collection. Questionnaire method was considered appropriate in terms of saving time for both the researcher and respondents. The tool helped the respondents to give answers to sensitive questions, as they were not required to give their names. The researcher used the questionnaires for tutors and

students. The questionnaire sought demographic information, background information, availability of teaching /learning resource, tutors professional qualification, tutor's teaching methodology, and teacher trainee's attitude towards the course influences performance of teacher trainees in PTTCs in the lake region.

3.6 Validity of the instruments

The pilot study was carried out in Bondo TTC. This college is therefore not part of the main study. It was selected because it was a public teacher training college like those that were used in the study and affected by same curriculum. Questionnaires were administered on (20) randomly selected second year teacher trainees and 10 tutors. The pilot study was useful in identifying and correcting ambiguities, inadequacy, and misunderstanding in the items. This also ensured that the instruments were valid before they were administered to respondents. The information obtained from the pilot study was used to revise the instruments.

According to Borg and Gall (1989), the validity of an instrument is improved through expert judgment, the researcher will seek assistance from his supervisors for help to enhance content validity of the instruments. Their corrections were further incorporated in the study. The instruments were further piloted in one college from the neighboring zone which were not included in the study. Items

found to be ambiguous or not necessary were discarded and others were restructured to gather the right information as per the study objectives.

3.7 Reliability of the instruments

Reliability refers to the degree to which a test consistently measures whatever it purports to measure. Mugenda & Mugenda (2003) defines it as a measure of the degree to which a research instrument yields consistent result or data in repeated trials. Mulusa (1990) agrees that a reliable instrument is the one that consistently produces the expected result. This study used test-retest method. This technique meant that only one testing session was necessary. Here an instrument is designed in such a way that there were two parts; Subject's scores from one part were correlated with scores from the second part. This helped to eliminate chance error. Through piloting inconsistencies were corrected to enhance the reliability of the research instrument.

A Pearson's product moment correlation coefficient was used.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2] [n(\sum y^2) - (\sum y)^2]}}$$

Key

$\sum xy$ - sum of gross product of score of each variable.

$\sum x^2$ - Sum of the squared deviations in x

$\sum y^2$ - Sum of the squared deviations in y

According to Mugenda and Mugenda (2003), a correlation coefficient of 0.80 or more implies that there is a high degree of reliability of data.

3.8 Data collection procedure

Before commencement of data collection the researcher obtained a research permit from the National Council of Science Information Technology and Innovation (NACOSTI). In addition to authority from the District Education officer (DEO) in the districts where the three colleges were located the as well as the principals of the three colleges. The researcher sampled students and tutors and settled them in different rooms. After explaining the purpose of the study to each group, the researcher administered the questionnaires to them and as they filled in the questionnaire schedules. The researcher then collected the completed questionnaires and observation guide the same day. Thanked the respondents and the college administration and then left.

3.9 Data Analysis

Once the questionnaires were filled up, the researcher sorted them out to check whether they were correctly filled. This study generated both qualitative and quantitative data because of its nature. The data was analyzed using descriptive techniques. The data collected from the field was analyzed using the statistical

package for social sciences (SPSS) computer software. This researcher assigned codes to the items in the questionnaires which were used to enter data into the computer. For the qualitative data, general ideas from the respondent were sought while for quantitative data; measures of central tendency were used to analyze the data. Presentations were done by use of tables while frequency (f) percentage (%), Mode, Mean, standard deviation were used to discuss the findings in the light of the objectives of the study.

3.10 Ethical Considerations

Ethical considerations are important for any research, Mugenda and Mugenda (1999). This study, passed through an ethics board to ascertain ethical guidelines for conducting the research so that ethical values were not violated. Such issues included proper conduct of the researcher during the research process, confidentiality and privacy of the information obtained from the respondents, obtaining voluntary and informed consent from the respondents and dissemination of the findings, which were strictly adhered to.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses data analysis, presentation, and interpretation of the research findings from three public teacher training colleges in the Lake region.

Thematic areas include:- questionnaire return rate, demographic information and findings from the research questions based on the study objectives.

4.2. Questionnaire return rate

Two sets of questionnaires were used to collect data for this study which included questionnaires for tutors and teacher trainees. A total of 74 tutors (100%) and 126 teacher trainees (97.6%) questionnaires were dully completed and returned. Table 4.1 below shows he questionnaire return rate.

Table 4.1: Questionnaire return rate

Respondent	Frequency	Percentage (%)
Tutors	74	100
Teacher trainees	126	97.7
Total	200	98.85

According to Mugenda and Mugenda (2003), a 50 percent response rate is adequate for analysis, 60 percent is good while 70 percent and above is very adequate. This implied that the response rate of 97.7 percent and 100 percent were very good for reporting in this study.

4.3 Demographic Information

The demographic information of the respondents was important in finding out the factors that influenced the performance of teacher trainees in public primary teacher training colleges. The background information sought from the respondents was organized on the basis of gender, age, and academic background of the respondents. The reason for the background information was to acknowledge the different characteristics of the respondents who took part in this study and to gauge their ability to give reliable information since age, gender and

the educational background was important in establishing the nature of the participants of the study.

4.3.1 Gender of respondents

The research found it necessary to determine the gender balance among tutors and teacher trainees in the three colleges in the lake region. A summary of the responses is presented in Table 4.2 below.

Table 4.2: presentation of tutors and teacher trainees' gender

Respondent	Male	%	Female	%
Tutors	48	65.3	26	34.7
Teacher trainees	55	43.6	71	56.4
Total	103		97	

Out of the tutors who participated in the study, 48(65.3%) were male while 26 (34.7%) were female. There were also 55(43.6%) male and 71(56.4) female teacher trainees. From the table, it is evident that there is no gender parity in employment of tutors in the three teacher training colleges. On the other hand, the result from Table 4.2 depict that there are more female teacher trainees admitted in these three institutions as compared to males. This information may be

important for other future researchers to carry out research to determine the reason for gender parity among teacher trainees.

4.3.2. Age of the respondents

The age of respondents was of importance in assessing the factors that influenced the performance in public primary teacher training colleges. Age represents the concept of commitment, maturity and comprehension of the subject matter in the area of study. Table 4.3 below presents a summary of the results.

Table 4.3: presentation of tutors and teacher trainees' age bracket

Respondents	Age	Frequency	Percentage
Teacher trainees	15-20 years	16	12.7
	21-25 years	55	44.0
	26-30 years	49	30..
	31-36 years	4	3.3
	Above 36 years	2	1.0
Total		126	100
Tutors	21-30 years	7	9.6
	31-40 years	18	24.4
	41 – 50 years	32	43.0
	Above 51 years	17	23.0
Total		74	100

From the Table4.3, it is evident that most of the teacher trainees were between the ages of 21-25 years 44%, a clear indication that these teacher trainees could still grasp or master the content taught due to the fact that they have not reached the age where there is memory lapse. On the other hand, the result indicated that majority of tutors are between 41-50 years showing that the tutors were old and mature enough to appreciate the rationale of performance.

4.4 Adequacy of teaching and learning resources and performance of teacher trainees.

This study sought the view of respondents on the adequacy of learning/teaching resources and their influence on teacher trainees performance. To achieve this specific objective, tutors and teacher trainees were asked to rate the extent to which teaching/learning resources in their colleges were adequate. Table 4.4 below presents the findings.

Table 4.4: How tutors rated the adequacy of teaching learning resources

Learning resources	Frequency	Percentage
Very inadequate	57	76.8
Inadequate	15	20.0
Somehow adequate	1	1.6
Adequate	2	2.6
Very adequate	0	0.0
Total	74	100.0

n= 74

From Table 4.4 above, (76.8%) of tutors indicated that the teaching and learning resources were very inadequate. It also emerged from the focus groups that the few equipment's that were available in the institutions does not meet the dynamics of learning and training in the current world. Therefore, it is evident that this may result in poor performance among teacher trainees.

Table 4.5: Teacher trainees rating on adequacy of teaching learning resources

Learning resources	Frequency	Percentage
Very inadequate	57	76.8
Inadequate	15	20.0
Somehow adequate	1	1.6
Adequate	2	2.6
Very adequate	0	0.0
Total	74	100.0

n= 74

Majority of teacher trainees (80.2%) indicated that the teaching and learning resources were very inadequate. Both tutors and teacher trainees conceded that teaching learning resources were very inadequate. The respondents were also asked to indicate the learning resources available in their institutions. The findings were presented as follows in Table 4.6.

Table 4.6: Trainees response on available equipments

Learning Resource	Available		Not available		Not always available	
	Freq.	%	Freq.	%	Freq.	%
Laboratory equipment	2	1.0	120	94.3	4	3.0
Revision books	3	2.0	90	71.7	30	23.0
Availability of overhead projectors	70	55.0	40	31.0	16	12.0
Desktop computers	50	3.09	2	1.0	72	57.0
Tablets	0	0.0	126	100.0	0	0.0
Video tapes	6	4.0	122	96.0	0	0.0
White boards	0	0.0	126	100.0	0	0.0
Tracing papers	7	5.0	0	0.0	119	94.0
Availability of laboratory chemicals	5	3.4	117	92.0	4	3.0
art and craft equipment's	8	6.0	107	84.0	8	6.0
Home science equipment's	24	18.6	94	74.0	8	6.0

n = 126

In Table 4.6, most of the tutors and teacher trainees confirmed that quite a number of equipments were not available in their institutions with tablets (100%) white boards, (100%) videpo tapes, (96%) laboratory chemicals (92%) Art and craft equipments, (84%) homescience equipments taking the lead.

The result from questionnaires and the focus groups indicates that this institutions had inadequate teaching learning reasources and that the few that are available are not meeting the dynamics and training in the current world. It also emerged that

teaching Aids available in the institutions were not relevant to the learning and knowledge required. The study also found out that relevant teaching aid contributes a lot to classroom delivery. Collin and Rosemiller (1987), point out that there is an important relationship between availability of teaching/learning resources and performance. In this regard, even highly competent teachers will find it difficult to teach effectively with inadequate facilities and that teaching/learning resources assist a teacher to communicate effectively and learners to learn more meaningfully. Asikhia (2010), pointed out that adequate well prepared instructional materials determine amount of learning that can be placed in a learning setting. Therefore low performance in these institutions may have emanated from the inadequacy of these teaching learning resources.

4.5 Influence of tutors' professional qualification on performance of teacher trainees

This study sought to find out the influence of tutor's professional qualification on the performance of teacher trainees. Tutors were asked on the number of lessons they handled in a week. The results were as indicated in Table 4.7 below

Table 4.7: Influence of tutor’s professional qualification on performance of teacher trainees

Lessons	Frequency	Percentage
0-2	0	0.0
2-4	2	2.2
5-7	6	7.8
8-10	28	39.0
Above 10	38	51.0
Total	74	100.0

n=74

Majority of tutors (51.0%) handled 10 lessons and above in a week, followed by (39.0%) who handled between 8-10 lessons in a week. Therefore this implies that the work load is too high in teacher training colleges within the lake region.

Table 4.8: Tutors response on being professional teacher

Responses	Frequency	Percentage
Yes	57	77.9
No	17	22.1
Total	74	100.0

n=74

The findings in the Table 4.8 shows that majority of tutors (77.9%) were professional teachers and only (22.1%) were not professional teachers. The result showed that as much as the majority of tutors were professional teachers there were others who were drawn from other sectors implying that there is no specific institution meant to train teacher educators or there is no specific training program that teacher educators must undergo before becoming tutors.

Table 4.9: Tutors highest level of education

Responses	Frequency	Percentage
Certificate	0	0.0
Diploma	5	7.1
Bachelor degree	53	72.0
Master's degree	16	20.9
Total	74	100.0

n=74

The findings in Table 4.9 above shows that majority of the tutors (72.0%) were having bachelor degree, (20.9%) were having master's degree (7.1%) were diploma holders while (0.0%) were certificate holders. It emerged from the finding that tutors from these teacher training colleges had no standard qualification that they were supposed to attain before becoming teacher educators.

Table 4.10: Work experience as tutors

Work experience	Frequency	Percentage
0-5 years	33	46.0
6-10 years	25	33.3
11-20 years	15	19.7
21 years and above	1	1.0
Total	74	100.0

n=74

In the Table 4.10 shows that majority of the tutors had worked for less than 10 years (79.3%) in their institution sending a strong signal that they are not experienced enough to handle curriculum effectively.

Table 4.11: Previous job before appointments as a tutor

Institutions	Frequency	Percentage
Secondary school	42	56.0
Primary school	17	24.0
Technical training institute	11	16.0
NGO's	2	2.0
Micro- finance	2	2.0
Total	74	100.0

n=74

Table 4.11 above shows that majority of tutors had worked in secondary school (56.0%), followed by (24.0%) in primary school, (16.0%) had worked in technical training institute, (2.0%) were under NGO's while another (2.0%) had worked with micro- finance institutions. From the findings it emerged that all these tutors teaching in teacher training colleges may have not had relevant training skills to handle teacher trainees in colleges due to diverse institutions where they came from.

In regard to this specific objective, it emerged that majority of tutors have not served for more than 10 years (79.3%) in the institution and that the reason was that quite a number had initially worked in primary school, secondary school while others in technical training institutes before being promoted or redeployed to teacher training institute. When asked from the focus groups those that are considered experienced the explanation was that those who have served 10 years above were considered experienced enough to handle the subjects matter well. Therefore, from the findings majority of tutors in this institutions were not experienced enough to effectively handle the subject matter and this may result in low performance among teacher trainees.

It was also found from the focus groups that teachers who have taught in the institution for a long time perform better than their counterpart who have stayed in the institutions for a shorter period of time. The result from the study further

revealed that the workload in terms of lessons handled in a week was very high with majority of tutors (51.0%) handling 10 lessons in a week, this was attributed to the increased number of classes due to high enrolment in the three institutions realized over the past three years. Therefore, the work load may reduce the quality of delivery of the subject matter hence low performance among the teacher trainees.

The research further revealed that tutor's in these institutions had no specific institutions where teacher educator's for teacher training colleges are drawn from. They are drawn from different quotas with majority (56.0%) were trained to teach secondary school. This implies that they lacked professional skills of training teacher trainees.

The result of the findings were in agreement with Adayemi (1998), who assert that a teacher who does not have professional qualification would undoubtedly have negative influence on the teaching and learning of his or her subject. Therefore, from the findings may be deduced that low performance in teacher training colleges in the Lake region may be attributed to lack of relevant training institutions for teacher educators.

4.6. Influence of tutors training approaches on teacher trainee's performance

The study sought to find out whether tutors teaching approaches influences performance of teacher trainees.

Table 4.12: Tutors training approaches as rated by tutors

Training approach	Frequency	Percentage
Teacher centred	50	68.2
Student centred	5	6.4
Discussion	14	20.1
Simulation	2	2.2
Project	3	3.1
Total	74	100.0

n=74

Table 4.12 shows that teachers centered approach (68.2%) was greatly relied on by most tutors, (20.1%) discussion approach (6.4%) student centered approach, (3.1%) project and finally (2.2%) simulation approach was used. From the focus groups they explained that teacher centered approaches(s) were commonly used due to the fact that the curriculum is overloaded in comparison to the amount of activities that the teacher trainees were supposed to undertake such as teaching practice which is done thrice while the training period is just two years.

Table 4.13: Tutors teaching approaches as rated by teacher trainees

Training approach	Frequency	Percentage
Teacher centred	90	71.3
Discussion	25	20.2
Simulation	4	3.0
Project	2	1.3
Student centred	5	4.2
Total	74	100.0

n=74

Majority of teacher trainees (71.3%) confirms that the mostly explored approach in the institutions within the Lake region was teacher centered this is in agreement with tutors who also rated teacher centered approach highly.

Overall, from the questionnaires and the focus group revealed that most commonly used approach in teaching is teacher centered approach. When asked why, they generally agreed that the curriculum is overloaded and the method help in early syllabus coverage.

Student confirmed that the most preferred approach by student is student centered approach. When asked why it is preferred, they said it allows the students to explore the subject matter as well as critique ideas. It was also found out from the focus group that student centered approach yield better result compared to teacher

centered approach. These findings are in line with Barrows (1996), who assert that student centered approach yield better result as it stimulates student cognitive learning process and problem solving skills. It is clear from the findings that the approach that is commonly used by the institutions may have been the cause of low performance in the institutions.

4.7. Influence of teacher trainees attitude towards the course on performance

The researcher also sought to find out influences of teacher trainees attitude towards the course on their performance. The respondents were asked if placing trainees in option A or B without their consent was preferred by trainees. The findings were presented in Table 4.14 below.

Table 4.14: Tutors view on placing teacher trainees in option A or B

Options	Frequency	Percentage
Yes	68	92.3
No	6	7.7
Total	74	100.0

n=74

The outcome from the findings indicate that majority of the tutors (92.3%) said that placing teachers in either options without their consent was not preferred by

student. The poor performance could be as a result of placing students in subject areas that they don't have interest.

Table 4.15: Teacher trainees view on placing trainees in option A or B

Options	Frequency	Percentage
Yes	121	96.1
No	5	3.9
Total	126	100.0

n=126

The findings confirmed that majority of the student who responded (96.4%) said that placing teacher trainees in either options without their consent is not preferred by teacher trainees. These findings concurs with the result from the response by tutors, that there is lack of interest among students in the subject's option they have been placed in, consequently, they get demoralized and finally end up performing poorly.

Table 4.15: Trainees view on how to handle the selection of subjects

Approach	Frequency	Percentage
Based on performance	5	3.7
Having joint consultation	9	7.1
Based on interest	112	89.2

Use of lottery	0	0.0
Total	126	100.0
<i>n=126</i>		

The majority of teacher trainees (89.2%) were for the idea of choosing options based on interest.

Table 4.16: Trainees entry grades

Grades	Frequency	Percentage
C-	0	0.0
C	72	56.8
C+	50	40.0
B-	4	3.2
B	0	0.0
Total	126	100.0
<i>n=126</i>		

Table 4.16 indicated that (56.8%) of teacher trainees were admitted to the college with grade C (plain), (40.0%) were having grade C (plus), 3.2% had B (minus) whereas both B (plain) and C (minus) were not admitted in the institution the findings implies that the majority of students who finds their way into this institutions have very low grades which may affect their performance in particular subjects.

In a nutshell, it was found out that the student are supposed to be allowed to choose subjects options based on their interest. From the focus groups teacher trainees explained that when subjects are chosen for them they became demoralized and this impact on their performance. It was also confirmed from the focus group that majority of teacher trainees have negative attitude towards practical subjects such as Home science, Art and Craft and Music. The findings were in agreement with Blix (1981), who assert that student attitude towards a given course /subject serves as a predictor of their performances in a given subject.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This research on factors influencing performance of teacher trainees in public primary teacher training colleges was conducted in the Lake Region, Kenya. The study was guided by four research questions that sought to find out how the adequacy of teaching/learning resources influences performance of teacher trainees in public primary teachers training colleges, how the professional qualification of college tutors influenced the performance of teacher trainees in public primary teacher training colleges, how the tutor's teaching approaches influenced performance of teacher trainees in public primary teacher training colleges and how teacher trainee's attitude towards the course influenced their performance in public primary teacher training colleges. This chapter gives a summary of the study conclusions derived from findings of the study.

5.2 Summary of findings

The purpose of the study was to investigate factors influencing performance of teacher trainees in public primary teacher training colleges in the Lake region.

The following were the summary of the findings:-

The findings of the study revealed that the teaching and learning resources were largely unavailable and in those areas where few were available they were not meeting the dynamics of learning and teaching in the current world. It was further revealed from the focus groups that the few teaching and learning aid that were available were not relevant to the trainees experience and knowledge. It was further revealed that libraries were having old and irrelevant books that were not in conformity with current syllabus. From the focus groups, it was also noted that Home science, art and craft and music were the most affected due to the fact that they required a lot of materials for practicals.

The focus groups also revealed that tutors who have stayed in the institution for a longer time perform better than their counterparts who have stayed for a shorter time.

From the questionnaires and focus groups, it emerged that the most commonly used teaching approach is teacher centered due to the fact that it helps in quick coverage of the syllabus. Even though the student preferred learner centered approach which they say helps in stimulating cognitive process and help the learner to explore the subject matter.

Lastly, it was revealed that the syllabi in these colleges were overloaded and this may result in poor delivery due to fatigue. On the other hand, the study also

revealed that placing students in either option A or B without being consulted impact negatively on their performance and that they need to allow them to choose the options based on interest. The findings from the focus groups revealed that majority of teacher trainees had negative attitudes towards practical subjects such as Art & craft, Home Science, Music and Physical Education with physical education taking the lead.

5.3 Conclusion

The results of the research study found that the four independent variables, that is adequacy of teaching learning resources, tutors professional qualification, tutors teaching approaches, trainees attitude towards the course all have influence on performance of teacher trainees which is the dependent variable, the important observations from research study were that;

- The teaching learning resources were inadequate in the teacher training colleges and the few that are available are not relevant to the dynamics of training and learning of the current world.
- Tutors who teach in primary teacher training colleges lack professional qualification as quite a number are trained to teach in secondary schools.
- The most preferred teaching approach was student centered as it allows the teacher trainees to explore the subject matter.

- Teacher trainees prefer selecting subjects based on interest

5.4 Recommendations

This research recommends that MoE to come up with curriculum or central induction course or INSET programme for teacher educators before posting/deployment to TTCs.

This study recommends that the government to come up with a scheme to provide TTCs with modern teaching learning resources that can meet the dynamics of training in the current world.

This research recommends that the government establishes an institution specifically meant to train teacher education.

5.5 Suggestions for further research

This study concentrated on factors influencing performance of teacher trainees due to time constraints. The study was narrowed down to factors such as adequacy of teaching learning resources, tutors professional qualification, tutors teaching approaches, trainees attitude towards the course and how they influence performance of teacher trainees. It is however recommended that there is need for further study on other factors influencing performance such as, leadership styles, ability of the learners, physical facilities, and environmental factors. There is also

a gap for further research on the kind of training given to trainers of teacher trainees. As a result of these gaps the researcher would suggest that further research be done on these factors.

REFERENCES

- Adeyemi, J. (1989). *Resource Situation and Internal Efficiency of Technical colleges in Nigeria*. Published PhD thesis. Ibadan: university of Ibadan.
- Borg, R.W. & Gall, P.G (2003). *Educational Research an Introduction*. New York: Longman Publishers.
- Coombs, (1970). *Educational Planning UNESCO, International Institute for Education Planning*.
- Court and Ghai, F. (1974). *Student profiles and factors affecting performance international journal of mathematics, Educational science and technology*, 2001 vol. 32 no. 1, 97 – 104, pp 103 – 104.
- Darling – Hamoud, L, (1997). *Doing what Matters most; investing in quality teaching*. Kurtztown, Pennsylvania; National commission on teaching and America’s future. Also at <http://www.tc.colombia:edu/teacher>
- Daily Nation (2011 sept.28th). *Affordable, quality and relevant education. A key to achievement of Kenya vision 2030 ministry of Education*.
- Delor, J. (1996) *Learning the treasure that lies within Paris: UNESCO*
- Douglas, P. (1934). *The Theory of wages*. New York. Macmillan.
- Douglas, P. (1928). *Are there laws of Production? American Economic Review*, March, 1948.
- Ellington, H. (1985) *Producing Teaching Materials, a handbook for teachers and trainers*, London: Kogan page Ltd.

- Farrant, J.S. (1997). *Principles and Practices of Education, England*. Longman Group Ltd.
- Fullan, B. (1986). *Raising school quality in developing countries: what investment boost learning*. Washington DC World Bank. Discussion paper.
- Fullan, M. (1993). *Change forces*. Falmer press. Landon.
- Gachathi, P. (1976). *Report of national committee on educational objective and policies*. Government printers Nairobi, Kenya.
- Gagne, R. N & Medesker, K. L. (1996). *Conditions of learning Fort Worth: TX* Harcourt – Brace.
- Hadad W.D. (1994). *The Dynamics of Education Policy making case studies for Burkina Faso, Jordan pent and Thailand* Washington DC. The international
- Hansen, J (2000). “*Student performance and student Growth as measure of success; Aevalators’s perspective*” paper presented at annual meeting of the American educational Research Association New Orleans, Louisiana, April 25, (2000)
- Kafu P.A (2011). *Education in Kenya. Emerging issues*. Retrieved from <http://www.muk.ac.ke/ijci>, www.muk.ke. Kafufulltext.pdf
- Kamunge J. (1988). *Report of the presidential working party on education and manpower training for the next decade and beyond*. Nairobi: Government printers.

- Kerlinger, F. N (1973). *Foundation of Behavioral Research (2nd ED) New York: Winton*
- Kombo, D.K & Tromp, L.A (2006). *Proposal and thesis writing: an introduction: Pauline's publication African: Nairobi (Kenya).*
- Lewin M. K, (2004). *The pre – service training of teachers - does it meet its objectives and how can it be improved: Background paper for the EFA global monitoring report center for international Education, University of success.*
- Makau G. & Somerset, T. (1986). *Improving Teachers effectiveness in the schools of Kenya: approaches to quality leaning cost saving professional management. Discussion*
- Mugenda & Mugenda, (2003). *Research methods. Qualitative and quantitative approaches: Nairobi. ACTS.*
- Malaba, P. (2004). *Managerial Training Needs of Learning Resource Centers: Heads in six selected primary training colleges in Kenya. (Theses- Kenyatta University)*
- MOE, (2003). *Basic education indicator Nairobi: Government press.*
- MOE, (2011). *Teacher education professional development. Continuing professional development for teacher educator concept paper – draft 15th March 2011.*
- MOE, (2009). *National primary teacher trainer's induction course: college level training of tutors – May 22 to June 5th 2009. Nairobi Government printer.*

- MOEST, (1994). *Report of the third teacher education conference Egerton University Njoro. 5th to 9th December, 1994.*
- MOEST, (1998). *Master Plan on education for training 1997 – 2010.*
- Mulusa, T. (1990). *Evaluating: Education and Community Development Programmes. Nairobi;* University of Nairobi and Deutsche Stafford.
- Mugenda & Mugenda A.G. (2003). *Research Methods Quantitative and Qualitative Approaches.* Nairobi Acts Press.
- Nafukho, F.M. & Kangethe, S. (1991). *Training of Trainer's. Strategies for the 21st Century* Moi University Press. Nairobi, Printed by Fotoform Ltd.
- Nafukho, F.M., & Kangethe, s. (2002). *Training of trainers: strategies for the 21st century* Moi University press Nairobi: printed by Fotoform Ltd.
- Psacharopoulos, G, & Woodhall M. (1985). *Education for Development; Analysis of Development choice Network* Oxford University Press.
- Simonson, R.M. & Volker, P.R (1984). *Media Plans and production, Columbus Ohio:* Charles Emeril Publishing Company, Bell, and Howell Company.
- Tom, A. (1997). *Redesigning Teacher Education.* State University Press: New York.
- UNESCO, (1997). *Getting ready for the 21st contrary oranges facing key player in the management and development of learning through education training. A vision that creates an even feature for Kenya.* Held at Lillian Towers Mawingo hall on 25th Feb., 1997 (Unpublished)
- UNESCO, (2005). *Challenges of implementing FPE in Kenya assessment repost*

UNESCO, (2005). *Education for sustainable development (ESD) in action*
technical paper No .2

UNESCO, (2007). *Teacher for tomorrow's schools: Analysis of the world*
Education indicators (WEI) UNESCO institutes for statistics (UIS). We
word education indicators.

APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi
Department of Educational
Administration and Planning
P.O. Box 30197
Nairobi

.....

The Principal

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student in the department of educational administration and planning at the University of Nairobi. I am currently working on a research project on the **Institutional Factors Influencing Performance of Teacher Trainees in Public Primary Teacher Training Colleges in the Lake Region.**

Your college is among those chosen for the study.

Kindly allow me collect data from your institution.

Yours faithfully,

George Okelo Kijana

APPENDIX II

QUESTIONNAIRE FOR TUTORS

The Purpose of this questionnaires is to gather information on the factors influencing performance of teacher trainees in Primary Teacher Training Colleges. Please respond to all the items by filling in or ticking where appropriate. Do not write your name or that of your college for confidentiality purposes

Section A: Demographic information

1. What is your gender? Male () Female ()
2. What is your age bracket? 21-30 years () 31-40 years () 41-50 years () 51 years and above ()
3. What are your teaching subjects?.....
4. a) Do you hold any position in the institution? Yes () No ()
b) If yes, which position specify? _____
5. How many subjects do you have in a week? 0-2 () 2-4 () 5-7 () 8-10 ()
10 and above ()

Section B: Adequacy of Teaching / Learning Resources

6. How adequate are the teaching /learning resources in the subject you teach?

Very Inadequate () Inadequate () Somehow Adequate () Adequate () Very Adequate ()

7. How available are these teaching/learning resources. Kindly Tick (√) whether the following resources are available or not available.

	Learning Resources	Always available	Not Available	Not always available
a.	Laboratory Equipment's			
b.	Availability of Overhead projectors			
c.	Desk top Computers			
d.	Classroom space for teaching			
e.	Availability of charts for trainees			
f.	Availability of Laboratory Chemicals			
g.	Home Science Equipment's			
h.	Art and Craft Equipment's			

Section C: Tutors Professional Qualification

8. What is your highest educational Level? High School (), Tertiary Colleges (),
University () others specify
9. (a) Are you a teacher by Profession? Yes () No ()

(b) If yes, what level?
10. (a) For how long have you worked as a tutor? 0 – 5 years () 5 – 10 years ()
15 – 20 years () others specify
11. What were you doing before your appointment as a tutor?
12. How did you get to the institution? Redeployed () Promoted () Direct Posting
() others Specify

Section D: Tutors Teaching Approaches

13. Kindly mark in the table below with a tick (v) whether you strongly agree
(SA), Somehow (SH), Disagree (D) Strongly Disagree (SD) Agree (A)

	Teaching Approach	SA	SH	D	SD	A
a.	Teacher Centered Approach					
b.	Student Centered Approach					
c.	Role play					

d.	Project					
e.	Simulation					

Section E: Attitudes of teacher trainee towards the course

14. a) In your opinion do you think placing students in option A and B without their choice is liked by teacher trainees? Yes () No ()

b) If No, what would you recommend _____

15. What would you say about teacher trainee's attitudes towards the course?

Discuss

16. Do the attitude mentioned above influence their performance?

Thank you for your co-operation

APPENDIX III

QUESTIONNAIRE FOR SECOND YEAR TEACHER TRAINEES

Kindly answer the following questions to the best of your ability there is no correct or wrong answer. This questionnaire is entirely for the purpose of carrying out a study on educational matters. Do not write your name on this questionnaire put a tick (√) where applicable.

Section A: Demographic Information

1. What is your gender? Male () Female ()
2. Indicate your age? 16-20 years () 21-25 years () 26-30 years ()
31-35 years () above 36 years ()
3. What is your KCSE grade C (), C+ (), B- (), B (), B+ () Others
Specify

Section B: Adequacy of Teaching / Learning Resources

4. What is your subject area of specialization? Option A () Option B ()
5. (a) How adequate are the Learning/Teaching Resource in your area of specialization?

Very Inadequate () Inadequate () Somehow Adequate () Adequate ()

Very adequate ()

6. How available are these teaching/learning resources? Kindly tick (√) whether the following resources are available or not available or not available.

	Learning Resources	Always available	Not available	Always not available
7.	Laboratory Equipment			
8.	Revision Books			
9.	Availability of overhead projectors			
10.	Desk top computers			
11.	Tablets			
12.	Video Tapes			
13.	White boards			
14.	Tracing Papers			
15.	Availability of Laboratory Chemicals			
16.	art and craft Equipment's			

Section C: Attitude of teacher trainee’s towards the course

17. a) In your opinion, do you think placing student in option A and B without their choice is liked by teacher trainees? Yes () No ()

b) If No, what would you recommend _____

18. In your opinion which is the most suitable way of handling selection of subject options? Tick (√) appropriately

Based on performance () Having joint consultations ()

Based on interest () Choosing for themselves ()

Section D: Tutors teaching approaches

Kindly mark in the table with a tick (√) whether you Strongly Agree (SA), Somehow agree (SH), Disagree (D), Strongly Disagree (SD), Agree (A)

	Teaching approach	SA	SHD	D	SD	A
19.	Teacher centered approach					
20.	Student centered approach					
21.	Role play					
22.	Project					
23.	Simulation					

Thank you for your co-operation

APPENDIX IV

FOCUS GROUP DISCUSSION QUESTIONS FOR TUTORS

Kindly answer the following questions to the best of your ability there is no correct or wrong answer. This questionnaire is entirely for the purpose of carrying out a study on educational matters. Do not write your name on this questionnaires

1. a) Which teaching approach(s) is commonly used by most tutors and why?

- b) Which teaching approach do you think student prefer most and why?

- c) Does the teaching approach used influence the performance in any way and how?

- d) Is it necessary to change teaching approaches used at times and why?

- e) Which one do you think yield most result?

2. a) What would you say about teacher trainee's attitudes towards the course?

b) What do you think are the attitudes of teacher trainees in specific subjects?

3. a) In your view are the available equipment's in the institution adequate explain?

b) Do the equipment in co-operate modern technology that is relevant to the dynamics of training and learning of the current world? Explain.

c) In your opinion what is the contribution of learning teaching Aid, in classroom delivery? Explain

d) Are the available teaching Aid relevant to the trainees experience and knowledge? Explain

e) In your view do the institutional library have enough and current books relevant to the curriculum offered in the institution? Explain

f) In your opinion how conducive is the learning environment? e.g. classrooms

4. a) In your view do you think tutors who have stayed in the institution perform better in their subject areas? Explain

b) In your opinion, somebody who have served for how many years may be considered experience? Explain.

Thank you for your corporation

APPENDIX V

FOCUS GROUP DISCUSSION QUESTIONS FOR TEACHER TRAINEES

Kindly answer the following questions to the best of your ability there is no correct or wrong answer. This questionnaire is entirely for the purpose of carrying out a study on educational matters. Do not write your name on this questionnaires

1. a) Which approach of teaching do you think is commonly used by your trainers?

- b) Which approach of teaching in your opinion do you think you prefer?
Explain

- c) Does the teaching approach which is commonly used by trainers affect your ability to learn? Explain

2. a) What would you say about teacher trainee's attitudes towards the course?

- b) What do you think are the attitudes of teacher trainees in specific subjects?

3. a) In your view, are the available equipment's in the institution adequate explain?

b) Do your trainees use teaching Aid that is relevant to your learning and knowledge? Explain

c) Do the equipment in cooperate modern technology that is relevant to the dynamics of training and learning of current world? Discuss

d) In your opinion, what is the contribution of learning teaching Aid, in classroom delivery? Explain

e) In your view, do the institutional library have enough and current books relevant to the curriculum offered in the institution? Explain

f) In your opinion, how conducive is the learning environment?

4. a) In your opinion, do you think subject taught by tutors who have stayed in the institution for long perform better? Explain

Thank you for your corporation

APPENDIX VI

TIME PLAN FOR THE STUDY (2015-2016)

Activity	Dec 2015	Jan 2016	Feb 2016	March 2016	April 2016	May 2016	June 2016	July 2016
Conceptualizing the problem								
Proposal writing and presentation								
Piloting and modification of instruments								
Administration of questionnaire								
Data collection								
Data analysis and final report writing								
Submission of marking								
Submission of final report								

APPENDIX VII

BUDGET FOR THE STUDY

NO	ITEMS	COST
1	Secretarial Services i. Typing of proposal ii. Typing the final report iii. Photocopying questionnaires	6000/= 4,000/= 3500/=
2	Stationary i. Writing materials ii. Photocopying papers iii. Flash disk iv. Pens	1500/= 3500/= 1500/= 300/=
3	Travelling Expenses i. To pre-test questionnaires ii. To carry out research iii. To consult supervisors iv. To visit teacher training colleges v. To administer questionnaires	1000/= 3000/= 30,000/= 3000= 5000/=
4	Binding Expenses i. Binding proposal ii. Binding, the final report	4000/= 8000/=
	TOTAL	74,300/=

APPENDIX VIII

RESEARCH PERMIT

APPENDIX IX

RESEARCH AUTHORIZATION LETTER