

**ROLE OF THE SEVENTH DAY ADVENTIST CHURCH IN
THE DEVELOPMENT OF TEACHER EDUCATION IN
KENYA: A CASE STUDY OF NYANCHWA TEACHERS
COLLEGE, KISII COUNTY.**

BY

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Declarations

Declaration by student

This proposal is my original work and has not been presented for a degree in any other university.

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Abbreviations

S.D.A	-Seventh Day Adventist
M.O.E.S.T	-Ministry of Education Science and Technology
U.S.A.I.D	-United States Agency for International Development
U.N.E.S.C.O	-United Nations Educational, Scientific and Cultural Organization
T.T.C	-Teacher Training College
K.E.S.S.P	-Kenya Education Sector Support Program
G.O.K	-Government of Kenya
F.P.E	-Free Primary Education
C.M.S	-Church Missionary Society
T.S.C	-Teachers Service Commission

Operational definitions of terms

Tutor -A person well trained to teach in a teachers training college

Teacher - A person whose job is teaching

Teacher trainee -A person who is under instruction on how to teach or
a student teacher

CHAPTER ONE

INTRODUCTION

This chapter deals with the background to the study, the statement of the problem, purpose of the study, and the objectives of this study. It also examines the hypotheses of the study, justification of the study, scope and limitations of the study; finally the theoretical frame work and organization of the rest of the study.

1.1 Background to the study

Education is the acquisition of knowledge, desired skills and attitudes (Oluoch, 1982). William and Hellen (1980), defines education as the transmission of values and accumulated knowledge of society. In this sense, it is equivalent to socialization or enculturalization. Education has been there in existence since time immemorial due to its necessity in society.

Human societies have mainly carried out education informally and formally. Formal education is the school system that was introduced mainly by the western world to Africa while the informal system is the indirect and incidental education that was characteristic of African indigenous education.

Rosalind (1975) asserts that in the multi-tribal society of Kenya, tribal cohesion was vital and that this was achieved through the informal education offered at that time. The education system of this period was geared towards maintaining their unity as a tribe and prepares individuals for their rights and responsibilities within the family, clan and tribe. The colonialists and missionaries were responsible for the introduction of education in Kenya. Africans were given education that would provide them with skills that fitted them as labourers on the European farms. Okeyo (1989) explains further that when Europeans came they made an effort to teach people how to read and write. They started with this kind of education because they perceived that it was the only way people would receive and pass on information. It is therefore the missionaries (specifically the Church Missionary Society) which started formal education in Kenya .The Church Missionary Society first reached Kenya in 1846 and settled at Rabai Mpya near Mombasa.

The SDA involvement in education started in America in 1871 when they set up an education center which became the present day St. Andrew University (Mayer, 1961).Therefore, when in 1903 the general conference of SDA decided to send missionaries to Africa; they were extending their education services to the Africans who were illiterate at that time. The pioneer seventy day Adventist missionary sent to Kenya by the general conference of SDA was Arthur Grandville Carscallen.Carscallen was A Canadian born in 1879.He received his college education at the Adventist New bold College in England between 1904-1906.It was during his last year in college that he received the Adventist missionary call to come to Kenya. During this time Pastor Carscallen and his wife together with Pastor Peter Nyambo were sent by the SDA General conference to Africa as the first missionaries. Pastor Nyambo was the first SDA

black African pastor .Pastor Nyambo was a Malawiani citizen who had gone to Britain for studies shortly after the Adventist work had began in his home country in 1902.As a teacher he was sent by the general conference of SDA to accompany Carscallen to Kenya to start missionary work (Okeyo, 1989).Carscallen and Peter Nyambo reached Mombasa in 1905 and found that the Church Missionary Society had a centre at the coast and Islam religion was dominant there. When they reached Mombasa they found that Muslims had already settled there. Dr.Johann Krapf of the Church Missionary Society (C.M.S) had reached Kenya in 1844 when the Adventist movement was being formed in America. He set up his first mission at Rabai near Mombasa in 1846.The Catholic Church reached Kenya in 1890 and in 1902 it became the first Christian organization to settle at Kisumu in Nyanza province. Though the Catholic Church reached earlier, they never established schools. It was therefore the Adventists who were the first to establish formal education in Nyanza. The SDA settled in South Nyanza –Kavirono in 1906 and started Gendia Mission, opening their first school there. The SDA Church has also established several secondary schools .Some of these are Kamagambo High School, Chebwai SDA Secondary, Nyanchwa, Nyabola, Ranen, Segero and Wang’apala SDA secondary schools among others (Amayo 1973).

The aim of schooling was to produce people who would work for the missionaries and settlers (Mwangi, 2008). Bogonko (1992) also argues that the coming of western education system not only led to the abolition of the indigenous education system but also affected the perception of Africans towards technical and vocational education as a whole. As the demand for missionary education increased, many schools were set up at mission stations. This, therefore, led to the need to train more teachers. The training of

teachers by missions was allowed in 1952 through the recommendations of the Beecher Report (G.O.K 1968).

Teacher education is a well designed, developed and administered programme to produce school teachers for the established education system (Kafu, 2003). Since independence, Kenya has continued to invest heavily in education due to shortages in skilled manpower and the need for a more educated workforce to fill the human resource gap left behind by the colonial government. Education was further expected to eliminate poverty, disease and ignorance.

The Report on primary teacher education in Kenya (G.O.K, 1968), whose terms of reference were to consult with the government of Kenya with a view to examining problems related to primary education and teacher training in particular, notes that after independence the country was faced with the challenge of changes in methods of production, patterns of life, change in transport, insurance and new systems of land tenure. This therefore needed a well trained and effective teaching force that was not available.

The purpose of teacher education development is to improve the practices and competencies of teachers while also building stronger links between the pre-service and in-service systems of teacher education in Kenya (USAID Kenya, 2011). In recognition of the value of teacher education, the MOEST (2004) recommend that the process of quality education begins with proper planning for financial, human and physical resources including the curriculum. This involves all stakeholders and it is in-cooperated in the teaching and learning process. The government notes that the role of teachers is not

only in imparting knowledge but helping students learn how to learn as agents of life transmission.

Currently the recruitment of teachers is demand driven as teachers are only recruited to fill vacancies in schools where the vacancies exist due to transfer, death or resignation. UNESCO (2010), in its report on National Education Support Strategy(UNESS) for the republic of Kenya (2010-2011) states that in 2008 there were 28 teacher training colleges in Kenya of which 20 were public and 8 were private. There were three diploma teacher colleges and these are Kagumo, Kibabii and Kenya Technical Training College. These colleges by then had a total enrolment of 26,124 trainees of which 60% are in public colleges. As regards gender equity, the number of male trainees was equal to females. This number cannot satisfy the demand for teachers in the education sector and consequently calling for a more concerted effort by many stake holders if the government was to offer quality education in Kenya today.

By 2005, the enrolment in primary stood at 7.2 million pupils in public primary schools and 300,000 in the non-formal schools in Kenya (G.OK 2005). This massive enrolment in public primary schools was due to the Free Primary Education Programme that was introduced by the government in 2003. This big enrolment has put a lot of pressure on existing infrastructure, teachers, text books and other teaching and learning materials (G.O.K, 2005). To solve this problem, various strategies have been put in place. Currently the Teacher's Service Commission of Kenya is employing the demand-driven policy to address the uneven distribution of teachers and shortages in various institutions- they employ teachers only in those subjects which are understaffed. However, due to the freeze in employment of teachers, the Teachers Service Commission has only been

replacing teachers who exit service through natural attrition –teachers who leave the service due to death, retirement or resignation. Hence there is a growing need to recruit more teachers to cope with the demand occasioned by the implementation of Free Primary Education among other factors. To do this, the government is working in partnership with parents, communities, civil society, development partners, private sector and other stakeholders to ensure effectiveness of Free Primary Education (MOEST 2004).

Despite all these efforts by the government to solve the issues of understaffing, teachers still continue to press for the recruitment of more teachers.

For example, in 2011 there were many strikes geared towards this goal as noted by Samwel (2011). Teachers' strike paralyzed learning in Kenya over inadequate staffing which affected quality of teaching especially with the influx of students to schools since the introduction of free basic education in 2003. For the government to allow participation of other bodies in production of teachers, it means that it is already overburdened. The church for a long time has been an active partner in education but both the government and the private colleges do not have documented history of the number of people they have trained, the challenges faced and how they envisage facing the future.

History seen as a study of the past is an integral part of many education systems across the world. Many countries spend huge amounts of money and resources to uncover their past. Every year, new historical sites are uncovered, excavations on those sites are conducted and the results are studied by archeologists throughout the world. Historical

research is vital in the judicial system. History sets precedents of judicial cases, which are studied by judges before they make decisions in similar cases themselves. The effectiveness of certain punishments for offences is also evaluated through history.

Thus we study history in order to learn from it, improve our past experiences and avoid repeating past mistakes. However this is not always the case. In Kenya though there has been several strikes over poor remuneration and lack of proper staffing in the education sector, the government has never taken measures to solve the problem once and for all .(<http://www.123HelpMe.com/view.asp?id>)

1.2 Statement of the problem

Training of teachers by both the government and private colleges in Kenya does not meet the national demand and the role each college plays in this exercise lacks historical documentation. Nyanchwa had been training teachers since 1989 but the supply of teachers in Kenya was still below the demand. This study uses historical methodology to find out the contribution of Nyanchwa SDA College in the training of teachers in Kenya.

1.3 Purpose of the study

The purpose of this study was to find out the role of Nyanchwa teachers training college in teacher education in Kenya

1.4 Objectives of the study

The objectives of this study were;

- a) To find out the role Nyanchwa Teachers' Training College played in the development of teacher education in Kenya.
- b) To establish the challenges the College was facing in the process of teacher education.

1.5 Research questions

The research questions to this study are:

- a) What role has Nyanchwa teachers training college played in the development of teacher education in Kenya?
- b) What challenges does Nyanchwa Teacher's College face in the process of teacher education?

1.6 Hypotheses of the study

The hypothesis of this study is:

Nyanchwa SDA Teachers College plays a significant role in teacher education in Kenya.

1.7 Justification of the study

Teacher education development is very important as it helps in preparing the manpower for the established school systems. This study may be helpful as it may enable the college authority to assess their contribution in teacher production.

The findings of this study may enable the management of Nyanchwa College to understand the challenges it is facing in its bid to provide teacher education in Kenya. This will enable them to look for appropriate strategies to solve the problems in time.

The study can be replicated in other colleges so that their historical contributions could be documented and methods in addressing challenges in teacher education formulated.

1.8 Scope

The study was done in Nyanchwa College only. The respondents were tutors of Nyanchwa College. Records of the College graduates from 1989 to date formed part of the literature.

1.9 Limitations of the study

The study is limited to information provided by the College since no documented history about the College is available.

1.10 Assumptions of the study

The assumptions of this study were:

- a) The respondents would be able to read and understand the questionnaires on their own.
- b) College authorities were to be cooperative and provide the information needed.

1.11 Theoretical framework

This study is based on the production function model. It is generally believed that Philip Wicksteed (1894) was the first economist to algebraically formulate the relationship between output and inputs as $P = f(x_1, x_2, \dots, x_m)$ (Humphrey, 1997). The proponent of the Education Production was James.S. Coleman in 1966 in his report referred to as, ‘The Coleman Report’, published in 1966, in which he concluded that the marginal effect of various school inputs on student achievement was small compared to the impact of families and friends. The study’s greatest contribution was directing attention to the distribution of student performance, the outputs as opposed to the inputs. The resulting model shows that the achievement of individual students is directly related to inputs, that is characteristics of schools, teachers, books available, desks and other school resources (Wikipedia, 2007).

Humphrey (1977), defines an education *production function* as the application of the economic concept of a production function to the field of education. It relates various inputs affecting a student's learning such as schools, families, peers, neighborhoods, etc. to measure outputs including subsequent labour, market success, college attendance, graduation rates, and, standardized test scores.

This model takes education institutions as production units. This production unit utilizes inputs which are pupils, teachers, classrooms, lockers etc; to produce outputs in form of graduates at different levels of the education system.

This relationship between inputs into the education system and output from the education system is what is referred to as the production function (Psacharopoulos and Woodhall, 1985 and Todaro, 1992)

This relationship can be represented symbolically as follows:

$q = f(a, b, c, d, \dots)$. Whereby,

q - is the output which is a function of (a b c d)

f - means function of (a b c d)

a- these are a variety of measures of college environment like; physical facilities, quality

of tutors, availability of the tutors, number of text books available, amount of time

teacher trainees are exposed to the above variables and quality of college facilities.

b- this represents individual and family background characteristics like: family income,

social class and parental educational attainment

c- This represents the teacher trainee's ability and initial level of education

d- it represents influences by peers. This can be either positive or negative in nature. All these variables help in the production of the finished product in form of primary teachers.

1.12 Organization of the study

Chapter one covers the background to the study, the statement of the problem, the purpose of this study and objectives of the investigation. It also covers the research questions, hypotheses of the study, justification and scope of the study. Finally, it consists of limitations of the study, assumptions and the theoretical framework.

Chapter two examines the literature review. This covers the historical development of Adventist education in Kenya, the aim of Adventist education and the challenges faced in teacher education development in Kenya. Chapter three is methodology that comprises the description of research area, target population, study sample and sampling techniques. Data collection instruments, reliability and validity of research instruments including data collection procedures, analysis and interpretation of data are also addressed in chapter three. Chapter four deals with data analysis, presentation and interpretation of the findings based on the responses to the items in tutors' questionnaire. Chapter five gives a summary of the findings, draws conclusions based on the findings and makes recommendations based on the conclusions drawn.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature that is related to this study. Specifically it will deal with the historical development of Adventist education in Kenya, the aim of Adventist education, the development of Nyanchwa Teachers' College in teacher education and finally the Challenges facing teacher education development in Kenya.

2.1 Historical development of Adventist education in Kenya

The missionaries were the pioneers in introducing formal education in Kenya .The main objective of the missionaries was to spread the Christianity. However, this objective could not be achieved without educating the Africans. Consequently, the various denominations were ready to send missionaries to Africa for purposes of evangelizing the continent. This is how Johann Ludwig Kraph, one of the earliest missionaries representing the Church Missionary Society, found his way to Kenya where he started his work among the Galla people along the Kenyan coast in 1844 (Sifuna and Otiende 1994).Later, in 1846 he was joined by Johannes Rebmann and the two started the work of preaching, exploration, education and translation. They opened their first mission at Rabai near Mombasa (Bogonko, 1992)

Due to poor transport network, little progress was made as the missionaries sometimes met with hostile communities such as the Masai. Therefore, it was not until the completion of the Kenya Uganda railway in 1901 that the missionaries entered the hinterland of Kenya (Otiende and Wamahiu 1992).The seventh Day Adventist church started its first work in Africa in 1894 in Zimbabwe where it also started its first college at Solusi for training pastors and other personnel. In 1903 the general conference of SDA decided to send missionaries to Africa to spread the gospel. As a result Pastor Carscallen and his wife together with Pastor Peter Nyambo were sent to Kenya by the SDA General Conference as the first missionaries. Pastor Nyambo was the first SDA black African pastor. Pastor Nyambo was a Malawiani citizen who had gone to Britain for studies shortly after the Adventist work had began in his home country in 1902.As a teacher he was sent by the general conference of SDA to accompany Carscallen to Kenya to start missionary work in Kenya (Okeyo, 1989) .

Carscallen and Peter Nyambo reached Mombasa in 1905.By this time the railway had reached Kisumu and they travelled by rail to Nairobi and finally to Kisumu (Okeyo 1989). Pastor Carscallen and Nyambo started the first SDA mission South Kavirondo at a place called Gendia near HomaBay in 1906. Therefore the SDA became the first church to establish formal education in today's Nyanza province (Amayo 1973, Okeyo 1989).The establishment of the mission led to the teaching of reading and writing .This was because many of the Africans were illiterate and therefore being an impediment in the evangelization process. This therefore forced the missionaries to teach the Africans the art of reading and writing before converting them to Christianity. This is why Okeyo (1989) observes that after setting up a mission at Gendia lessons on reading and writing

were started. He argues that all teaching was done in Dholuo. Later various schools were started. This was followed by Wire mission school (1909), Rapedhi Mission School (1912), Nyanchwa mission school (1912) and Kamagambo mission school (1912).The SDA church has also established several secondary schools .Some of these schools are Kamagambo high school, Chebwai SDA secondary, Nyanchwa, Nyabola, Ranen, Segero and Wangapala SDA secondary schools, among others (Amayo 2003)

2.2 The aim of Adventist education

Nyanchwa College was started in 1912 as a mission centre by Carscallen. The main purpose of missionary education was to enable the local people to be literate so that they could be able to spread the gospel. Okeyo (1989) states that nobody was allowed to become a Christian before mastering the art of reading and writing for this was the best way to spread the gospel according to early missionaries. The Adventist church hence intended to offer a true wholistic education-an education that can harmoniously develop all the faculties of a person.

White (1903) asserts that education has to do with the whole being and with the whole period of existence possible to a human being. It is the harmonious development of the physical, the mental and spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of the wider service in the world to come. Consequently the vision and mission statement of the college which are anchored in this philosophy are:

Vision: To be a Fountain of True and Quality Christian Education, while the **Mission statement is:** To Promote Proper Mental, Spiritual, Physical and Social Development (Nyanchwa 2012)

2.3 The development of Nyanchwa Teachers' College in teacher education

Nyanchwa College was started in 1912 as a mission centre by Carscallen with the main objective of spreading the gospel. However; it was difficult to preach to illiterate people. Hence after putting up the mission, lessons of reading and writing were started. Therefore, wherever there was a church building there had to be a school building too (Okeyo 1989). This policy of the SDA church to teach the local people formal education before converting them into Christians has continued till today and consequently all church missions have a school close to it.

Nyanchwa teachers college is a Seventh Day Adventist church institution opened in the year 1987. It is a complex institution of learning consisting of a primary, a secondary school, a teachers training college, a technical institute and finally a satellite campus of Baraton University. It is registered by the Ministry of Education to offer certificate and diploma courses in teaching, medical courses and science and technology and it is officially registered by the pharmacy and poisons board. The college has ultramodern science and medical laboratories, two large modern computer laboratories, big library with e-library and a TV station-Hope channel for training mass communication.

The college in collaboration with The University of Eastern Africa (Baraton) has started offering degree courses as from September 2011. These programmes are open to all students irrespective of their religious affiliations (Nyanchwa 2012).

Nyanchwa teachers college offers the following courses:

Diploma in teacher education

Primary teacher one course (p1)

Diploma in Early childhood Development Education (ECDE)

Certificate in ECDE

Degree courses in education in collaboration with university of eastern Africa -Baraton

Other courses offered in the technical institute are:

Diploma in pharmacy

Diploma in medical laboratory technology

Diploma in analytical chemistry

Diploma in mass communication

Diploma in information technology

Diploma in computer studies among many others

The courses offered in the teachers college testify the efforts of the college in teacher development (Nyanchwa 2012).

2.4 Challenges facing teacher education development in Kenya.

Teachers are the back bone of any education system .The quality of the teachers therefore plays crucial role in determining the level of economic development of any country

.Despite this, teachers in many countries continue to face various challenges .Some of these challenges are discussed below.

2.4.1 Poor perception of the teaching profession.

Many people in the society see the profession as mere training of teachers. That is, an education programme that equips the teachers with pedagogical content only. Then there are some who regard teacher education as preparation of teachers or training (Karanja, 1995). This concept of teacher education focuses on preparing school teachers in pedagogical content as well as academic content. Here, the emphasis is laid on equipping a school teacher with adequate competencies in both pedagogical and academic contents that prepare the teacher for challenges of modern life. The negative attitude that many people have towards education has forced many bright students who wanted to join teaching to shift to other careers and therefore hindering teacher development (Kafu 2003).

2.4.2 Lack of enough resources

Lack of resources in our teacher training colleges is another challenge that the development of teacher education faces. The issue of facilities and resources for preparing school teachers is critical. Kafu (2003) observes that the status of the materials for preparing school teachers is pathetic.

They are inadequate, obsolete, dilapidated and unsuitable resources for producing a competent teacher who can operate in this century. This state of affairs raises a lot of concern about the quality of teachers serving in the school system and has negatively affected the self-esteem and integrity of the teachers.

2.4.3 Management

The management of teacher education is also an area of concern. Teacher education was left in the hands of the so-called “experienced” primary and secondary school teachers who did not have proper skills in the field of teacher education. It is from this pool, that teacher education administrators and teacher-trainers were appointed to run the programme (Kafu 2003). These inexperienced administrators have immensely contributed in tainting the good name of teaching profession. The situation is worsened by the mass enrolment in schools especially following the introduction of free basic education in Kenya in 2003. UNESCO (2005) states that the pupil teacher ratio for some schools was 70: 1 which is far beyond the recommended maximum ratio of 40:1. Such a high ratio has got its own challenges. For instance, teachers find it impossible to pay attention to all learners, especially the slow ones. Also teachers are not able to give adequate assignments to the pupils, as they cannot cope with the marking and teaching workload.

This scenario has made the teaching profession unattractive and consequently less competitive when compared with the other professions.

2.4.4 Teaching ethics

Many teacher trainees are never taught the teaching ethics in the education sector. Wilkins (1975), observes that these ethics have never been formally designed and taught to teacher-trainees since colonial period. They are normally, casually mentioned in passing as aspects of principles and practices of teaching by the teacher-trainers. This has led to a situation where by teachers who are produced do not understand the teaching

profession and its demands. They do not likewise understand their role in the profession other than instructional responsibilities in teaching profession. This is one of the reasons why many teachers in the field normally find themselves doing what is not expected of them as teachers by their employer and the society in general. Some of the teachers misconduct includes being drunk while on duty, refusing to execute duty assigned to him/her, fighting in school, chronic absenteeism among many others.

2.4.5 Terms and conditions of services for teachers

Teachers are also poor when considered against the other professions. As a result this has demoralized all the serving teachers in the field while it has barred potential teacher trainees from venturing into teaching. Due the poor working conditions in the teaching sector, teachers are ever at war with their employer, the TSC. For example, several strikes have been organized that are geared towards better pay, demand for employment of more teachers to lower the teacher: pupil ratio which is very high. Likewise as observes Buchere (2009), workshops aimed at making the teaching profession attractive have been organized in order to retain the serving teachers and make the sector appealing to new trainees. This involves creating awareness among teacher promotional opportunities in the education sector and other opportunities for personal development as professionals. One such workshop held in Nairobi at the Multimedia University of Kenya whose main theme was “*Linking primary teacher training to University education*” on 25/8/2009, emphasized on the need for a search for new approaches that are appropriate to cater for expanding needs of teachers and removing all barriers to and on job training of serving teachers.

Chapter Three

3.0 Research Design and Methodology

3.1 Introduction

This chapter deals with the research design, location of the study, target population, study sample, sampling techniques, research instruments, reliability and validity of the research instruments. It also deals with data collection procedures and finally data analysis and presentation.

3.2 Location of the Study

The study was carried out in Kisii Central district of Kisii County at Nyanchwa SDA Teachers Training College(Appendix iii). The county was selected because it was accessible and familiar to the researcher. The county encompassed the following districts: Kisii Central, Kisii South, Gucha South, kenyanya, Gucha, Sameta, Nyamache, and Masaba South. The county shares a common border with Nyamira district and Manga district to the east, Masaba district to the North, Migori to the Southwest, Rachuonyo to the North and Gucha to the South West (District commissioner's office, Kisii, 2012).Currently the county has two teacher training colleges. These are Nyanchwa and St. Pauls- Nyabururu teachers training colleges.

The region is mainly hilly and the entire population depends on agricultural produce for their livelihood. The cash crops grown in the region are tea, coffee, pyrethrum and sugar cane. The main stable food crop is maize.

3.3 Research Design

A research design is a plan for carrying out the study. Orodho (2003) defines research design as the scheme, outline or a plan that is used to generate answers to the research problems. On the other hand Kombo and Tromp (2006) observe that a research design is the ‘glue’ that holds all the elements in the research project together. This study adopted a descriptive survey design. This approach attempts to describe the state of affairs as it exists. A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables (Mugenda and Mugenda, 2003, Kothari 1990, Orodho 2005). This design was found to be suitable for this study for it would enable the researcher to collect original data from the respondents. It was also less costly and it took less time to collect a lot of data that was required

3.4 Target Population

The study focused on the principal and the college tutors of Nyanchwa Adventist College. The College has 21 tutors and 1 principal for the academic year 2011/2012.

3.5 Study Sample and Sampling Techniques

Sampling is a process of selecting a number of individuals from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho, 2005, Mugenda and Mugenda 2003). Simple random sampling was used in selecting the number of tutors to participate in the study.

Simple random sampling was applied for it would give all the individuals in the population an equal and independent chance of being selected as a member of the sample (Kombo and Tromp, 2006).

In this case the principal/Deputy principal and twenty other tutors chosen randomly took part in the study. A total of 21 participants participated of 22; In this case we had 21 tutors responding to the research instruments. This formed 95% of the population selected .Mugenda and Mugenda (2003) notes that where time and resources allow, a researcher should take as a big sample as possible. With large samples the researcher is confident that if another sample of the same size were to be selected, findings from the two samples would be similar to a high degree.

3.6 Research instruments

This study used questionnaires and interview schedules in collecting data. Data collection refers to the gathering of specific information aimed at proving or refuting some facts (Kombo and Tromp, 2006). This study used questionnaire method and an interview schedule. A questionnaire is a research instrument that gathers data over large sample (Kombo and Tromp, 2006) .These questionnaires contained structured questions to which respondents' were required to respond to. Structured questions are those questions which are accompanied by a list of all possible alternatives from which respondents select the answer that best describes their situation (Mugenda and Mugenda, 2003).There was one questionnaire. This was tutors questionnaire and an interview schedule for principal.

3.7 Reliability and validity of the questionnaire

3.7.1 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). In this study the reliability of the research instruments was determined through the test- retest method. A pilot study was conducted at Nyabururu teachers training college in Kisii County. The instruments were administered to the respondents by the researcher. After two weeks the researcher again administered the instruments to the same respondents- tutors and the principal. The responses obtained were subjected to the spearman rank order correlation. The reliability of coefficient was computed at 0.05 level of significance, which was taken to be reliable as noted by Orodho (2005). Table 3.1 below shows that the pairs of variables for this study were significantly correlate. The strongest positive correlation being between future prospects of Nyanchwa college and the challenges facing Nyanchwa college, $r(73) = .657, p < 0.001$. This therefore indicates that the items used for this study were to gather the required information as the p value was less than 0.05.

Table 3.1: Reliability correlations

			Do teacher trainees come from outside Kenya	College catchment	Government support to teacher training colleges	Challenges facing teacher training colleges	Solutions to challenges facing teacher training colleges	Future prospects of Nyanchwa teachers college
Spearman's rho	Do teacher trainees come from outside Kenya	Correlation coefficient Sig.1-tailed N	1.00 .00 17	-1.00 .00 17	-.213 .412 17	.163 .533 17	.248 .338 17	-.137 .599 17
	College catchment	Correlation coefficient Sig.1-tailed N	-1.00 .00 17	1.00 .00 17	.213 .412 17	-.163 .533 17	-.248 .338 17	.137 .599 17
	Government support to teacher training colleges	Correlation coefficient Sig.1-tailed N	-.213 .412 17	.213 .412 17	1.00 .00 17	.452* .068 17	.399 .113 17	.058 .824 17
	Challenges facing teacher training colleges	Correlation coefficient Sig.1-tailed N	.163 .533 17	-.163 .533 17	.452 .068 17	1.00 .00 17	.295 .250 17	.657** .004 17
	Solutions to challenges facing teacher training colleges	Correlation coefficient Sig.1-tailed N	.248 .338 17	-.248 .338 17	.399 .113 17	.295 .250 17	1.00 .00 17	.336 .187 17
	Future prospects of Nyanchwa teachers college	Correlation coefficient Sig.1-tailed N	-.137 .599 17	.137 .599 17	.058 .824 17	.657 .004 17	.366 .187 17	1.00 .00 17

Correlation is significant at 0.01 level (2-tailed)

3.7.2 Validity of research instruments

This is the degree to which results obtained from an analysis of the data actually represent the phenomenon under study (Mugenda and Mugenda, 2003, Kothari 2003). It is thus to do with how accurate the data obtained in the study represents the variable of the study. To assess the content validity of the research instruments, the researcher presented the instruments to the experts in the school of Educational Foundations who assessed them and gave the required feedback for implementation. This enabled the researcher to identify loopholes in time in order to make the necessary adjustments. Such loopholes included items that could call for the same response, ambiguals items that could force respondents to give different responses for the same item while some items had been repeated unnoticed by the researcher.

3.8 Data collection procedures

Data collection refers to the gathering of information to serve or prove some facts (Kombo and Tromp, 2006). This is actually the real process of going to the field to get the required information from the selected population. Before proceeding to the field the researcher sought permission from the Dean, School of Education in written to enable him to get a research permit from the ministry of education. After acquiring the permit the researcher got further permission from the District commissioner and the District Education officer to enable him conduct research in the college. This was done through a letter stating the area of research, purpose of the research and the exact dates when the research would take place. It was also vital to inform the college principal of the intended exercises two weeks prior to the actual study in order to allow time for any

changes in the schedule. On the actual dates of the study the researcher visited the college to conduct the research. The questionnaires were issued to selected respondents who were given time to complete them.

3.9 Data Analysis and Techniques

This refers to the examination of coded data critically and making inferences (Kombo and Tromp, 2006). In this study descriptive and inferential statistics were used. Descriptive statistics includes frequencies, pie charts and percentages which were used to compute the enrolment of teacher trainees over years while inferential statistic was Chi-square which was computed at 0.05 level of significance.

CHAPTER FOUR

4.1 DATA ANALYSIS, PRESENTATION AND INTERPRETATION.

4.2 Introduction

This chapter deals with data analysis, presentation and interpretation of the findings based on the responses to the items in tutors questionnaires. The chapter basically deals with analysis of respondents views on the role of the Seventh Day Adventist Church In the development of teacher education in Kenya. The data collected included information on the role of Nyanchwa teachers training college in the development of teacher education in Kenya and the challenges the College has faced in the process of teacher education. The paper also looked into the future prospects of the college apart from identifying the ways of alleviating the challenges faced by the college. The data collected were analyzed and presented according to research objectives and hypotheses.

4.3 The role of Nyanchwa teachers' training college in the development of teacher education in Kenya.

The first objective of the study was to establish the role of Nyanchwa College in the development of teacher education in Kenya. In regard to this, respondents were asked various questions to assist the researcher gather the relevant information. The items posed in regard to these objectives were as follows;

When tutors were asked whether their teacher trainees came from outside Kenya?

The responses to this question were as follows; 1 (5.9%) accepted while 16 (94.1%) said no. This implied that not all teacher trainees were Kenyans. The tutors were also requested to state where they got their teacher trainee from. The responses received indicate that though most trainees were from Kenya that is 16 (94.1%), a significant percentage 1 (5.9%) came from East Africa. This therefore indicated that the college has an international capture of learners.

What education course do you offer? The respondents' answers to this item showed that the college offered other teacher education courses. The courses were as indicated below; Bachelor of education, diploma in education, primary teacher one course (p1), Diploma and certificate in Early Childhood Development and education.

The respondents were also required to state the number of teachers who had graduated from the college since its inception in various educational courses. Their responses were as indicated in the table 4.1 below.

Table 4.1: Graduands per course

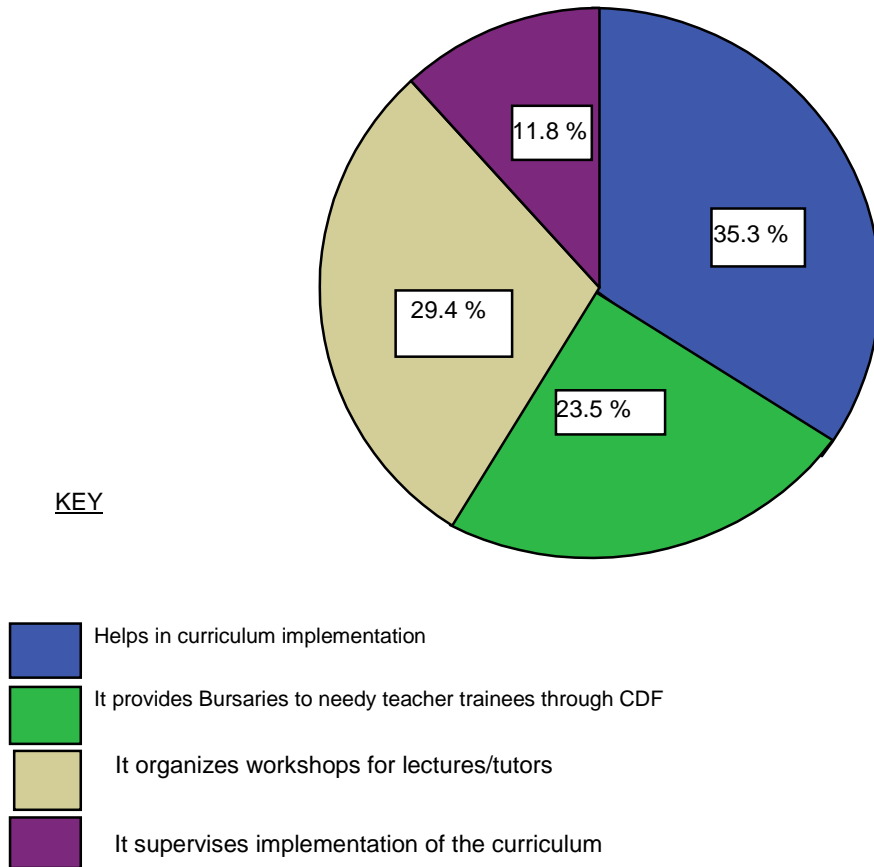
Year	Graduates per course			
	Degree	Diploma	P1	Total
1989				
1990				
1991				
1992			120	120
1993			168	168
1994			195	195
1995			194	194
1996			167	167
1997			153	153
1998			183	183
1999			215	215
2000			178	178
201			175	175
202			186	186
203			191	191
204			127	127
205			177	177
206			196	196
207			196	196
208			264	264
209			288	288
2010			403	403
subtotal			3776	3776 (97.01%)
2011	24 (0.62%)	42 (1.08%)		66 (1.69%)
212	12(0.31 %)	38 (0.98)		50 (1.28 %)
Total	36	80	3776	3892 (100%)

From table 4.1 above, it can be observed that the college had been offering primary teacher education (P1) since 1992 when it conducted its first graduation. The total (P1) graduands were 3776 which made 97.01% of the total graduands for the period under study, which is from 1989 to 2012. The college also offers Bachelor of education arts. In 2011, Bachelor of education arts graduands were 24 (0.62%) of the total graduands. while Diploma in education also had 42 (1.08%). In 2012 the college conducted its second

graduation of degrees and diplomas. During this year those who graduated with degrees and diplomas in education arts in total were 50 (1.28%) of the total graduands. From the foregoing information, it is clear that the college's contribution towards teacher education in Kenya is worthy nothing having graduated a total of 3892 teachers at various levels.

What support does the government give to the college in relation to teacher education development? This study also sought to find out how the government was supporting Nyanchwa teachers training college in teacher education development .To achieve this, the respondents were requested to respond to the above question. Based on the responses received it was found out that the government did support the colleges' teacher development efforts by sponsoring teacher trainees at different levels and also by giving support to the college through the implementation of the curriculum. Also the government does organize workshops for the lecturers and supervising the implementation of the curriculum through the quality assurance officers as shown in the Figure 4.1 below;

Figure 4.1: Chart of government support Nyanchwa TTC



From the chart above it can be noticed that there were 11.8 % of the respondents who said that the government assisted the college in curriculum supervision while 35.5 % said it helped in curriculum implementation .The remaining 29.4 % were of the opinion that the government also organized workshops for the lecturers. Finally, 23.5 % agreed that the government gave bursaries to teacher trainees to enable them complete their courses.

4.4 The challenges facing Nyanchwa teachers college in teacher education development

The second objective to this study was to examine the challenges the college was facing in the process of teacher education development in Kenya. From the respondents' views it was noted that the college faced several challenges which sometimes made the achievement of its objectives cumbersome. Table 4.2 below highlights these impediments;

Table 4.2: Challenges facing Nyanchwa TTC

Challenges	Frequency	Percent (%)	Valid Percent (%)
Low enrolment	2	11.8	11.8
Emergence of many colleges offering the same programmes	7	41.2	41.2
Inadequate teaching facilities	6	35.3	35.3
Overloading of lecturers	2	11.8	11.8
Total	17	100.0	100.0

From table 4.2 above, it can be observed that the major problem facing the college was the emergence of many colleges offering the same programmes. This identified by 7 of the respondents. This represented 41.2% of the total respondents. Inadequate teaching facilities were also identified as a problem in the college. It was confirmed by 35.3% of the respondents. This was closely followed by low enrolment and overloading of the tutors both taking 11.8% respectively of the total response received. The observation from the respondents indicates that the college needs to come up with more attractive courses in order to compete favourably with the many similar colleges.

How do you overcome the challenges stated above?

The other item in this part was expected to gather information on the strategies the college was using to overcome the challenges the college was facing. From the responses received it emerged that the college employed the various methods indicated in table 4.3 below to counter the problems they were facing.

Table 4.3: Solutions to challenges of Nyanchwa TTC

solution	Frequency	Percent (%)	Valid Percent (%)
Intensive advertisement of the college	8	47.1	47.1
Proper management of college resources	5	29.4	29.4
College to give lecturers incentives in order to retain them	4	23.5	23.5
Total	17	100.0	100.0

Table 4.3 above shows that the college intends to intensively publicise itself both locally and internationally. This will enable it to attract aspiring teacher trainees. Also they will be able to make well informed decisions before applying. This was identified by 8 (47.1 %) of the respondents. Proper management of college resources was also taken to be vital if the college was to improve in enrolment and performance at all levels. This was put forward by 5 (29.4 %) of the respondents. It was also important that the lecturers needed

to be motivated by being given incentives so that the college may be able to retain high quality tutors .This was said by 4 (23.5 %) of the respondents.

As a teacher training college what are your future plans?

Finally, the respondents were required to state the future prospects of Nyanchwa teachers training college .Their responses were as indicated in table 4.4 below;

Table 4.4: Prospects of Nyanchwa College

Future prospects		Frequency	Percent (%)	Valid Percent (%)
	To improve the quality of results	1	5.9	5.9
	The college to be advertised abroad	1	5.9	5.9
	To expand the college enrolment	2	11.8	11.8
	The college to be elevated to university status	13	76.5	76.5
	Total	17	100.0	100.0

Table 4.4 above shows that many of the respondents were quite optimistic that the college would soon become a university .This is because most of them indicated that they wished the college to be elevated to university status. Out of the total 13 respondents (76.5%) strongly felt that it should be elevated to university level. Another 2 (11.8 %) were of the view that the college should expand its enrolment levels which were very low. Finally, the remaining 1(5.9 %) respondents wanted the college to intensify advertisement abroad while the other 1 (5.9 %) respondents also felt that the college should put more effort in improving the college examination results. From the foregoing

assertion, it is clear that most of the respondents were quite eager to see the college attaining university status.

The hypothesis for this study was; Nyanchwa SDA Teachers College plays a significant role in teacher education in Kenya. To test this hypothesis a chi-square test comparing the role of Nyanchwa College with the challenges it was facing was conducted. The result was as indicated in table 4.5 below

Table 4.5:chi-square result

	value	df	Asymp. sign. 2 sided	Exact sign. 2 sided	Exact sign. 1 sided
Pearson chi-square χ^2	17.000 ^b	1	.000		
Continuity correlation	3.735	1	.053	-	
Likelihood ratio	7.606	1	.006	-	
Fisher's exact test	-	-	-	.059	.059
Linear by linear association	16.00	1	.000	.-	
N valid cases	17				

Table 4.5 shows that the chi-square value was $(\chi^2) = 17.00^b$, $df=1$ while $p=0.00$. This result shows that the p value was less than 0.05 implying that there was a significant relationship between the role played by Nyanchwa college in teacher education and the challenges it was facing in the process of teacher education preparation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, draws conclusions based on the findings and makes recommendations based on the conclusions drawn.

5.2 Summary of the findings

The findings of this study can be summarized as follows:

To find out the role Nyanchwa Teachers' Training College has played in the development of teacher education in Kenya.

From the findings of this study it emerged that Nyanchwa played a very important role in teacher education development in Kenya because it produces teachers who help to reduce the understaffing problem at different levels of the education sector. The study noted that most teacher trainees in the college were Kenyans. This was supported by 16 (94.1%) of the respondents who confirmed that most of trainees were Kenyans. This shows the immense contribution of Nyanchwa as a college towards teacher education in Kenya. It was found out that the college also offered various teacher education courses. These courses were: Bachelor of Education (Arts), Diploma in Education, Primary Teacher Education (P1), Diploma and Certificate in Early Childhood Development and Education.

All these courses are teacher oriented and therefore this means the college is geared towards improving the teacher production levels in the country.

Nyanchwa College has been producing quality teachers in the different fields mentioned above. This study found out that since its inception the college had graduated a total of 3892 teachers in its different fields of study. Primary Teacher Education (P1) was found to be the main course offered in the college. It was the first to be started and in 1992 when it conducted its first graduation. Since inception the college had graduated 3776 (P1) teachers which made 97.01% of the total graduands for the period under study. The college also offers Bachelor of Education (Arts). In 2011, bachelor of education arts graduands were 24 (0.62%) of the total graduands while diploma in education also had 42 (1.08%). In 2012 the college conducted its second graduation of degrees and diplomas. During this year those who graduated with degrees and diplomas in education arts in total were 50 (1.28%) of the total graduands. From the foregoing information it is clear that the college's contribution towards teacher education in Kenya is worthy nothing.

The study also found out that the government assisted the college in the process of teacher education production. From the findings it was noted by a significant number of respondents (35.3%) that the government was responsible for providing the required curriculum for all courses offered. It also helped in conducting workshops for the lecturers in order to promote their skill development. This was supported by 29.4% of the respondents who accepted that the government did finance skill development workshops in the college.

To establish the challenges the College is facing in the process of teacher education.

The Nyanchwa teachers college's contribution towards teacher education in Kenya is quite significant. It is thus not possible to wish away its input without having a major impact in the entire sector of education in Kenya. However, it is important to note here that despite the positive contribution towards education, Nyanchwa College was found to be facing several challenges that hindered its level of teacher production. The major challenges that were found to impact negatively on the performance of Nyanchwa College were: the emergence of many colleges that offered the programmes which made the competition for trainees to be stiff. This was mentioned by 7 (41.2%) of the respondents in the study area. This was closely followed by inadequate facilities which was mentioned by 6 (35.3%) of the respondents. This was in line with other studies done which showed that lack of enough learning facilities did affect the learning process. Kafu (2003) observes that the status of the materials for preparing school teachers is pathetic. They are inadequate, obsolete, dilapidated and unsuitable resources for producing competent teachers who can operate in this century.

It was also found out that it was vital for the college administration to conduct intensive advertisement locally and abroad in order to counter the stiff competition created by the mushrooming of many colleges offering the same course. This was put forward by eight respondents representing 47.1 % of all the respondents in the study area. It was also closely followed by five other respondent who were of the opinion that proper management of the college's available resource was paramount if the college was to regain its initial glory. This represented 29.4 %.

It also emerged that many of the respondents in the study area were of the view that Nyanchwa College should be elevated to university status .Out of the total respondents interviewed, 75.5% were of this view. Also 11.3% felt that the college should first work had to expand the enrolment which had dropped so much due to competition from other colleges

5.3 Conclusions

The following conclusions were made based on the findings of this study;

One of the objectives of this study was to establish the role of Nyanchwa College in the teacher education development in Kenya. Based on the findings of this study it was concluded that the college had appositive contribution towards teacher development since it emerged that since its inception it had graduate a total of 3892 teachers who were taking different courses.

The main teacher education course offered at Nyanchwa College was Primary Teacher Education (P1).In this course only the college had managed to graduate 3776 teachers which made 97% of the total college graduates. Other courses offered in the college were: Bachelor of Education (Arts), Diploma in Education and Certificate and Diploma in Early Childhood Development and Education.

It was also clear that most of the teacher trainees were Kenyans as it was realized that 94.1% agreed that many of the trainees were from Kenya.

Apart from the foregoing, the government was also found to be supporting Nyanchwa College in the process of teacher development. It was noted that the government developed all the curricula that were being followed in the college .This was supported by 35.3% of all the respondents. Likewise, it conducted workshops for the lecturers in order to improve on their teaching skills .This was supported by 29.4 % of all the respondents in the study area.

The coming up of many colleges offering similar courses was found to be the main challenge that Nyanchwa college was facing .From the findings, it was noted that 41.2 % of the total respondents were of this opinion. This was closely followed by inadequate teaching facilities with 35.3 %.

To overcome the challenges the college was facing, it was suggested that the college should conduct intensive advertisement at the local and international levels. This opinion was supported by 47.1 % of the respondents in the study area. It was closely followed by properly managing the available college resources which took 29.4%

Finally, the study found out that many of the respondents had high hopes that Nyanchwa College would be elevated to university status soon .This views were shared by 76.4 % of all the respondents in the study area.

5.4 Recommendations

Following the outcome of this study the researcher made the following recommendations:

- 1) The college administration should look for modalities of ensuring that Nyanchwa college is well known nationally and internationally in order to improve on the dwindling enrolment .This will finally improve the production level of teachers.
- 2) The quality of lecturers and the teaching and learning materials do affect directly the production level of teachers .In regard to this it is imperative that the college must provide adequate materials and also ensures that it employs adequate teaching staff.

5.5 Suggestions for further study

- 1)A study should be conducted to examine the impact of facilities on performance of teacher trainees in Kenya.
- 2)A study should be done to assess the impact of colonial government on teacher training Kenya today.

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Appendix I: Questionnaire for the tutors

This questionnaire is intended to gather information on the contribution of Nyanchwa SDA College in Teacher Education Development in Kenya. All the information received shall be confidential and shall be used only for the purpose of this study. Kindly respond to all items as requested.

1. Do your teacher trainees come outside Kenya?

Yes No

2. If your answer is YES in the above question, where do your teacher trainees come from? Please state the countries and the number from each.

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3. Which teacher education courses do you offer?

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4. How many teachers have graduated from the college since its inception in different teacher education courses?

Table: Graduands in different courses

Year	GRADUATE PER COURSE			
	DEGREE	DIPLOMA	P1	TOTAL
1989				
1990				
1991				
1992				
1993				
1994				
1995				
1996				
1997				
1998				
1999				
2000				
2001				
2002				
2003				
2004				

2005				
2006				
2007				
2008				
2009				
2010				
TOTAL				

5. What support does the government give to the college in relation to teacher education development?

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6. What are the challenges the college is facing in teacher education?

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7. How do you overcome the challenges stated above?

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8. As a teacher training college what are your future plans?

Please state.

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Appendix II: Budget for the study

Budget for the study

Item	Cost in ksh.
Stationary	15000/=
Commuter	10,000/=
Research assistant	15000/=
Computer services	12000/=
Printing	10,000/=
Food	8000/=
Total	Ksh.70,000/=

APPENDIX iii : MAP OF THE STUDY AREA-KISII CENTRAL DISTRICT

